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Organizational Learning & Instructional Technology 2009 APR Self-Study & Documents

University of New Mexico

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UNIVERSITY OF NEW MEXICO

**ORGANIZATIONAL LEARNING AND INSTRUCTIONAL TECHNOLOGY
PROGRAM**

**SELF STUDY
UNIT REVIEW**

FALL 2002 – SPRING 2009

**Prepared by
Mark Salisbury with the Faculty and Staff of the
Organizational Learning and Instructional Technology Program**

October 2009

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Mark Salisbury
Professor and Program Coordinator

PREFACE

The University of New Mexico conducts Undergraduate and Graduate Program reviews approximately every seven years. The Organizational Learning and Instructional Technology program (OLIT) conducted its last review in January 2002. While the program has always been an interdisciplinary one, it has changed considerably during the past seven years. The following document represents the self-study of the program. The majority of reference and documentation materials for this self-study are contained in appendices to this report. In addition, other exhibits and materials (e.g., full faculty curriculum vitae, course syllabi, brochures, etc.) will be available for use during the review process.

The OLIT Program is a unique interdisciplinary graduate and undergraduate program that draws students from not only the United States, but from many other countries as well. The OLIT Program has attracted outstanding faculty and students since its beginning in 1987. The program underwent two major restructurings during the past 7 years. The faculty restructured the Masters Program during 2007 – 2008. Also, the OLIT Program has increased its online offerings to the extent that students can complete the Master's Program entirely through online offerings. And by virtue of being in part a technology program -- and part a program that addresses the training needs of a variety of organizations, the program continually updates its curriculum to remain current.

EXECUTIVE SUMMARY

The OLIT program is in the Educational Leadership and Organizational Learning (ELOL) Department, College of Education, at the University of New Mexico. The OLIT program has an undergraduate program, a master's degree program, and a Ph.D. program. An Educational Specialist Certificate and several professional development certificates are also offered. The last OLIT program review was conducted in 2002. Findings of the external review team in 2002 recognized the interdisciplinary nature of the OLIT program and were very positive about the educational value and effectiveness of the program (see Appendix A). However, the external review team did note that "...a number of nested problems including high enrollment, course proliferation, and inappropriately high faculty workloads" were threatening the research mission of the OLIT program. While the OLIT program has made progress on addressing some of these problems identified in the 2002 graduate unit review of the OLIT program, other issues still exist. As for high enrollment, the OLIT program has reduced the number of master's students. (In the previous program review, the enrollment of master's degree students ranged from 75 to 138. It now is more around 75.) However, the number of doctoral students remains steady (around 50). Course proliferation has been brought under control since the writing of the 2002 graduate unit review of the OLIT program. One big reason is that many courses are now online. Recognizing the greater effort that online courses demand, OLIT faculty members have reduced the number of course offerings. However, faculty member workloads remain high making it difficult to preserve the research mission of the program. The main reason for this from a workload perspective is that the number of full time faculty devoted to the OLIT program has been reduced from five during the 2002 graduate unit review of the OLIT program to the current count of three faculty members. One other faculty member (tenured full professor) while holding a faculty appointment in OLIT serves as the ELOL Dept. Chair -- another faculty member (tenured full professor) teaches both in the OLIT and Educational Psychology program. A third faculty member who holds a lecturer appointment teaches both in the OLIT and Educational Leadership program.

The other recommendation made by the 2002 graduate unit review of the OLIT program, has been taken to heart by the OLIT program faculty members -- "*One opportunity that the faculty has perceived that we also see as crucial is the development of an online Master's program.*" Seven years later, students can now complete their master's degree in OLIT entirely through online offerings. Not only do students have the opportunity to complete their OLIT master's degree entirely through online offerings, but the degree itself has been revised to realize faculty's vision for bringing the OLIT master's degree into one integrated program -- as also recommended by in the 2002 graduate unit review of the OLIT program. A quick scan of the new master's degree program (see Appendix C) shows that the old emphasis areas of multimedia, distance education, and organizational learning are gone -- replaced by an integrated core of required courses in organizational learning and instructional technology.

Since the last program review, OLIT faculty members earnestly began their effort to assess the OLIT degree programs. OLIT faculty members identified eight areas of expertise. Using these

areas of expertise, the OLIT faculty developed student competencies for the OLIT master's degree and aligned the required courses in the master's degree program to address the student competencies. The first data on OLIT degree programs was collected in the spring of 2009 (see Appendix D). To assess if students can apply what they learned in OLIT courses, a student survey was conducted in the spring of 2009. In general, the respondents reported that the student competencies addressed in the OLIT program were important and that coursework in the OLIT program well prepared them to meet those competencies in their places of work.

In program comparisons, OLIT was found to be unique among comparable programs in the country. That's because it is an interdisciplinary program that integrates the fields of adult learning, organizational learning, human resource development and instructional technology in one single program with the belief that competence in all these fields is necessary to function well in any twenty first century organization that employs and trains adults. While students may focus their study on a selected area such as adult learning or eLearning, they are encouraged to take coursework that span the areas represented in the program. The revised OLIT master's degree is a good example of this integration where the core required courses integrate course work on the adult learner, instructional design, the theory and practice of organizational learning, distance learning, contemporary instructional technologies, knowledge management, and cross-cultural issues in adult learning.

As discussed in section 6, "Faculty Matters," a challenge for the OLIT program is that while Patsy Boverie teaches in OLIT on a part-time basis – since she is chair of ELOL – she still carries a heavy load of Ph.D. students – many of whom are active in dissertation work. This is the result of Dr. Boverie taking on Hallie Preskill's doctoral students when she left the OLIT program in 2005. Dr. Preskill was the only other faculty member – besides Dr. Boverie – that specialized in the area of organizational learning. This has created a very unhealthy imbalance in workload for Dr. Boverie – and created tension of "loyalty" for her as she constantly scrambles to fulfill her duties as Chair and simultaneously work with nearly thirty doctoral students.

The results of this self-study show that the OLIT program is a valued program in the ELOL department, the College of Education, and the University of New Mexico. It has served its students, their employers, and their associated professions well. By all accounts, the OLIT program has achieved its purpose and earned the support it will need to continue in its capacity. Based on the data gathered for this self-study and the insights of the faculty and administration of the OLIT program, the following five new directions for the OLIT program have emerged: 2) re-vitalize the organizational learning area in the graduate programs, 3) enhance teaching through the use of technology, 4) improve faculty and student research, and 5) better clarify and leverage the interdisciplinary nature of the program.

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1. General Program Characteristics

1. General Program Characteristics

This introductory section provides a quick OLIT program overview and describes the mission, philosophy, stakeholders, and goals for the program.

Quick Overview

The OLIT program started out as the Technical and Occupational Education (TOE) program in 1987 in the College of Education at the University of New Mexico. In 1990, it revised its mission and took on the name Training and Learning Technology (TLT). Its current name, Organizational Learning and Instructional Technology, was adapted in 1994 when the program underwent another revision and change in mission. The last OLIT program review was conducted in 2002. Findings of the external review team were very positive about the educational value and effectiveness of the OLIT program. Their executive summary began as follows (See Appendix A for the full report from the external review team.)

“We recommend continuance of the program with suggestions for future directions. We commend the program for bringing together a strong, dynamic faculty with differing expertise to create an innovative blend of disciplines. In many ways, this program is already the kind of cross-cutting new initiative the Provost seeks to encourage as part of the strategic plan. Our concerns and recommendations are intended to offer insights that will strengthen the program and better position it to continue to excel in achieving its mission in a research extensive university.”

The OLIT program has an undergraduate program, Bachelor of Science in Technology and Training, a master’s degree program, Master of Arts in Organizational Learning and Instructional Technology, and a Ph.D. program, Doctor of Philosophy in Organizational Learning and Instructional Technology. An Educational Specialist Certificate and several professional certificates are also offered. There are roughly thirty five students in the undergraduate program, approximately seventy students in the master’s degree program, and another fifty in the doctoral program. OLIT faculty is made up of three full time members and several part time members. Primary stakeholders are the OLIT students and their employers. Secondary stakeholders are students from other programs that take OLIT courses as electives.

Mission

The mission of the Organizational Learning & Instructional Technology (OLIT) Program is to provide quality education for individuals interested in improving the learning experiences of adults in schools, business, government, military, healthcare, and non-profit organizations through the application of instructional practices and organizational technologies that advance individual, group, and organizational learning.

Philosophy

The OLIT Program is based on a belief that learning is a life-long process, which is stimulated by active participation, a respect for the individual's past experiences and diversity, critical reflection, and dialogue. Through the teaching of new developments in learning theory, the application of new technologies, and the management of change, the OLIT Program prepares professionals to help individuals, groups, and organizations learn in more effective ways.

In light of the massive and continuous change organizations experience, it is imperative that graduates of our program be ready to not only manage change, but lead future change efforts as well. To this end, we strive to develop a community of learners who build motivation for learning in their own organizations. The learning communities they develop will be characterized by a shared vision, systems thinking, and team learning.

The OLIT Program focuses on the design, development, delivery, and evaluation of training, organization development, knowledge management, distance education, e-learning, and instructional technology systems, methods and strategies with the intent of improving human performance. The program can best be described as one that is both theory-based and practitioner oriented with an interdisciplinary orientation/perspective.

Upon completion of the OLIT Program, depending on the student's individualized Program of Study, the graduate will be able to:

- Undertake life-long learning, developing in concert the cognitive and affective domains to think critically, reflect on practice, and solve problems effectively within organizations.
- Design learning environments that promote the growth and learning of individuals from diverse cultural and linguistic backgrounds, including those with special learning needs.
- Address the cultural issues that influence the design, delivery, and evaluation of instruction within diverse social and linguistic contexts.
- Integrate the scholarship of adult learning throughout their professional lives.
- Design and develop effective instructional experiences based on a variety of models of design and evaluation (systems, constructivist, socio-constructivist).
- Apply multimedia and distance learning theories, technologies, and practices in the design, delivery, and evaluation of instruction.
- Address professional standards for instructional technology applications.
- Develop learning communities in real and virtual environments based on the theoretical foundations of communities of practice (content and nature).
- Conduct research and evaluation studies.
- Administer and manage a variety of learning systems.
- Innovate and manage organizational knowledge.
- Facilitate individual and team processes and communication.
- Lead individual, group, organizational learning, and change.
- Engage in human resource development within local, national, and global organizations.

- Mentor and coach individuals through the process of their personal and professional development.
- Lead strategic planning and evaluation in a variety of political and social contexts.
- Balance inquiry and advocacy while respecting the individual or group within the social context.
- Model ethical practices in their work.

To ensure that these objectives are met, the content of the program's courses are grounded in theoretical and empirical research and the extant literature, and are taught by experienced faculty using new and emerging technologies to facilitate activities, discussions, lectures, exercises, readings, simulations, and collaborative projects with other institutions in the U.S. and overseas.

The courses that comprise the OLIT Program also reflect the seven domains outlined in the College of Education's Conceptual Framework. Furthermore, the program's courses have been correlated to the recommended competencies and guidelines that have been developed by the American Society for Training and Development (ASTD), the International Society for Performance Improvement (ISPI), the Association for Educational Communications Technology (AECT), the International Society for Technology in Education (ISTE), and the National Council on the Accreditation of Teacher Education (NCATE) associations, and therefore reflect the mission of the College and the requirements of the profession.

The OLIT program has a direct alignment with the Conceptual Framework of the University of New Mexico -- Four Strands of Priority that Connect, Align, and Activate the University's Mission, Vision, Values, and Strategies: Student Success, Systemic Excellence, Healthy Communities, and Economic and Community Development. (See Appendix B for a detailed description of the Conceptual Framework of the University of New Mexico.)

The OLIT program also aligns with the College of Education's Conceptual Framework: Human Growth and Development, Culture and Language, Content of the Disciplines, Pedagogy, Technology, Professional Issues, Nature of Knowledge, Learner-Centered, Contextual, Coherent, Culturally Responsive, Caring, Advocacy, Inquisitiveness, Reflection-in-Action, Communication, Collaboration, and Ethical Behavior. See Appendix B for a detailed description of the College of Education's Conceptual Framework.)

Research

The OLIT Program is firmly grounded in a commitment to research and in the application of research methods and findings to applied problems and issues. Faculty members in the program believe strongly in the need for involvement of the faculty in the production of original research and the involvement of students and colleagues in research activities. Therefore, the OLIT Program has a strong commitment to the production of original scholarly research. Thus program goals in research include:

- Continued and increased productivity in the production and dissemination of research;

- Involvement of students in the research enterprise throughout their graduate training; and
- Advocacy of a research role to the development of our teaching, including the importance of applied research projects.

Teaching

The primary mission of the OLIT Program is to provide programs of study that lead to the Bachelor of Science, Master of Arts, Educational Specialist, and Doctor of Philosophy degree in Education and to provide curricula and other educational experiences in support of other College of Education and University graduate and undergraduate programs. The graduate programs provide students with the following training and experiences:

- A research based curriculum covering basic concepts and theories in organizational learning and training, and instructional technology incorporating multimedia and distance education.
- An integrated sequence of courses and other learning experiences that will insure the development of a clear basis for understanding the necessary links among design, development, delivery, evaluation and management of learning systems.
- A rigorous training sequence in statistics and research methodologies at the Doctoral level that will allow graduates to evaluate and conduct research in a variety of settings. Introduction to evaluation and research methods at the Masters level to insure graduates become knowledgeable consumers of related research.
- A variety of opportunities, such as teaching assistantships and internships, which will prepare students for their future professional endeavors.

Service

Goals of the OLIT Program for service include the involvement of faculty with educational and governance activities provided at the college, university, community, and national levels. The OLIT Program has had a strong involvement in service activities. First, a central feature of the program's curriculum involves providing services to other programs and colleges in the form of curricula designed to provide a foundation in training, multimedia and distance education. Program faculty members serve on degree committees for other programs and departments, and perform substantial services in this capacity. Faculty members also provide extra-curricular time and effort to work with graduate students in such activities as the Doctoral Research Forum the Doctoral Community of Practice and the OLIT Graduate and Professional Student Association. Faculty members serve on College, University, community, state, and national committees. OLIT faculty members conduct professional development training for UNM faculty in both the main campus and the Health Sciences Center. See section 4 for more details. In addition, faculty is in constant demand for consulting services based on their research and teaching expertise. These activities all speak to the commitment of the program to a strong service mission.

Recent OLIT Program History

Below is a recommendation from the 2002 graduate unit review of the OLIT program.

“As we listened to faculty, students and administrators and read the documents prepared for this review, we felt that, like many creative small programs, this program has had difficulty maintaining a focused mission. This has led to a number of nested problems including high enrollment, course proliferation, and inappropriately high faculty workloads. We would address these problems by asking faculty to set enrollment and work-load targets that preserve their research mission, and to then make programmatic choices within those parameters. As the inventors of a vision of the blend of organizational learning and instructional technology, only these faculty can make the hard choices about which programs and courses they will retain.”

While the OLIT program has made progress on addressing some of the “nested problems” identified in the 2002 graduate unit review of the OLIT program, some of these problems still exist. As for high enrollment, the OLIT program has reduced the number of master’s students. (In the previous program review, the enrollment of master’s degree students ranged from 75 to 138. It now is around 70.) However, the number of doctoral students remains steady (around 50). Course proliferation has been brought under control since the writing of the 2002 graduate unit review of the OLIT program. One big reason is that many courses are now online. Recognizing the greater effort that online courses demand, OLIT faculty members have reduced the number of course offerings. However, faculty member workloads remain high making it difficult to preserve the research mission of the program. The main reason for this is that the number of full time faculty devoted to the OLIT program has gone from five during the 2002 graduate unit review of the OLIT program to the current count of three. Moreover, the three remaining faculty members have research background and interests in instructional technology – no full time faculty members have research background and interests in organizational learning. This means that Patsy Boverie, now department chair and part time instructor in the OLIT program, has an exceptionally high advisement load with students which have interests in organizational learning. Dr. Boverie, has approximately thirty doctoral students and over twenty master’s students at the time of this writing.

The other recommendation made by the 2002 graduate unit review of the OLIT program, has been taken to heart by the program faculty members:

“One opportunity that the faculty has perceived that we also see as crucial is the development of an online Master’s program. This program is an opportunity for the faculty to bring their vision of OLIT into one integrated program, offered both within the state and the nation. With appropriate enrollment and workload control, this is an extremely important way for this program to both evolve their mission and to disseminate it. We heartily recommend that the program move forward on this with due speed.”

Students can now complete their master’s degree in OLIT entirely through online offerings. They can graduate without setting foot on the Albuquerque campus of the University of New Mexico.

A complete discussion of the OLIT degree programs and curricula appears in Section 2 “Degree Programs and Curricula.” One of the most productive areas of faculty effort since the last graduate review has been in the revision of programs and the development of new curricula. Most of this effort has focused on revising the OLIT master’s degree program.

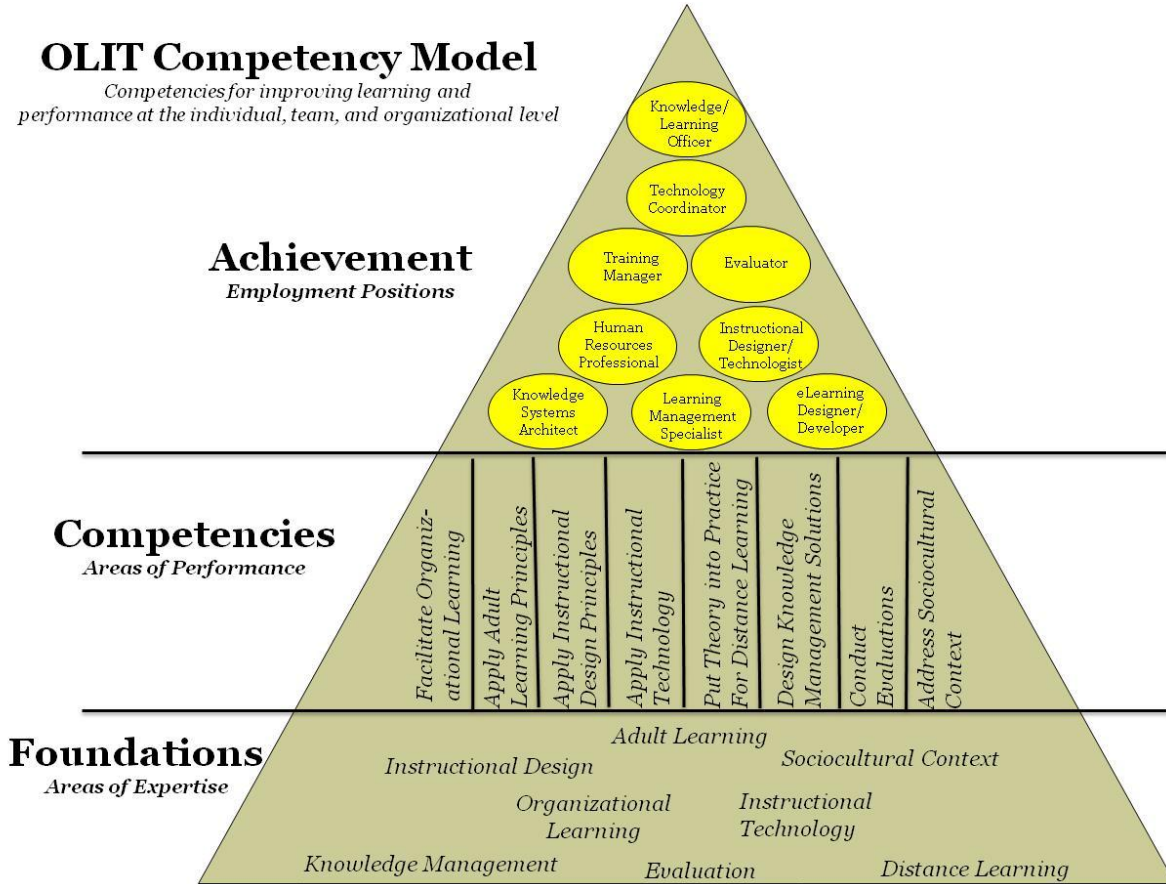
Master’s Program Revision

Not only do students have the opportunity to complete their OLIT master’s degree entirely through online offerings, but the degree itself has been revised to realize faculty’s vision for bringing the OLIT master’s degree into one integrated program – as recommended by in the 2002 graduate unit review of the OLIT program.

In January of 2008, the OLIT Program faculty submitted a revision of the master’s degree program to the College of Education Graduate Curriculum Committee. Appendix C shows the new proposed OLIT master’s degree program (which was approved and placed in the University Catalog) and the old program which it replaced. A quick scan of the new master’s degree program shows that the old emphasis areas of multimedia, distance education, and organizational learning are gone – replaced by an integrated core of required courses in organizational learning and instructional technology, providing interdisciplinary training to master’s students.

A major aspect of this revision is the increase of the required graduate credits from 15 to 27 for the portfolio option and from 18 to 30 for the thesis option. This has the effect of lowering the total electives for students from 18 to 9 credits. However, in practice, OLIT faculty have been recommending the proposed new required courses as electives, so students have felt little actual impact on their program of studies. By making these recommended electives required courses, OLIT faculty members believed that it made advisement more straight-forward for students and made individual student programs more transparent in the integration of organizational learning and instructional technology. The new program also shows a better alignment with the seven domains outlined in the College of Education's Conceptual Framework.

Figure 1.1 OLIT Competency Model



The revised OLIT master’s degree program is the result of a lengthy process to improve the master’s program to meet the requirements of the profession in preparing students for successful careers. Figure 1.1 shows the OLIT Competency Model for the OLIT master’s degree. Through the Model, students build competencies for improving learning and performance at the individual, team, and organizational level.

The OLIT Competency Model for the OLIT master’s degree has at its foundation, the following eight areas of expertise.

OLIT Master’s Degree Areas of Expertise

- Organizational Learning
- Adult Learning
- Instructional Design
- Instructional Technology
- Distance Learning
- Knowledge Management

- Evaluation
- Sociocultural Context

These areas of expertise were derived from the recommended competencies and guidelines that have been developed by the following professional societies: American Society for Training and Development (ASTD), the International Society for Performance Improvement (ISPI), the Association for Educational Communications Technology (AECT), the International Society for Technology in Education (ISTE), and the National Council on the Accreditation of Teacher Education (NCATE) associations. Also, these areas of expertise were validated through research findings by OLIT faculty conducted in the fields of organizational learning and instructional technology and by extensive conversations with OLIT students, alumni, and the employers of OLIT students.

Using these areas of expertise, OLIT faculty developed the following student competencies for the OLIT master's degree. They are the "operational" version of the areas of expertise. They are stated as performance objectives for graduates of the OLIT master's degree program. Upon graduating from the OLIT master's degree program, graduates will be able to do the following.

OLIT Master's Degree Competencies

- Facilitate Organizational Learning
- Apply Adult Learning Principles
- Apply Instructional Design Principles
- Apply Instructional Technology
- Put Theory into Practice for Distance Learning
- Design Knowledge Management Solutions
- Conduct Evaluations
- Address Sociocultural Context

To ensure that OLIT graduates are able to meet these student competencies, the newly revised OLIT master's degree has the following set of required courses. Note that each course addresses a student competency.

OLIT Master's Degree Course Requirements

Eight Required Courses (24 credits)

- OLIT 514 Theory and Practice of Organizational Learning or OLIT 540 Foundations of HRD and Instructional Technology (3 credits)
- OLIT 561 The Adult Learner (3 credits) or LEAD 529 The Adult Learner (3 credits)
- OLIT 501 Instructional Design (3 credits)
- OLIT 505 Contemporary Instructional Technologies or OLIT 525 Instructional Multimedia (3 credits)
- OLIT 535 Theory and Practice of Distance Learning (3 credits)
- OLIT 507 Designing Knowledge Management Solutions (3 credits)

- OLIT 508 Program Evaluation (3 credits)
- OLIT 546 Cross Cultural Issues in Adult Learning (3 credits) or OLIT 537 Culture and Global eLearning

Ultimately, how well a program meets its educational objectives is measured by how well they prepare graduates for success in their places of employment. The top level of the OLIT Competency Model, labeled “Achievement: Employment Positions,” illustrates this measure of achievement. These position titles were created from feedback by OLIT master’s degree graduates. How well OLIT graduates performed at these positions is described by them in Section 3 “Results of Assessing Student Learning.”

Future Goals for the OLIT Program

OLIT faculty utilized the data from this self-study, OLIT program history, and the latest research findings, to identify the following future goals for the program.

Modernize the Undergraduate Program

The undergraduate program has not undergone a major curriculum revision in over ten years. Many of the courses are dated and new courses have not been developed that take advantage of the benefits of emerging technologies and learning techniques. One future goal for the OLIT program is to modernize the undergraduate program.

Re-Vitalize the Organizational Learning Area in the Graduate Programs

The OLIT program currently does not have a full time faculty member teaching, advising, or directing research in the area of organizational learning. Another future goal for the OLIT program is to re-vitalize the organizational learning area.

Enhance Teaching Through the Use of Technology

Another goal that is supported by the data of this self-study and the experience of faculty is the enhancement of teaching through the use of technology. This goal is to build on the success of the online master’s degree program by utilizing advanced technology to improve the quality of instruction in the program, as well as conduct research and development in new technology mediated learning environments

Improve Faculty and Student Research

OLIT faculty members are concerned that high loads for student advisement, demanding dissertation committee membership, and the chairing of too many dissertations will negatively affect faculty research productivity and the quality of student research. Another concern is that the OLIT program receives virtually no student graduate assistantships for research or teaching.

A program goal is to reduce faculty load in other areas to allow more time for improving student research and provide more graduate research and teaching assistantships.

Clarify and Leverage the Interdisciplinary Nature of the Program

The results of this self-study should make it readily apparent that the OLIT program is truly an interdisciplinary program. However the interdisciplinary nature of the OLIT program has also been a source of problems for the program. In some circumstances it has led to questions from faculty and administrators in the College of Education about the role of the OLIT program in the College and how OLITs interdisciplinary program aligns with the mission of the College. Instead of attempting to narrow the focus of the OLIT program to the educational mission of the College of Education, a program goal is officially establish the OLIT program as true interdisciplinary program.

2. Degree Programs and Curricula

2. Degree Programs and Curricula

This section discusses the degree programs and curricula for the OLIT program.

The OLIT Program includes an undergraduate, masters, doctoral, and certificate programs. Each program will be discussed below. All programs, undergraduate, master's and doctoral, have undergone various changes over the last eight years. We have expanded the breadth of the undergraduate program to include other majors accepted and are working with the new Digital Media Arts Degree program which is being developed through the College of Fine Arts. The masters program has undergone substantial course development, more offerings on-line to include a complete on-line master's degree, a change to entrance requirements to do away with the GRE exam, and a complete reworking of the assessment procedures based on the faculty re-visioning program competencies. The doctoral program has had expanded course offerings, the development of a community of practice, and minor changes and adjustments to procedures. All courses, at all levels, are updated as needed, usually each time they are taught. During the latest round of revisions, individual OLIT faculty analyzed current offerings in respect to alignment with the OLIT Competency Model. After adjustments and updates were made to individual courses, those courses were brought forth to the full OLIT faculty for approval during a program meeting. Course changes that required additional approval by the undergraduate or graduate curriculum committees of the College were then submitted to those committees and underwent their approval process.

Training and Technology Undergraduate Program – 2+2 Program

The Technology & Training (a 2 + 2 program) allows students to use two years of technical education, often from a community college, and add two years of coursework in OLIT, C&J, Management, & other courses to complete their undergraduate degree. The coursework provides students with a well-rounded education that focuses on organizational learning and training. Rapid technological advances and the global community have made corporate training a high need area. Students are recruited from the state's community colleges. The program is directed under the supervision of Dr. Bruce Noll, Lecturer.

The technical disciplines accepted for transfer into the Technology & Training Program (up to a maximum of 30 credit hours) include, but are not limited to:

Business

- Administrative Assistant
- Business Graphics & Communication
- Legal Assistant
- Microcomputer Management

Health

- Respiratory Therapist

Technologies

- Architectural/Engineering Drafting
- Computing
- Design Drafting Engineering
- Electronics Engineering
- Electronics
- Manufacturing

Trades and Service

- Air Conditioning, Heating & Refrigeration
- Automotive Technology
- Commercial Printing
- Construction Technology
- Criminal Justice
- Diesel Equipment Technology
- Electrical Trades
- Environmental Technology
- Fire Science
- Food Service Management
- Machine Tool Technology
- Mechanical Technology
- Metals Technology

OLIT Undergraduate Admissions Requirements

To be admitted into the Technology & Training Bachelor of Science Program, a technical AAS degree or a technical certificate program must be completed with a minimum 3.0 GPA in the technical major. In addition, the applicant must have earned 18 hours of approved Arts and Science courses with a 2.5 or greater GPA.

If less than 18 hours of approved Arts and Science courses have been completed, the applicant must:

- a. Proceed through regular UNM Admissions to complete the required 18 hours of Arts and Science courses in the University College, or,
- b. Complete 18 hours of approved Arts and Science courses from a community college and transfer these courses into UNM.

Program of Study for Technology & Training - 132 Semester Hours

Students majoring in Technology & Training will complete a minimum of 49 semester hours of University Core Requirements with a grade of 'C' or better, 21 semester hours of Management/Communication Skills, 30 semester hours of Technical Core and 30 semester hours of OLIT undergraduate courses.

University Core Requirements: (49 hours minimum)

Writing & Speaking (12 hours) Grade Credit

- C & J (any)
- Eng 101
- Eng 102
- Eng 219

Mathematics (6 hours Math 121 & above)

Physical and Natural Science (7 hours minimum with lab)

Social and Behavioral Science (9 hours minimum)

- Econ 105 or 106
- Soc 101
- Psych 105

Humanities (6 hours minimum)

Select two courses from among the following:

- American Studies 186
- Comparative Literature & Cultural Studies 223, 224
- English 150, 292, 293
- Foreign Languages (M. Lang) 101
- History 101, 102, 161, 162
- Philosophy 101, 201, 202
- Religious Studies 107

Second Language (3 hours minimum)

Fine Arts (3 hours minimum)

Practical Arts (3 hours minimum)

Arts & Sciences Electives

Management/Communication Skills (21 semester hours)

Management

- Mgt 113. Management: An Introduction
- Mgt 306, Org. Behavior & Diversity
- Mgt 307, Organizational Innovation

- Mgt 362, Leadership Development

Communications

Select C & J 325 and 2 additional courses from the following:

- C & J 325, Intercultural Comm. (Required)
- C & J 321, Interpersonal Comm. Analysis
- C & J 323, Nonverbal Communication
- C & J 327, Persuasive Communication
- C & J 344, Interviewing
- C & J 425, Theories Small Group Comm.
- C & J 441, Advanced Organizational Comm.
- C & J 442, Organizational Analysis & Training
- C & J 453, Current Dev. In Organl. Comm.

Technical Concentration (30 hours)

OLIT Technology & Training Major (30 hours)

Theoretical Foundations (6 hours)

- OLIT 481, Technological Change & Society
- OLIT 466, Principles of Adult Learning

Instructional Technology (9 hours)

- OLIT 420, Creativity & Technical Design
- OLIT 421, Production. & Utilization Of Instructional Materials
- OLIT 483, Instructional Applications: Computer Technology

Training (15 hours)

- OLIT 470, Workplace Training
- OLIT 471, Designing Training
- OLIT 472, Training Techniques
- OLIT 473, Measuring Performance In Training
- OLIT 495, Field Experience

Undergraduate Course Offerings

- OLIT 420. Creativity and Technical Design. (3)
- OLIT 421. Production and Utilization of Instructional Materials. (3)
- OLIT 422. Video Techniques: Use in Education & Training. (3)
- OLIT 466. Principles of Adult Learning. (3)
- OLIT 470. Workplace Training. (3)
- OLIT 471. Designing Training. (3)
- OLIT 472. Training Techniques. (3)
- OLIT 473. Measuring Performance in Training. (3)
- OLIT 481. Technological Change and Society. (3)
- OLIT 483. Instructional Applications: Computer Technology. (3)
- OLIT 492./592. Workshop. (1-4) May be repeated for credit, no limit.
- OLIT 493./593. Topics. (1-3) May be repeated for credit, no limit.
- OLIT 495. Field Experience. (3-6 to a maximum of 12) Planned and supervised professional laboratory or field experience.

OLIT Master's Program

The Organizational Learning and Instructional Technology (OLIT) Program offers a Master's Degree that provides students the option to take courses in Organizational Learning and Training, and Instructional Technology, including Adult Learning, Evaluation, Knowledge Management, Multimedia Technologies, and Distance Education. Students may focus on one particular area or create a personalized program of study, integrating several areas

OLIT students can expect to develop a diverse skill set that will prepare them to be able to obtain professional positions in the field of workforce training, training/course development, program evaluation, and organizational development and instructional technology. OLIT graduates work in a diverse number of settings from nonprofit organizations to Fortune 500 Companies. OLIT graduates obtain diverse employment options which include Project Management, Instructional Design, Organizational Development, Training & Development, Distance Education, and much more.

Students may take the Master's either entirely online which provides an incentive for students who reside out-of-Albuquerque, out-of-state, and overseas to apply to the program, or in a hybrid format with a combination of face-to-face and online, courses. Non-resident and international online students pay resident tuition fees if they enroll in no more than 6 credit hours per semester. Students may take Plan I Professional Portfolio Option (36 credits) or Plan II Thesis Option (39 credits). Applications are accepted for Fall, Spring, or Summer enrollment.

Admission Criteria for the OLIT Master of Arts Program

A Bachelor's Degree from an accredited college or university, at least a 3.0 GPA in the last sixty (60) hours of undergraduate work, positive recommendations, and a writing sample, and a letter of intent that outlines goals or objectives that can be reasonably achieved through a degree in this program.

Required Core Courses (24 credits) and Electives (9 credits)

- plus -

Plan I - Professional Portfolio (3 credits) - or -Plan II - Thesis (6 credits)

Required Core Courses (24 credits)

OLIT 514. Theory and Practice of Organizational Learning (3 credits)

-or-

OLIT 540. Foundations of HRD and Instructional Technology (3 credits)

OLIT 561/LEAD 529. The Adult Learner (3 credits)

OLIT 501. Instructional Design (3 credits)

OLIT 505. Contemporary Instructional Technologies (3 credits)

-or-

OLIT 525. Instructional Multimedia (3 credits)

OLIT 535. Theory and Practice of Distance Learning (3 credits)

OLIT 507. Designing Knowledge Management Solutions (3 credits)

OLIT 508. Program Evaluation (3 credits)

-or-

an advisor approved research course for those planning to do a thesis

OLIT 546. Cross Cultural Issues in Adult Learning (3 credits)

-or-

OLIT 537. Culture and Global eLearning (3 credits)

Electives (9 credits)

Students choose courses to strengthen their preparation in specific areas of their choosing. Six of these 9 credits should be from the OLIT program.

Elective Courses May Include:

- OLIT 509. Collaborative Knowledge Creation (3 credits)
- OLIT 511. Knowledge Dissemination and Application (3 credits)
- OLIT 521. Presentation Technologies (3 credits)
- OLIT 522. Digital Video Techniques for Instruction (3 credits)
- OLIT 528. Management of Learning Systems (3 credits)
- OLIT 533. Instructional Use of Computer Simulations (3 credits)
- OLIT 536. Instructional Television: Principles and Applications (3 credits)
- OLIT 538. eLearning Course Design (3 credits)
- OLIT 543. Training Techniques (3 credits)
- OLIT 562. Team Development (3 credits)
- OLIT 593. The Role of Wisdom in Adult Learning and Culture (3 credits)

A complete list of elective courses is presented under Master's course offerings below.

Optional:

A 3 credit graduate course in a related field may be selected with the permission of the student's advisor. Such a course might be from another department in the College of Education or in business, public administration, communications, sociology, or psychology.

The Master's Portfolio Project

All Masters students not taking the *Thesis* option will be required to complete an *Internship* and develop a *Professional Portfolio (OLIT 596, 3 credits)* based on the work conducted during the Internship, as well as a synthesis of their course work in the Master's Program. The Professional Portfolio will serve as a capstone culminating experience that provides evidence of the student's progress through the program. The Professional Portfolio consists of two major activities, an Internship and preparation of the Portfolio. The Internship will provide MA students with

professional learning experiences in applied settings. The Portfolio is meant to be a purposeful collection of student work to exhibit one's effort, progress, and achievements throughout the program. Approximately 90% of OLIT master's degree recipients completed the portfolio option.

The Portfolio will represent an extensive record of progress, and a collection of well-documented learning achievements. It is a vehicle for documenting the student's graduate-level work. The Portfolio is judged and evaluated by three faculty members in terms of the student's educational goals, and progress towards achieving those goals. The Professional Portfolio will satisfy the Office of Graduate Studies Comprehensive Examination requirement.

The Master's Thesis

The thesis option is intended for students interested in learning about and conducting research. The thesis consists of preparing a research proposal, a proposal hearing, carrying out the research, and a final defense meeting. The thesis will be judged and evaluated by three (3) faculty members. The final defense of the thesis will include an oral exam which satisfies the Office of Graduate Studies' comprehensive examination requirement.

Master's Course Offerings

OLIT 501. Instructional Design. (3)

OLIT 505. Contemporary Instructional Technologies: Survey. (3) Prerequisite: 501, 521, 561.

OLIT 507. Designing Knowledge Management Solutions. (3)

OLIT 508. Program Evaluation. (3)

OLIT 509. Collaborative Knowledge Creation. (3)

OLIT 511. Dissemination and Application of Knowledge. (3)

OLIT 514. Theory and Practice of Organizational Learning. (3)

OLIT 521. Presentation Technologies. (3)

OLIT 522. Digital Video Techniques for Instruction. (3) Prerequisites: 501, 561.

OLIT 523. Computer Authoring Languages and Systems. (3)

OLIT 525. Instructional Multimedia. (3) Prerequisites: 501, 521, 561.

OLIT 526. Artificial Intelligence and Learning. (3) Prerequisites : 501, 525, 561.

OLIT 538. eLearning Course Design. (3) Prerequisites: 501, 535, 561.

OLIT 540. Foundations of HRD and Instructional Technology. (3)

OLIT 541. Organizational Consulting Theory and Practice. (3)

OLIT 543. Training Techniques. (3) Prerequisites: 501. 561.

OLIT 545. Leadership and Management of Organizational Learning. (3)

OLIT 546. Cross-Cultural Issues in Adult Learning. (3)

OLIT 527. Practicum- Instructional Technology. (3) Prerequisites: 501, 521, 561 and 523 or 525.

OLIT 528. Management of Learning Systems. (3)

OLIT 533. Instructional Use of Computer Simulations. (3)

OLIT 535. Theory and Practice of Distance Learning. (3)

OLIT 536. Instructional Television: Principles and Applications. (3)

OLIT 537. Culture & Global eLearning. (3)

OLIT 561. The Adult Learner. (3)

OLIT 562. Team Development. (3)

OLIT 563. Mentoring Adult Career Development. (3)

OLIT 590. Master's Seminar. (1) Offered on a CR/NC basis only.

OLIT 591/491. Problems. (1-3 to a maximum of 6)

OLIT 592/492. Workshop. (1-4)

OLIT 593. Distributed Interactive Simulation. (3)

OLIT 593. Global Workforce. (3)

OLIT 593. Web 2.0 for Education & Training. (3)

OLIT 593. The Role of Wisdom in Adult Learning & Culture. (3)

OLIT 593./493. Topics. (1-3)

OLIT 595. Field Experiences. (3-6 to a maximum of 12) Offered on a CR/NC basis only.

OLIT 596. Internship. (3-6 to a maximum of 12) Offered on a CR/NC basis only.

OLIT 598. Directed Readings in Organizational Learning & Instructional Technology. (3-6 to a maximum of 6)

OLIT 599. Master's Thesis. (1-6)

The Educational Specialist Program

Organizational Learning and Instructional Technologies offers the Educational Specialist (Ed.S.) certificate program for those individuals who desire a credential representing specialization in an area beyond the Master's degree. Awarded under the authority of the College of Education, the Ed.S. is not a degree program or a pre-doctoral program. This certificate program is intended to prepare practitioners to gain recognition of specialization in a given field.

- The Ed.S. Program requires a minimum of thirty-three (33) semester hours beyond the Master's degree. All courses must have prior approval in the student's Program of Studies. The applicant's Master's degree and work experience are expected to be related to the area of interest for the Ed.S. Individuals who do not have related academic and work experience should consider the Master of Arts Program in OLIT.
- As part of the thirty-three semester hours of graduate courses, the Program requires the successful completion of either an Action Research Project/Report or an Internship/Professional Portfolio.
- Individual programs must be planned and approved by a Program of Studies Committee during the first semester of coursework. The committee consists of two OLIT faculty members.
- Coursework is required in three specific areas:
 1. Area of Specialization (18 credit hours minimum) To be determined by the committee.
 2. Research and Evaluation (9 credit hours minimum)
 - ED FDN 501 Statistics in Education
 - ED FDN 502 Naturalistic Inquiry
 - OLIT 508 Program Evaluation
 - or
 - Other Research/Evaluation Course as Approved by an Advisor
 3. Exiting Project -Students may choose one of the following two options to complete their Ed. S. work.
 - I. Action Research Project (6 credit hours) OLIT 595: Field Experience
 - II. Professional Portfolio (6 credit hours) OLIT 596: InternshipBoth of these options require a three-person OLIT faculty committee.

Additional Guidelines

- OLIT 501: Instructional Design and OLIT 561: The Adult Learner must be included in the program if these or approved equivalent graduate courses have not been previously completed.
- Coursework completed as part of a Master's degree may not be transferred into the Ed.S. Program.
- A minimum of fifteen credits must be completed in OLIT as part of the Ed.S. Certificate.
- No more than twelve credits of non-degree graduate work past the Master's degree may be transferred into the Ed.S. Program.
- Students in the Ed.S. Program in OLIT may enroll for a maximum of 3 credits of Problems (OLIT 591) and 3 credits of Directed Readings (OLIT 598).

OLIT Doctoral Program

The Ph. D. in Organizational Learning and Instructional Technology is a research degree. It is designed to develop the candidate's competencies to design, conduct and report original theoretical and applied research in learning and human performance technologies. A comprehensive content foundation in theory and research is strengthened through the requirement of an interdisciplinary support area. The Program of Studies and the dissertation reflect an emphasis on theoretical concepts, inquiry skills, and original research.

General Expectations & Requirements

The Program of Studies and the Dissertation shall reflect greater emphasis on theoretical concepts, inquiry skills, and original research. Doctoral study is intended to be a stimulating and demanding intellectual experience. Emphasis is placed upon excellence of intellectual, analytical, and conceptual achievements applied effectively to professional situations. Graduates are expected to become leaders in the education and training fields through the application of research, knowledge, and critical thinking skills.

The Doctorate is a degree representing broad scholarly attainments, a deep grasp of a field of study and expertise in the conceiving, conducting and reporting of individual research. It is in this sense that the formal requirements are summarized in terms of: course work, work done in residence, inquiry skills requirement, the Doctoral Comprehensive Examination, the Application for and Admission to Candidacy, the Dissertation, the Final Examination for the Doctorate, and the time limitations.

The Doctorate usually requires at least three years of intensive course work and research beyond the Master's Degree. (A Master's Degree is a pre-requisite to admission to the Doctoral Program in OLIT.) Applicants are accepted once a year for Fall admission.

All Doctoral applicants entering the OLIT Program are required to meet three pre-requisites: *OLIT 501 Instructional Design*, *OLIT 561 The Adult Learner*, and *EDPY 500 Survey of Research*

Methods in Education. These prerequisites must be satisfied prior to the mid-point of the Program of Studies. Eighteen hours may be transferred to the doctoral program from the student's master's degree from an accredited graduate school.

The dissertation for the degree of Doctor of Philosophy must demonstrate both ability to do independent research and competence in scholarly exposition. It should present original investigation, at an advanced level, of a significant problem and should provide the basis for a publishable contribution to the research literature.

Doctoral Community of Practice

The OLIT Doctoral Student Community of Practice (COP), begun in 2001, is an informal group that meets about once a month to talk about issues that are of interest to doctoral students in the program, and also to socialize, make connections, and support each other. Open to all doctoral students in the OLIT program, OLIT COP provides an opportunity for students who specialize in one area in the program to meet those from others. It also allows for newcomers to meet the more experienced students.

Topics discussed include becoming a professional in the field, joining professional groups, networking, developing dissertation research questions, organizing research data, and providing feedback on dissertation study results, to name a few. The most important functions of the group, however, are to form a community of practice and to support each other through the doctoral process. OLIT faculty members believe that this support group does help our doctoral students do better research and complete their dissertations on schedule.

Application to the Doctoral Program

The application requires two types of submission.

1. Submission of application materials to the UNM Graduate Admissions Department.
2. Submission of additional materials to the OLIT Program Office:
 - A letter of intent must detail the reasons for requesting admission to the Doctoral program, including a summary of future professional plans and why the OLIT Doctoral degree is necessary for the accomplishment of these plans.
 - A current resume providing a summary of the applicant's experience and how this experience relates to the proposed doctoral study in OLIT.
 - Five letters of recommendation on OLIT/UNM forms from persons familiar with the applicant's academic ability and potential for doctoral-level work.
 - Two recent samples of professional or scholarly writing by the applicant.
 - The official results from the Miller's Analogies Test (M.A.T.) or the Graduate Record Examination (G.R.E.) taken within the previous three years.
 - Official set of transcripts from each school attended.

Admission Criteria

Admission criteria include a Master's Degree from an accredited college or university with a 3.5 GPA, positive recommendations, minimum M.A.T. test results of 400 or minimum G.R.E. test results of 900 (verbal & quantitative combined), and goals or objectives that can be reasonably achieved through a degree in this program.

When the file is complete, applicants for admission to the OLIT Doctoral Program are interviewed by a panel of at least three regular OLIT Program faculty members. (In rare instances, where it is impossible for the applicant to personally appear for an interview, a videotape prepared by the applicant in response to a set of Program questions, will be used. After viewing the tape, an audio teleconference may be scheduled.)

Evaluation of Applications

Evaluation criteria include (1) a grade point average of 3.5 in the Master's Degree, and other relevant graduate work; (2) assessment of the variety and quality of experiences which provide evidence of the acquisition of knowledge and skills appropriate for the doctoral level of performance; (3) M.A.T. or G.R.E. test score, as stated above; (4) recommendations (5) evidence of professional growth and a desire for continued professional development; (6) demonstrated writing skills; and (7) the personal interview.

The Doctoral Program of Study

Minimum of 78 Coursework Hours

- plus -

18 Dissertation Hours

Description

The OLIT Ph.D. is a research degree. It is designed to develop the candidate's competencies to design, conduct and report original theoretical and applied research in learning and human performance technologies. A comprehensive content foundation in theory and research is strengthened through the requirement of an interdisciplinary supporting area. The Program of Studies and the Dissertation reflect an emphasis on theoretical concepts, inquiry skills, and original research.

Prerequisites

Please Note: Prerequisites are not applied to the seventy-eight (78) coursework hours required.

- OLIT 501. Instructional Design
- OLIT 561. The Adult Learner

- EDPY 500. Survey of Research Methods in Education, or equivalent course.

Doctoral Core (18 hours)

- OLIT 600. Science, Technology, and Society
- OLIT 601. Advanced Instructional Design
- OLIT 696. Internship (focused on research, to be taken after EDPY 501 and 505 or concurrently)
- OLIT 690. Dissertation Proposal Seminar

- plus -

Doctoral Seminar (6 Hours)

Selected from doctoral level seminar courses from the following three (3) credit hour seminars:

- OLIT 608. Advanced Seminar in Organizational and Program Evaluation
- OLIT 635. Research in Distance Education
- OLIT 639. Advanced Instructional Technology Seminar
- OLIT 641. Advanced Seminar on Organization Development and Consulting
- OLIT 661. Seminar: Transformational Learning

Doctoral Concentration (15 hours)

These hours are chosen from the OLIT 500 and 600 level courses. The courses selected will be chosen in concert with the student's advisor and will reflect the student's particular programmatic interest. For example, if students were particularly interested in the use of multimedia and distance learning technologies, they would choose a set of courses that would help them develop these areas of expertise. Likewise, if students were interested in training and organization development knowledge and skills, they would choose courses that would develop these areas of expertise. Students may select a combination of adult learning, organizational learning, and instructional technology courses to suit their goals.

Please Note: Students must seek advisor approval if they want to take any of these 15 credits outside of OLIT.

Research Requirement (15 hours)

- EDPY 511. Introductory Educational Statistics
- EDPY 505. Conducting Quantitative Educational Research
- EDPY 603. Applied Statistical Design and Analysis
- LLSS 502. Naturalistic Inquiry or equivalent course

Plus an additional 600 level research course (3 hours)

Please select from the following, pertaining to the particular emphasis of study:

- For a Qualitative Dissertation, an additional qualitative course is recommended (eg. LEAD/LLSS 605)
- For a Quantitative Dissertation, an additional quantitative course is recommended (eg. EDPY 604 or 606)

Interdisciplinary Supporting Area or Thematic Minor (30 hours)

Courses should be selected in consultation with the student's Program of Studies Chairperson to support an interdisciplinary course of study. For example, if students choose "Cross-cultural Communication" as a thematic area of study, they could choose courses from the Departments of Communication, Anthropology, and Language, Literacy and Sociocultural Studies for the minor. Selections may include, but are not limited to, courses from the following Departments :

- Anthropology
- Educational Leadership
- Educational Psychology
- Communication & Journalism
- Language, Literacy & Sociocultural Studies
- Public Administration
- Psychology
- Computer Science
- Health Education
- Sociology

Please Note: Students may include six (6) OLIT credit hours in the thematic minor. Twenty-four (24) credit hours must be outside of OLIT.

Transfer Credits (max 18 hours)

A maximum of eighteen (18) credit hours may be transferred into the Ph.D. program from a student's Master's program. The final decision on which courses are accepted is made by the student's Program of Studies Committee.

Dissertation (18 hours)

These hours are taken under the student's Dissertation Committee Chair. Contact the Program Office for the call numbers for the particular professor. This number will change every semester.

Doctoral Course Offerings

- OLIT 600. Science, Technology, and Society. (3)
- OLIT 601. Advanced Instructional Design. (3) Prerequisites: 501, 508, 561.
- OLIT 608. Advanced Seminar in Organizational & Program Evaluation. (3)
- OLIT 635. Research in Distance Education. (3)
- OLIT 639. Advanced Instructional Technology Seminar. (3) Prerequisites: 501, 508, 561.
- OLIT 641. Advanced Seminar on Organization Development & Consulting. (3)
- OLIT 661. Seminar: Transformational Learning. (3)
- OLIT 690. Dissertation Proposal Seminar. (3-6) Offered on a CR/NC basis only. Prerequisite: students must complete the Comprehensive Examination before enrolling or take it concurrently. Course may be repeated once.
- OLIT 696. Internship. (3-6 to a maximum of 12) Offered on a CR/NC basis only. This is a research internship course.
- OLIT 698. Directed Readings in Organizational Learning & Instructional Technology. (3-6 to a maximum of 6)
- OLIT 699. Dissertation. (3-12) Offered on a CR/NC basis only.

Non-OLIT Course Offerings

These related courses are offered in other departments in UNM. Some are taught by OLIT instructors.

- EDPY 500. Survey of Research Methods in Education. (3)
- EDPY 511. Introductory Educational Statistics. (3)
- EDPY 604. Multiple Regression Techniques as Applied to Education. (3)
- EDPY 606. Applied Multivariate Statistics. (3)

OLIT Professional Certificates

The OLIT Professional Development Certificate Program was established to offer an opportunity for working professionals to upgrade their skills and knowledge. These certificates may lead to a job promotion, additional job qualifications, or new job opportunities. The Certificate Program is

a 12 credit hour non-degree, graduate level activity and therefore, does not require admission into the OLIT graduate program. It does, however, require the student to have a Bachelor's Degree from an accredited college or university. The student should successfully complete twelve (12) credit hours of approved OLIT graduate level courses as a non-degree student within three years' time and obtain a grade of "B" or better in all courses to obtain a Certificate. OLIT faculty members considered submitting these professional certificates to the graduate curriculum committees of the College and University for consideration as "transcribed" certificates. However, after careful consideration, OLIT faculty members decided to leave them "untranscribed" since it may take a year or two to have them approved as transcribed certificates – and by that time they will need to be replaced or updated since the field changes so rapidly.

The Adult Learning & Training Professional Development Certificate

The Professional Development Certificate in Adult Learning and Training develops knowledge and skills for professionals who are involved in the education and training of adults, whether in schools, agencies, communities, and in the workplace. The 12 credit-hour program consists of graduate level courses that address how adults learn, cross cultural issues in adult learning, an understanding of adult development and growth, and how to design, develop and deliver effective learning experiences for adults.

Following are the two OLIT courses required for this Certificate:

OLIT 561 The Adult Learner (3) Required

OLIT 501 Instructional Design (3) Required

Plus two other courses from below:

OLIT 543 Training Techniques (Delivering Effective Presentations) (3)

OLIT 546 Cross-Cultural Issues in Adult Learning (3) Required

OLIT 563 Mentoring Adult Career Development (Adult Career Dev. & Change) (3)

The Professional Development Certificate in eLearning

The online Professional Development Certificate in eLearning develops knowledge and skills in professionals, who design, teach, support, evaluate, lead, and manage programs for diverse audiences via distance technology in educational, corporate, government, military, and non-profit

organizations. The program is innovative as it approaches eLearning from an international and cross-cultural perspective.

Developed using the latest Internet-based technologies, the eLearning Certificate is accessible entirely online (with optional face-to-face meetings). There is no requirement for campus residency to complete these courses.

The 12 credit-hour program consists of four graduate level courses that address foundations of eLearning, the adult distance learner, media and technologies for e-Learning, cultural issues and international contexts, eLearning design, development of online learning communities, faculty development, e-mentoring, learner support, assessment methods, and e-learning program planning, implementation, evaluation, and management.

OLIT 535. Theory and Practice of Distance Learning (3)

OLIT 537. Culture and Global eLearning (3)

OLIT 538. eLearning Course Design (3)

OLIT 528. Management of Learning Systems (3)

NOTE: If OLIT 528 is not offered, it can be substituted with one of the following:

OLIT 536. Instructional Television: Principles and Applications

OLIT 507. Designing Knowledge Management Solutions

OLIT 509. Collaborative Knowledge Creation

OLIT 505. Contemporary Instructional Technologies

The Professional Development Certificate in Instructional Technology

The online Professional Development Certificate in Instructional Technology, develops the knowledge and skills to craft effective solutions to instructional challenges, including the design and development of instructional materials and learning environments using the latest educational and information technologies. The Instructional Technology Certificate is accessible entirely online (with optional face-to-face meetings). There is no requirement for campus residency to complete these courses.

This program provides a 12-hour graduate-level experience that prepares participants to effectively integrate and routinely use current technologies, and qualifies them for instructional

design responsibilities in public, private, government, and educational contexts. The following are the four OLIT courses required for this Certificate:

OLIT 505. Contemporary Instructional Technologies: Survey (3)

OLIT 525. Instructional Multimedia (3)

OLIT 522. Digital Video Techniques for Instruction (3)

OLIT 533. Instructional Use of Computer Simulations (3)

The LINE Certificate

The online Professional Development Certificate in Leadership for Innovation in the New Economy (LINE) is a 12 hour program which consists of graduate level courses that focus on developing leadership skills in preparing organizations, agencies, communities, and schools for success in the new knowledge economy. Individual courses focus on knowledge management, organizational learning, workforce development, e-learning, and collaboration. There is no requirement for campus residency to complete these courses. The following are the four OLIT courses required for this Certificate:

OLIT 507 Designing Knowledge Management Solutions (3)

OLIT 514 Theory and Practice of Organizational Learning (3)

OLIT 593 (GW) Global Workforce (3)

Plus one course from selection below:

OLIT 537 Culture and Global eLearning (3)

OLIT 509 Collaborative Knowledge Creation (3)

The Professional Development Certificate in Organizational Learning

The professional development certificate in organizational learning offers knowledge and skill development for professionals who are involved in organizational learning, organizational development, program development and evaluation. The 12 credit-hour program consists of graduate level courses that provide external and internal consultants and professionals the latest skills and theories on organizational change and development.

The following are the three OLIT courses required for this Certificate:

OLIT 508 Program Evaluation (3) Required

OLIT 514 Theory and Practice of Organizational Learning (3) Required

OLIT 541 Organizational Consulting Theory and Practice (3) Required

Plus one other course from below:

OLIT 540 Foundations of HRD and Instructional Technology (3)

OLIT 545 Leadership and Management of Organizational Learning (3)

OLIT 507 Designing Knowledge Management Solutions (3)

The Professional Development Certificate in Culture and Adult Learning

The Professional Development Certificate in Culture and Adult Learning is a 12 credit hour program that focuses on addressing cultural issues in adult learning in a changing global workplace. The graduate level courses develops knowledge and skills in professionals, who design, teach, support, evaluate, lead, and manage programs for diverse audiences. The following are the OLIT courses required for this Certificate:

OLIT 561 or LEAD 529 The Adult Learner (3) Required

OLIT 546 Cross-Cultural Issues in Adult Learning (3) Required

OLIT 537 Culture and Global eLearning (3) Required

OLIT 593 The Role of Wisdom in Adult Learning and Culture (3) May be substituted with another course addressing culture in adult learning outside the OLIT program if this course is not offered.

3. Results of Assessing Student Learning

3. Results of Assessing Student Learning

This section describes how the OLIT program assesses the effectiveness of its curriculum and teaching for its degree programs.

Assessment Plans

As discussed in Section 1, General Program Characteristics, OLIT faculty members began their effort to assess the OLIT degree programs by revising the master's degree program. In the first step of this revision, OLIT faculty members identified eight areas of expertise, shown in the first column of Table 3.1. Using these areas of expertise, the OLIT faculty developed student competencies for the OLIT master's degree – shown in the second column of Table 3.1. Listed in the third column of Table 3.1 are the required courses in the master's degree program that address the student competencies. The assessments for the student competencies are shown in the fourth column of Table 3.1. Course projects in each course are the direct assessment of a student competency. For example, a score of 80 or better on the course project for OLIT 514 Theory and Practice of Organizational Learning indicates that a student has met the competency of *Facilitate Organizational Learning*. Course grades are an indirect assessment of students meeting a competency. For example, a grade of 3.0 or better in the course for OLIT 514 Theory and Practice of Organizational Learning is an indirect indication that a student has met the competency of *Facilitate Organizational Learning*. (Since other subjects are covered in the course, a student could do very well in other aspects of the course and poorly on the project – so, the student's grade could be passing but the student could have a low level of competency in *Facilitate Organizational Learning*.) As we accumulate data on how well our students are achieving the student competencies, we will use that data to inform our efforts to improve our program curriculum.

OLIT Master's Degree Assessment

Table 3.1 also shows how OLIT master's degree students realize the OLIT Competency Model – introduced in Section 1, “General Program Characteristics.” Student competencies address the areas of expertise identified by the professional societies, validated through research findings and through extensive conversations with OLIT students and the employers of OLIT students. It shows how these student competencies are addressed by required courses in the master's degree program; and how those competencies are assessed by course projects and course grades.

Table 3.1 OLIT MA Degree – Areas of Expertise, Student Competencies, Required Courses, and Assessments

Areas of Expertise	Student Competencies	Required Courses	Assessment	Direct/ Indirect	Score Range	Pass Score
Organizational Learning	Facilitate Organizational Learning	OLIT 514 Theory and Practice of Organizational Learning or OLIT 540 Foundations of HRD and Instructional Technology (3 credits)	Course Project – OLIT 514 or OLIT 540	D	0-100	80
			Course Grade– OLIT 514 or OLIT 540	I	0-4.4	3.0
Adult Learning	Put Adult Learning Principles into Practice	OLIT 561 The Adult Learner (3 credits) or LEAD 529 The Adult Learner (3 credits)	Course Project -- OLIT 561	D	0-100	80
			Course Grade-- OLIT 561	I	0-4.4	3.0
Instructional Design	Apply Instructional Design Principles	OLIT 501 Instructional Design (3 credits)	Course Project -- OLIT 501	D	0-100	80
			Course Grade -- OLIT 501	I	0-4.4	3.0
Instructional Technology	Apply Instructional Technology	OLIT 505 Contemporary Instructional Technologies or OLIT 525 Instructional Multimedia (3 credits)	Course Project – OLIT 505 or OLIT 525	D	0-100	80
			Course Grade– OLIT 505 or OLIT 525	I	0-4.4	3.0
Distance Learning	Put Theory into Practice for Distance Learning	OLIT 535 Theory and Practice of Distance Learning (3 credits)	Course Project -- OLIT 535	D	0-100	80
			Course Grade -- OLIT 535	I	0-4.4	3.0
Knowledge Management	Design Knowledge Management Solutions	OLIT 507 Designing Knowledge Management Solutions (3 credits)	Course Project -- OLIT 507	D	0-100	80
			Course Grade -- OLIT 507	I	0-4.4	3.0
Evaluation	Conduct Evaluations and Research Projects	OLIT 508 Program Evaluation (3 credits)	Course Project -- OLIT 508	D	0-100	80
			Course Grade -- OLIT 508	I	0-4.4	3.0
Sociocultural Context	Address Socio-cultural Context	OLIT 546 Cross Cultural Issues in Adult Learning (3 credits) or OLIT 537 Culture and Global eLearning (3 credits)	Course Project – OLIT 546 or OLIT 537	D	0-100	80
			Course Grade – OLIT 546 or OLIT 537	I	0-4.4	3.0

As mentioned in section 2, “Degree Programs and Curricula,” most students complete the portfolio option for the master’s degree. OLIT faculty members now use a checklist to evaluate the portfolios submitted by master degree students. The program has made plans to develop a new checklist to match the identified student competencies in the revised master’s degree program. This will provide another level of assessment as we begin to assess if students have applied what they have learned in a capstone exercise.

OLIT Doctoral Degree

OLIT faculty members are in the process of developing a matrix like Table 3.1 for the OLIT Ph.D. degree. Since the Ph.D. degree in the OLIT program is a research degree, students will have to achieve essentially the same competencies of the master’s program, plus competencies related to conducting research shown in Table 3.2. OLIT faculty members are also currently looking at how the dissertation can become part of the assessment model for the doctoral program.

Table 3.2. OLIT Doctoral Degree Assessment – Additional Competencies

Student Competencies	Required Courses	Assessment	Direct/ Indirect	Score Range	Pass Score
Apply Descriptive and Inferential Statistical Methodologies	EDPY 511 Introductory Educational Statistics (3 credits)	Final Exam – EDPY 511	D	0-100	80
		Course Grade – EDPY 511	I	0-4.4	3.0
Conduct Quantitative Educational Research	EDPY 505 Conducting Quantitative Educational Research (3 credits)	Final Exam -- EDPY 505	D	0-100	80
		Course Grade-- EDPY 505	I	0-4.4	3.0
Apply Statistical Design and Analysis	EDPY 603 Applied Statistical Design and Analysis (3 credits)	Final Exam -- EDPY 603	D	0-100	80
		Course Grade -- EDPY 603	I	0-4.4	3.0
Perform Naturalistic Inquiry	LLSS 502 Introduction to Qualitative Research (3 credits)	Final Exam – LLSS 502	D	0-100	80
		Course Grade -- LLSS 502	I	0-4.4	3.0
Perform Advanced Design and Analysis	LEAD 605 Qualitative Research in Education (3 credits) LLSS 605 Advanced Qualitative Research Methods (3 credits) EDPY 604 Multiple Regression Techniques as Applied to Education (3 credits) EDPY 606 Applied Multivariate Statistics (3 credits)	Final Exam – LEAD/LLSS 605 or EDPY 604 or EDPY 606	D	0-100	80
		Course Grade – LEAD/LLSS 605 or EDPY 604 or EDPY 606	I	0-4.4	3.0

OLIT Undergraduate Program

As discussed in Section 1, “General Program Characteristics,” and Section 9, “OLIT’s Future Direction,” the undergraduate program does not have an assessment plan in place at this time. With one lecturer assigned part-time to coordinate the undergraduate program, there simply are no faculty resources to put an assessment plan in place. Creating an assessment plan is one part of what the OLIT program labels as “modernizing the undergraduate program” and is one of the identified future directions for the OLIT program. It is discussed in Section 9, “OLIT’s Future Direction.”

OLIT's First Student Assessment

The first assessment using the assessment model described above was conducted with data collected from Spring Semester, 2009. This is obviously a beginning point for the OLIT program but an important first step in using our competency model to drive assessment of student learning. See Appendix D “Spring 2009 Assessment Report” for the full report on this first assessment.

Student Survey

To assess if students can apply what they learned in OLIT courses, a student survey was created. The OLIT program conducted the survey to see if the competencies from the OLIT Competency Model were important, if students took courses that addressed the competencies, and if the courses adequately prepared students to achieve those competencies in their workplace. One problem with the survey results is that the survey is aimed at a moving target. Since the OLIT curriculum underwent a major revision in the last couple of years (using the OLIT Competency Model for the master’s degree), many of the respondents have not taken courses in some of the new competency areas -- so there is limited data to assess how well the program is preparing students to achieve those new competencies in their workplace. Design Knowledge Management Solutions, for example, is one of these new competencies with limited data. Table 3.3 shows the results of a student survey conducted in March of 2009. A total of 73 respondents took the survey. On most questions, around 20 did not answer the question – giving a little over 50 responses per question. The first few questions collected demographics on our student respondents. For the most part, students that took the survey were working adults from 30 to 50 years old. They were roughly 70 percent female. Most (about two thirds) identified themselves as white. They were mixed in terms of current students and those who had already graduated. They were evenly split between the master’s and doctoral degree as current students with most of the graduates having completed the master’s degree as their highest degree. Most were employed (about 85%). They worked for educational institutions or government agencies and made between 50 and 65K – with a healthy percentage (almost 20%) reporting income over 80k. To see the complete results of the survey, see Appendix E.

The responses to survey questions that relate to “Facilitate Organizational Learning” are summarized in of the first row of Table 3.3. The responses to Question 14 “In my career field, it is important to Facilitate Organizational Learning” are interpreted under the column “Importance.” Most respondents rated this item as having “significant importance” with some rating it as having “great importance.” The responses to Question 23 “I completed coursework in OLIT to Facilitate Organizational Learning” are averaged and rounded under the column “Amount of Coursework.” Most respondents indicated that they had taken between 2 and 3 courses in this area. (Students and faculty recognize that many courses that do not have “Organizational Learning” in the title address Organizational Learning concepts.) The responses to Question 32 “The coursework in OLIT prepared me to Facilitate Organizational Learning” are interpreted under the column “Preparation by OLIT Program.” Most respondents indicated that they had “Good Preparation” by the OLIT program in this area. ***Taken together, respondents indicated that to be able to Facilitate Organizational Learning was important,***

they had some coursework in it, and that coursework provided good preparation to be able to Facilitate Organizational Learning in their organizations.

Table 3.3 OLIT Student Survey –Importance of Competencies, Amount of Coursework, and Preparation to Meet the Competencies

Student Competencies	Required Courses	Importance	Amount of Coursework	Preparation by OLIT Program
Facilitate Organizational Learning	OLIT 514 Theory and Practice of Organizational Learning or OLIT 540 Foundations of HRD and Instructional Technology (3 credits)	Significant Importance and Higher	2-3 Courses	~77% Good and Great Preparation
Put Adult Learning Principles into Practice	OLIT 561 The Adult Learner (3 credits) or LEAD 529 The Adult Learner (3 credits)	Great and Critical Importance	2 courses	~88% Good and Great Preparation
Apply Instructional Design Principles	OLIT 501 Instructional Design (3 credits)	Great and Higher Importance	2 Courses	~92% Good and Great Preparation
Apply Instructional Technology	OLIT 505 Contemporary Instructional Technologies or OLIT 525 Instructional Multimedia (3 credits)	Great and Higher Importance	2 Courses	~73% Good and Great Preparation
Put Theory into Practice for Distance Learning	OLIT 535 Theory and Practice of Distance Learning (3 credits)	Significant Importance	1 Course	~55% Good and Great Preparation
Design Knowledge Management Solutions	OLIT 507 Designing Knowledge Management Solutions (3 credits)	Significant Importance	0-1 Course	~38% Good and Great Preparation*
Conduct Evaluation Projects	OLIT 508 Program Evaluation (3 credits)	Great Importance	2 Courses	~80% Good and Great Preparation
Address Socio-cultural Context	OLIT 546 Cross Cultural Issues in Adult Learning (3 credits) or OLIT 537 Culture and Global eLearning (3 credits)	Significant Importance	1 Course	~46% Good and Great Preparation

* Most respondents reported that they hadn't took a course in Knowledge Management (roughly 50%)

The responses to survey questions that relate to “Put Adult Learning Principles into Practice” are summarized in of the second row of Table 3.3. Most respondents rated Question 15 “In my career field, it is important to Put Adult Learning Principles into Practice” as having “great importance” with many rating it as having “critical importance.” The responses to Question 24 “I completed coursework in OLIT to Put Adult Learning Principles into Practice” show that most respondents indicated that they had taken 2 courses in this area. (Students and faculty also recognize that many courses that do not have “Adult Learning” in the title address Adult Learning concepts.) Most respondents to Question 33 “The coursework in OLIT prepared me to

Put Adult Learning Principles into Practice” indicated that they had “Good Preparation” with many indicating they had “Great Preparation” by the OLIT program in this area. ***All added up, respondents indicated that to be able to “Put Adult Learning Principles into Practice” was very important, they had a couple of courses in it, and that coursework provided good to great preparation to achieve it in their organizations.***

The responses to survey questions that relate to “Apply Instructional Design Principles” are summarized in of the third row of Table 3.3. The responses to Question 16 “In my career field, it is important to Apply Instructional Design Principles” show that most respondents rated this item as having “great importance” with many rating it as having “critical importance.” The responses to Question 24 “I completed coursework in OLIT to Apply Instructional Design Principles” show that most respondents indicated that they had taken 2 courses in this area. (Again, students and faculty recognize that many courses that do not have “Instructional Design” in the title address it.) The responses to Question 33 “The coursework in OLIT prepared me to Apply Instructional Design Principles” show that most respondents indicated that they had “Great Preparation” by the OLIT program in this area. ***To summarize, respondents indicated that to be able to “Apply Instructional Design Principles” was very important, they had a couple of courses in it, and that coursework provided great preparation to achieve it in their organizations.***

The responses to survey questions that relate to “Apply Instructional Technology” are summarized in of the fourth row of Table 3.3. The responses to Question 19 “In my career field, it is important to Apply Instructional Technology” show that most respondents rated this item as having “critical importance” with many rating it as having “great importance.” The responses to Question 28 “I completed coursework in OLIT to Apply Instructional Technology” show that most respondents indicated that they had taken 2 courses in this area. (As with the other competencies, students and faculty recognize that many courses that do not have “Instructional Technology” in the title still address it in some manner.) The responses to Question 37 “The coursework in OLIT prepared me to Apply Instructional Technology” show that most respondents indicated that they had “Good Preparation” by the OLIT program in this area. ***In summary, respondents indicated that to be able to “Apply Instructional Technology” was very important, they had a couple of courses in it, and that coursework provided good preparation to achieve it in their organizations.***

The responses to survey questions that relate to “Put Theory into Practice for Distance Learning” are summarized in of the fifth row of Table 3.3. The responses to Question 20 “In my career field, it is important to Put Theory into Practice for Distance Learning” show that most respondents rated this item as having “significant importance.” The responses to Question 29 “I completed coursework in OLIT to Put Theory into Practice for Distance Learning” show that respondents indicated that they had taken a course in this area. The responses to Question 38 “The coursework in OLIT prepared me to Put Theory into Practice for Distance Learning” show that most respondents indicated that they had “Good Preparation” by the OLIT program in this area. ***Summing up, respondents indicated that to be able to “Put Theory into Practice for Distance Learning” was important, they had a course in it, and that course provided good preparation to achieve it in their organizations.***

The responses to survey questions that relate to “Design Knowledge Management Solutions” are summarized in of the sixth row of Table 3.3. The responses to Question 21 “In my career field, it is important to Design Knowledge Management Solutions” show that while the largest number of responses indicated that it had “little significance,” the rest of the respondents rated this item as having “significant importance” or higher. The responses to Question 30 “I completed coursework in OLIT to Design Knowledge Management Solutions” also show that while some respondents indicated that they had taken two or more courses, over half the respondents indicated that they had not taken a course in this area – giving an average of one course completed in this area. However, the responses to Question 39 “The coursework in OLIT prepared me to Design Knowledge Management Solutions” show that most respondents that had taken a course indicated that they had “Good Preparation” by the OLIT program in this area. ***In summary, respondents indicated that to be able to “Design Knowledge Management Solutions” was important, many had taken a course in it, and for those, the course provided good preparation to achieve it in their organizations.***

The responses to survey questions that relate to “Conduct Evaluation Projects” are summarized in of the seventh row of Table 3.3. The responses to Question 17 “In my career field, it is important to Conduct Evaluation Projects” show that most respondents rated this item as having “critical importance” with many rating it as having “great importance.” The responses to Question 26 “I completed coursework in OLIT to Conduct Evaluation Projects” show that most respondents indicated that they had taken 2 courses in this area. (Again, students and faculty recognize that many courses that do not have “Evaluation” in the title still address it in some way.) The responses to Question 35 “The coursework in OLIT prepared me to Conduct Evaluation Projects” show that most respondents indicated that they had “Good Preparation” with some indicating “Great Preparation” by the OLIT program in this area. ***To summarize, respondents indicated that to be able to “Conduct Evaluation Projects” was very important, they had a couple of courses in it, and that coursework provided good preparation to achieve it in their organizations.***

The responses to survey questions that relate to “Address Socio-Cultural Context” are summarized in of the eighth row of Table 3.3. The responses to Question 18 “In my career field, it is important to Address Socio-cultural Context” show that most respondents rated this item as having “significant importance.” The responses to Question 27 “I completed coursework in OLIT to Address Socio-Cultural Context” show that, on average, respondents indicated that they had taken a course in this area. The responses to Question 36 “The coursework in OLIT prepared me to Address Socio-Cultural Context” show that most respondents indicated that they had “Good Preparation” by the OLIT program in this area. ***In summary, respondents indicated that to be able to “Address Socio-cultural Context” was important, they had a course in it, and that course provided good preparation to achieve it in their organizations.***

Summary of Survey Findings

In general, the respondents to the survey found that the student competencies addressed in the OLIT program were important and that coursework in the OLIT program well prepared them to meet those competencies in their places of work.

In the following paragraphs, the answers to the open-ended questions posed at the end of the survey are summarized.

Question 43

What were your expectations of the OLIT program when you were first admitted into the program?

Summary of responses: Quite a few participants indicated that they did not have clear expectations of the program. However, most of others mentioned that they expected to develop skills in adult learner analysis, training development, instructional technology for adult learning, and program evaluation. They also expected to link theory to practice during learning.

Question 45

What aspects of the OLIT program are the most helpful to your professional development at this time?

Summary of responses:

- The quality of instruction and the passion/interest displayed by the professors in the OLIT program
- A sense of community in the program
- Course work on evaluation, consulting, and research
- Hands-on experience with technology
- Planning and executing a project
- Immediate application to current work
- Networking with like-minded professionals
- Accessibility of faculty and apparent care for students
- Flexibility and variety of course offerings
- The diversity of the faculty and the students

Question 46

What skills, as a result of your OLIT coursework, do you feel confident doing in your current position?

Summary of responses:

- Instructional design
- Cultural issues
- Program design, management, and evaluation

- Incorporating a range of technology competency into the knowledge solutions we develop
- Facilitating adult learning
- Research and data collection
- Presentation and instruction
- Cross-functional team development
- Collaboration and communities of practice
- Performance improvement and organizational development

Question 47

Do you have any recommendations for improving the program?

Summary of responses:

- Fill faculty vacancies and pay them a reasonable salary
- More GA/TA opportunities
- More distance education offerings
- Increase the number of courses offered each semester
- *I was surprised by how relevant all the coursework ended up being. I am sorry I did not take more distance learning. I think current students would benefit from having some instruction in serious games and simulations.*
- More focused research type classes
- Develop more of a relationship with the workplaces where former OLIT students work and create more internship opportunities through former students
- Offer more online courses in the summer sessions
- Having a distance program is essential

4. Institutional Contributions

4. Institutional Contributions

This section provides an overview of the OLIT program's contribution to other academic units and outside organizations

The OLIT Graduate Program and Courses

The OLIT graduate program has truly extended itself beyond the four walls of the classroom by offering online, it's master's degree and graduate level professional development certificates to students throughout the State of New Mexico, the nation, and overseas. OLIT students now include those who live in Taos, Santa Fe, Las Cruces, Gallup, Farmington, San Diego, North Carolina, Japan, and Argentina. This diverse student body is one of the OLIT program's unique strengths. The Defense Language Institute, Monterrey, California, has recently requested that OLIT offer its doctoral program online to its faculty in California.

OLIT courses are included as prescribed minors in Public Administration, Nursing, and Library Science at the master's level. Students from the following academic programs and departments routinely take OLIT courses: Nutrition, LLSS, Counseling Education, Special Education, MSET, Educational Leadership, Sports Administration, Health Education, Communication, the Anderson School of Management, and the Health Sciences Center.

The OLIT graduate programs also serve UNM by providing professional development to many of its employees. For instance, the employees of UNM's New Media and Extended Learning are often OLIT trained students and graduates.

Currently the OLIT undergraduate and graduate courses are recommended by several departments including Communication, Digital Arts Media, Fine Arts, and Architecture. The Adult Learning course, the Cross-cultural Issues in Adult Learning Course, and the Distance Education courses are recommended by OSET (Office of Support for Effective Teaching) to new teaching assistants across the university. Albuquerque Public School teachers take OLIT technology courses and adult learning courses to improve their teaching.

The OLIT 561 Adult Learning course is currently a program requirement for Educational Leadership Master's students and is cross-listed as EDLEAD 529. OLIT's Mediation and Conflict Resolution course is a service course to the entire university.

Students in OLIT courses develop projects for various clients both within and outside UNM. These include the UNM Medical School, UNM Libraries, UNM research office, Pharmacy outreach, Human resources, Extended University, College of Nursing outreach, Continuing Education, and outside UNM - Albuquerque Public Schools, IDEAL NM, Continuing Legal Education, Kirtland AFB - DEMOC, Defense Language Institute, various training military and DOE agencies, the University of Katmandu, Nepal, and the Medical Faculty at the University of Colombo, Sri Lanka.

The OLIT Undergraduate Program

The OLIT 2+2 undergraduate program is a pathway for many students in the State who have a two-year degree to work towards their Bachelor's degree. With many of its courses being taught online or via ITV, the 2+2 program has also extended its reach to the State of New Mexico and beyond.

Interdisciplinary Collaborations at UNM

OLIT offers a certificate for Medical Educators in collaboration with the Center for Surgical Education Excellence in the Medical School. OLIT faculty conduct professional development training in distance education and online learning for the UNM Medical Scholars program.

OLIT faculty conduct interdisciplinary research on web-based teaching and learning and present research results and guidelines for practice to main and branch campuses, and at professional development seminars for UNM faculty, the New Media Group at Extended University, School of Nursing, and Department of Radiology. OLIT faculty members conduct New Faculty Orientations at the main and Gallup branch campuses.

OLIT faculty members serve as Adviser for the Graduate and Professional Student Dispute Resolution Organization at UNM, the UNM Mentoring Institute, and the Robert McNair Scholar's program.

International Reach

The OLIT program established a Joint Graduate Level Certificate Program in eLearning with the Open University of Catalonia (UOC) in Barcelona, Spain, where students from UOC can take OLIT courses, and students at UNM can take UOC courses. An OLIT faculty member serves on the Scientific Commission for UOC to review its research mission and doctoral programs.

OLIT faculty have advised the Ministry of Education in Sri Lanka on setting up a National Online Distance Education System, and on modernizing Secondary Education through the integration of technology.

International and Fulbright scholars from Turkey, India, Spain, Taiwan, Sri Lanka, and Korea have visited OLIT during their sabbaticals and conducted research with OLIT faculty. This is an indication of OLIT's international reputation.

5. Student Profile and Support Data

5. Student Profile and Support Data

This section describes admissions, persistence and graduation/completion rates.

The profile and support data will first be presented for the OLIT graduate programs – master’s and doctorate – followed by the undergraduate program. Table 5.1 shows the enrollment for the graduate programs in OLIT from 2000 through 2008. Total enrollment has remained fairly constant – around one hundred graduate students. As noted in our 2002 OLIT Graduate Unit Review, the OLIT program had five full time faculty members and three part time faculty members in 2002 that served the graduate program. However, faculty members have left the program in the years since 2002 without being replaced. This creates the situation by the end of 2008 where the OLIT graduate program is serving the same number of students with three full time faculty members and two part time faculty members. Also worth noting, is that the OLIT master’s program has admitted over 30 new master’s students for fall 2009 – making the largest number of students in the program in over eight years (around 70).

Table 5.1 Graduate Student Enrollment from 2000 to 2008

	2000	2001	2002	2003	2004	2005	2006	2007	2008
Masters	45	53	51	45	44	38	37	46	52
Special Graduate	5	5	3	2	0	1	2	2	1
Doctoral	52	47	47	51	56	51	51	47	47
Total	102	105	101	98	100	90	90	95	100

Table 5.2 shows the enrollment for the undergraduate programs in OLIT from 2000 through 2008. As the numbers show, the undergraduate program has remained fairly constant with a slight increase in enrollment in recent years. In 2002, the undergraduate program was coordinated and advised by one OLIT faculty member, an associate professor, on a part-time basis. By the end of 2008, the undergraduate program was still coordinated and advised by one OLIT faculty member, a lecturer, on a part-time basis. All courses except those taught by the program coordinator are taught by doctoral students employed as part-time employees.

Table 5.2 Undergraduate Student Enrollment from 2000 to 2008

	2000	2001	2002	2003	2004	2005	2006	2007	2008
Year 1: Freshman	1	1	1	0	0	1	0	0	0
Year 2: Sophomore	4	0	0	1	1	1	2	2	2
Year 3: Junior	7	6	3	3	4	7	7	6	4
Year 4: Senior	16	13	18	18	22	21	15	19	29
Total	28	20	22	22	27	30	24	27	35

Table 5.3 shows the ethnicity of all applicants admitted to OLIT graduate programs. In 2002, the majority of students admitted to OLIT graduate programs (M.A. and Ph.D.) were White/non-Hispanic – 76. By the end of the 2008 academic year, the number of White/non-Hispanic students had dropped to 61. Most notably, this drop in White/non-Hispanic enrollment was offset by an increase in the percentage of Hispanic students – from 13 to 26. This provides support that the OLIT program is better serving the Hispanic student population in the time since the last OLIT program review in 2002.

Table 5.3 Ethnicity of All Applicants Admitted to OLIT Graduate Programs

Ethnicity	2000	2001	2002	2003	2004	2005	2006	2007	2008
African American/Black	3	2	2	2	2	1	4	2	3
American Indian	2	2	1	2	2	2	1	1	4
Asian/Pacific Islander	1	1	1	1	0	0	0	1	2
Hispanic	13	15	13	10	15	14	16	20	26
White/non-Hispanic	77	78	76	73	69	67	67	67	61
International	3	3	4	3	4	2	1	4	4
No Response	3	4	4	7	8	4	1	0	0
Total	102	105	101	98	100	90	90	95	100
Percent Minority	0.19	0.19	0.17	0.15	0.19	0.19	0.233	0.25	0.35

Table 5.4 shows the ethnicity of female applicants admitted to OLIT graduate programs. The same trend identified for the general population of students admitted to OLIT graduate programs is also seen in the female population of students admitted to OLIT graduate programs. Table 5.4 shows that the number of female Hispanic students nearly doubled from 2002 to 2008 (9 to 17).

Table 5.4 Ethnicity of Female Applicants Admitted to OLIT Graduate Programs

Ethnicity	2000	2001	2002	2003	2004	2005	2006	2007	2008
African American/Black	2	1	1	1	1	1	2	0	1
American Indian	1	1	0	2	2	1	1	1	3
Asian/Pacific Islander	1	1	1	1	0	0	0	1	2
Hispanic	9	12	9	5	7	6	5	12	17
White/non-Hispanic	51	51	47	50	46	45	46	46	43
International	1	2	3	2	3	1	1	3	2
No Response	2	3	4	6	6	2	1	0	0
Total	67	71	65	67	65	56	56	63	68
Percent Minority	0.19	0.21	0.17	0.13	0.15	0.14	0.143	0.22	0.34

Table 5.5 shows the ethnicity of male applicants admitted to OLIT graduate programs. The same trend identified for the general population and the female population of students admitted to OLIT graduate programs is also seen in the statistics for the ethnicity of male applicants. Table 5.4 shows that the number of male Hispanic students more than doubled from 2002 to 2008 (4 to 9).

Table 5.5 Ethnicity of Male Applicants Admitted to OLIT Graduate Programs

Ethnicity	2000	2001	2002	2003	2004	2005	2006	2007	2008
African American/Black	1	1	1	1	1	0	2	2	2
American Indian	1	1	1	0	0	1	0	0	1
Asian/Pacific Islander									
Hispanic	4	3	4	5	8	8	11	8	9
White/non-Hispanic	26	27	29	23	23	22	21	21	18
International	2	1	1	1	1	1	0	1	2
No Response	1	1	0	1	2	2	0	0	0
Total	35	34	36	31	35	34	34	32	32
Percent Minority	0.17	0.15	0.17	0.19	0.26	0.26	0.382	0.31	0.38

Table 5.6 shows the enrollment for the undergraduate program in OLIT from 2000 through 2008. Note that Hispanics outnumber all other categories admitted to the OLIT undergraduate program. Taken together, the percentage of minorities admitted to the OLIT undergraduate program has been around 60% for the last seven years.

Table 5.6 Ethnicity of All Applicants Admitted to the OLIT Undergraduate Program

Ethnicity	2000	2001	2002	2003	2004	2005	2006	2007	2008
African American/Black	1	1	0	0	1	2	2	2	1
American Indian	1	1	3	1	1	3	1	1	2
Asian/Pacific Islander	0	0	1	1	0	0	0	1	1
Hispanic	11	12	10	11	13	11	11	12	17
White/non-Hispanic	12	6	7	9	11	11	8	10	11
International	0	0	0	0	0	1	0	0	0
No Response	3	0	1	0	1	2	2	1	3
Total	28	20	22	22	27	30	24	27	35
Percent Minority	0.46	0.7	0.64	0.59	0.56	0.53	0.58	0.59	0.6

Table 5.7 shows the ethnicity of female applicants admitted to OLIT undergraduate program. Again, Hispanics outnumber all other categories admitted to the OLIT undergraduate program. Minorities admitted to the OLIT undergraduate program outnumber White/non-Hispanic students by a margin of 2 to 1.

Table 5.7 Ethnicity of Female Applicants Admitted to the OLIT Undergraduate Program

Ethnicity	2000	2001	2002	2003	2004	2005	2006	2007	2008
African American/Black	1	1	0	0	0	1	1	1	1
American Indian	0	0	2	1	1	3	1	1	2
Asian/Pacific Islander								1	1
Hispanic	5	7	8	9	10	8	8	9	13
White/non-Hispanic	7	5	6	4	6	5	4	6	7
International						1			
No Response					1	1	1	1	1
Total	13	13	16	14	18	19	15	19	25
Percent Minority	0.46	0.62	0.63	0.71	0.61	0.63	0.67	0.63	0.68

Table 5.8 shows the ethnicity of male applicants admitted to OLIT undergraduate program. For male applicants, White/non-Hispanic has been the largest category with Hispanics following close behind.

Table 5.8 Ethnicity of Male Applicants Admitted to the OLIT Undergraduate Program

Ethnicity	2000	2001	2002	2003	2004	2005	2006	2007	2008
African American/Black	0	0	0	0	1	1	1	1	0
American Indian	1	1	1						
Asian/Pacific Islander	0	0	1	1					
Hispanic	6	5	2	2	3	3	3	3	4
White/non-Hispanic	5	1	1	5	5	6	4	4	4
International									
No Response	3	0	1	0	0	1	1	0	2
Total	15	7	6	8	9	11		8	10
Percent Minority	0.47	0.86	0.67	0.38	0.44	0.36	0	0.5	0.4

Table 5.9 shows the undergraduate and graduate programs of OLIT are predominately attended by part-time students. This is especially true of the graduate programs (over 80% in 2008).

Table 5.9 Full-Time/Part-Time Enrollment by Level of Students Admitted to OLIT

Level	FT-PT	2000	2001	2002	2003	2004	2005	2006	2007	2008
Undergrad	FT	10	10	7	5	11	7	7	10	13
Undergrad	PT	18	10	15	17	16	23	17	17	22
Undergrad	Total	28	20	22	22	27	30	24	27	35
Grad	FT	32	29	28	26	26	23	22	26	17
Grad	PT	70	76	73	72	74	67	68	69	83
Grad	Total	102	105	101	98	100	90	90	95	100
Total	FT	42	39	35	31	37	30	29	36	30
Total	PT	88	86	88	89	90	90	85	86	105
Total	Total	130	125	123	120	127	120	114	122	135

Table 5.10 shows the number of students who have graduated from OLIT programs. The BS program fluctuated from a low of 4 graduates to a high of 13. Note that the Doctorate of Education (Ed.D.) was discontinued in 2004 for the OLIT program. The Educational Specialist Certificate (Ed.S.) program has historically had few students (0 to 2). Unlike the Professional Development Certificates, the Ed.S. certificate is a transcribed certificate and considered to indicate a level of expertise that lies between the master's and doctorate degrees. It is generally pursued by students employed in K-12 settings. The Masters' program has also fluctuated between a low of 2 graduates to a high of 21. Similarly, the Ph.D. program has vacillated between a low of 1 to a high of 10 graduates. Conventional wisdom by OLIT faculty members is that Ph.D. many students "bond" during their doctoral program experience through membership

in Doc Cops (Doctoral Community of Practice) and other social activities and end up completing the program in clusters.

Table 5.10 Total Number of Degree Recipients

Degree	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
BS	13	7	10	9	10	4	5	10	4
EDD	0	1	0	1	0	0	0	0	0
EDSPC	1	0	1	2	0	1	0	0	0
MA	15	21	16	17	19	9	10	14	2
PhD	10	5	2	2	10	1	7	8	3

Table 5.11 shows the total student credit hours generated by the undergraduate and graduate programs of OLIT.

Table 5.11 Total Student Credit Hours

Course Level	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2007-09
Junior	261.8	245	70	28	105	28	147	154	175
Senior	3970.4	3569.3	3689	3172.4	3568.6	2898	3003	3387.3	1818.6
Graduate	12902	18897	17172	10334	9665.6	8131.2	7277.9	9069.2	5553.8
Total	17134.2	22711.3	20931	13534.4	13339.2	11057.2	10427.9	12610.5	7547.4

Table 5.11 shows the assistantships by job title for the Educational Leadership and Organizational Learning (ELOL) department. As a reminder, the OLIT program is one of the two programs in ELOL. The other program is Educational Leadership. Individual program data was unavailable.

Table 5.12 Assistantships by Job Title for ELOL Dept (Program Data Unavailable)

Job Title	2000	2001	2002	2003	2004	2005	2006	2007
Headcount of Graduate Student Assistantships Funded by the Dept/Program								
Graduate Assistant	4	1	0	1	0	0	2	0
Project Assistant	0	2	4	0	0	0	2	5
Research Assistant	1	4	4	4	3	0	0	0
Teaching Assistant	2	2	2	1	1	2	1	1
Teaching Associate	2	2	2	0	0	0	1	0
Total	9	11	12	6	4	2	6	6

While individual program data is unavailable, it is a reality that most years there is no assistantship or there is one assistantship in the OLIT program for graduate students. (The teaching assistantships listed in Table 5.12 are – for the most part – allocated for field experiences in the Ed Lead program.) As discussed in Section 9, OLIT’s Future Direction, an OLIT program goal concerns improving student research through the availability of more research and teaching assistantships. These assistantships would allow the recruitment of high quality – research oriented -- students for OLIT graduate programs.

Figure 5.1 shows that OLIT students are employed in a wide variety of industries. Figure 5.1 was created from the student survey, first discussed in section 3, “Results of Assessing Student Learning,” that was conducted in March of 2009. To see the complete results of the survey, see Appendix E -- OLIT Student Survey Report.

Figure 5.1 Organizations Where OLIT Students are Employed

Question 9

Which of the following best describes the types of organization in which you are currently employed?

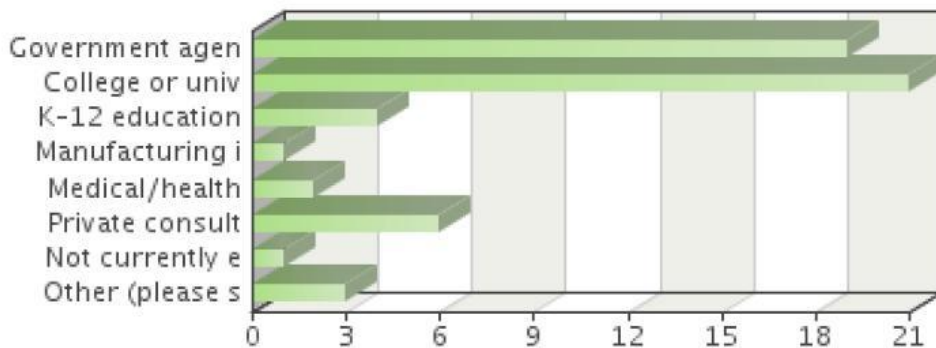


Figure 5.1 shows that the greatest employer of OLIT students is a college or university. Employment at educational institutions is followed closely by employment at government agencies.

Figure 5.2 shows the annual salary that was reported by OLIT students in the survey. The average is in the range between 50 and 75 thousand dollars a year with a number of OLIT students making 80 thousand or more per year.

Figure 5.1 Annual Salary Reported by OLIT Students

Question 10

What is your annual salary?

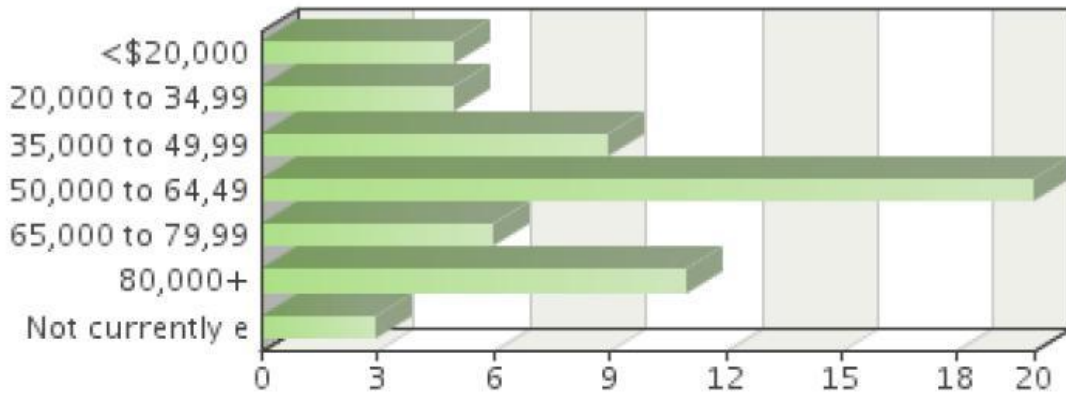
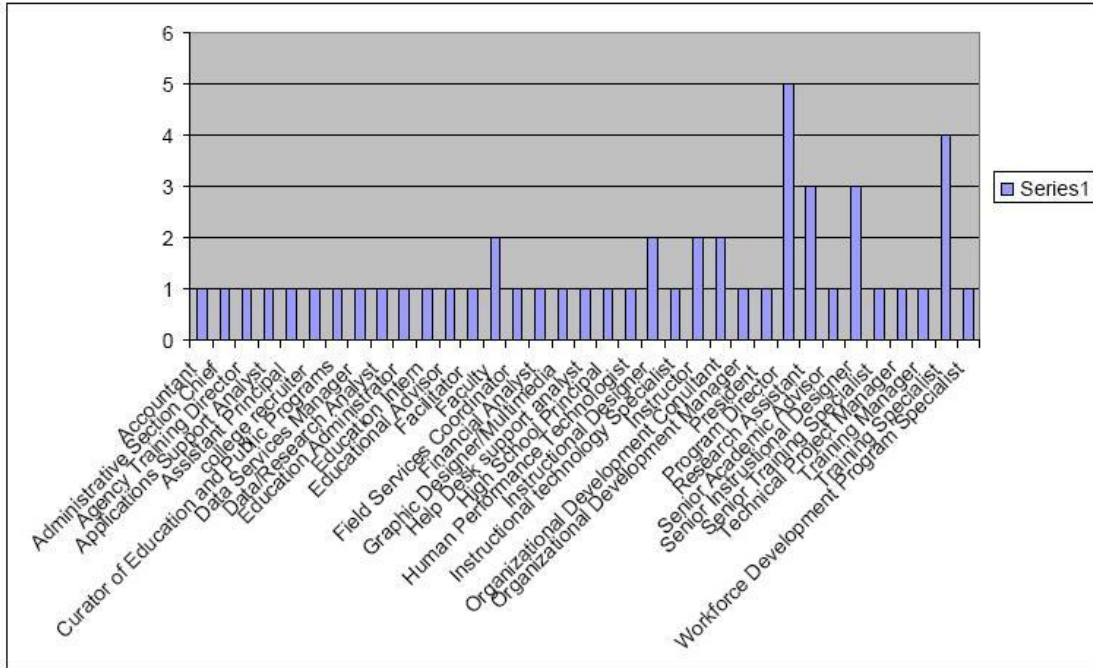


Figure 5.3 shows the wide variety of job titles reported by OLIT students in the survey. Many of these correlate to the top level of the OLIT Competency Model, labeled “Achievement: Employment Positions” of Figure 1.1 introduced in section 1, “General Program Characteristics.” Note the multiple reports of “Faculty,” “Instructional Designer,” “Instructor,” “Organizational Development Consultant,” “Program Director,” “Senior Instructional Designer,” and “Training Specialist.”

Figure 5.3 Position Titles Reported by OLIT Students

Question 11
Your Job Title:



6. Faculty Matters

6. Faculty Matters

This section describes the number and rank of OLIT faculty members. It also describes faculty load, recognition, and honors received.

As noted in our 2002 OLIT Graduate Unit Review and the previous section, the OLIT graduate program had five full time faculty members and three part time faculty members in 2002 that served the graduate program. Now, in the years since 2002, the OLIT graduate program is serving the same number of students with three full time faculty members and two part time faculty members.

In the following paragraphs, a profile for each OLIT faculty member is presented. A two page resume for each faculty member can be found in Appendix D.

Profiles of Faculty Members

Full-Time Faculty

***Patricia Boverie**, Ph.D. (Full Professor) received her Ph.D. from the University of Texas at Austin. She teaches courses in the Organizational Learning area. Her research interests are in transformational mentoring, leadership development, and developing motivating work environments.

****William Bramble**, Ph.D. (Full Professor) received his Ph.D. from the University of Chicago. He teaches courses in the Distance Education area. His research interests are in the areas of economics of distance and online learning, distributed interactive simulation, and issues in managing and developing systems of instructional technology.

Charlotte (Lani) Gunawardena, Ph.D. (Full Professor) received her Ph.D. from the University of Kansas. She teaches courses in the Distance Education emphasis area, and culture and adult learning. Her research interests are in the social construction of knowledge in online learning communities, social presence theory and sociocultural context of online learning, distance education systems, cross-cultural communication, and e-mentoring.

Fengfeng Ke, Ph.D. (Assistant Professor) received her Ph.D. from the Pennsylvania State University. Her teaching and research interests are in the areas of instructional systems design and technology-based e-learning. Her research has focused on educational technology applications for lifelong learning.

Mark Salisbury, Ph.D. (Full Professor) received his Ph.D. from the University of Oregon. He teaches courses in the area of knowledge management. His research interests are in collaborative

knowledge creation, knowledge management, knowledge dissemination and application, and innovative learning.

Part-Time Faculty

Bruce Noll, Ed.D. (Lecturer) received his Ed.D. in Adult Education from the University of South Dakota. His teaching load is split in the ELOL Department between the Ed Lead and the OLIT Programs. He also serves as the Coordinator for the undergraduate OLIT Program, “Technology and Training.”

***Patricia Boverie**, Ph.D. is currently the Chair of the ELOL Department. Consequently, she teaches occasional courses in the Organizational Learning area.

****William Bramble**, Ph.D. also teaches courses in the Educational Psychology program giving him a half time teaching load in OLIT.

Awards and Honors

As shown in Table 6.1, OLIT faculty members have won numerous awards for teaching and research.

Table 6.1 OLIT Faculty Honors and Awards

Faculty Member	Honors / Awards
Patricia Boverie	2009 Global HRD Leadership Award from the World HRD Congress
Bruce Noll	University of New Mexico Outstanding Lecturer of the Year
Lani Gunawardena	The University of New Mexico's General Library Faculty Recognition Award for Outstanding Work, the University of New Mexico Regents' Lecturership, the Charles A. Wedemyer Award for Excellence in Book-length Manuscripts in the Field of Distance Education, a Fulbright Scholar Regional Research Award, and a Regents' Professorship by the University of New Mexico.

Faculty Load

Table 6.1 shows the current load level for faculty members in OLIT. Note that while Patsy Boverie teaches in OLIT on a part-time basis – since she is chair of ELOL – she still carries a heavy load of Ph.D. students – many of which are active in dissertation work. As discussed earlier, this is the result of Dr. Boverie taking on Hallie Preskill’s doctoral students when she left the OLIT program. Dr. Preskill was the only other faculty member – besides Dr. Boverie – that specialized in the area of organizational learning. In addition, Dr. Preskill was an expert in evaluation, and developed and taught graduate level courses in the area. Attempts by the OLIT program since September 2006 to get approval for a faculty hire to replace Dr. Preskill have not met with success. OLIT has not been able to replace two senior faculty positions, Dr. Hallie Preskill and Dr. Chuck Taylor. Dr. Taylor supervised the 2+2 undergraduate program and taught undergraduate and graduate level courses in instructional technology.

When Dr. Boverie became Chair of ELOL, that left the OLIT program with finding and hiring part-time instructors to teach courses in the organizational learning area – courses which used to be taught by Dr. Preskill and Dr. Boverie. Teaching core courses with part-time instructors is, of course, only half of the problem. As Table 6.1 shows, it has created a very unhealthy imbalance in workload for Dr. Boverie – and created tension of “loyalty” for her as she constantly scrambles to fulfill her duties as Chair and simultaneously work with nearly thirty doctoral students. See Appendix F -- List of Advisees for OLIT Faculty Members for a list of the actual students.

Table 6.2 OLIT Faculty Load

Faculty Member	Courses Taught per Year	Masters Student Advisees	Doctoral Student Advisees
*Patricia Boverie	2	10	29
**Bill Bramble	3	4	5
Fengfeng Ke	5	17	3
Bruce Noll	8	0	0
Lani Gunawardena	5	21	9
Mark Salisbury	5	26	9

* Currently on administrative assignment as Department Chair for ELOL

**Also teaches courses in the Educational Psychology – he usually teaches 3 courses for OLIT.

7. Resource Bases

7. Resource Bases

This section describes resources as they relate to the implementation of OLIT degree programs.

OLIT Program Budget

Unfortunately, budget data is not available at the program level. Table 7.1 shows the budget for the 2004-2005 academic year as compared to the 2008-2009 academic year. Note that the budget for Graduate Assistants, Teaching Assistants, and Research Assistants nearly dropped in half over the last five years for the department.

Table 7.1 ELOL I&G Budget Comparison -- 2004-2005 and 2008-2009

	2004-2005	2008-2009	% CHANGE
SALARIES			
2000 Faculty Salaries	843,203	884,070	5%
2020 Administrative Professional	39,148	45,131	15%
2060 Support Staff Salaries	53,356	62,431	17%
20A0 GA TA RA Salaries	35,690	18,327	-49%
20J0 Student Salaries	4,110	4,738	15%
TOTAL SALARIES EXPENSE	975,507	1,014,697	4%
OPERATING EXPENSES			
Operating Expenses	21,472	21,471	0%
Faculty Travel	12,250	12,000	-2%
TOTAL OPERATING EXPENSES	33,722	33,471	-1%
TOTAL EXPENSE	1,009,229	1,048,168	4%

OLIT Staff

For staff, OLIT has one full time Administrative Assistant, one Department Administrator, and one .5 FTE work study assistant.

Library Resources

University Libraries (UL) contribute to the UNM Mission by providing high quality research sources, both in print and online, to all our students and faculty. The library promotes use of library resources and contributes to student learning and success through an array of services designed to reach our users wherever they are.

UL is a member of the Association of Research Libraries. In 2006/2007 University Libraries ranked 59th out of 113 member libraries, up from 70th the previous year (latest available figures; See <http://chronicle.com/weekly/almanac/2008/nation/0103301.htm>).

The UL is composed of four facilities: Zimmerman Library, the education, social sciences, and humanities library; Centennial Science and Engineering Library; Parish Business and Economics Memorial Library; and the Fine Arts and Design Library. The UL has over 2 million volumes, 300 online databases, and 35,000 current journals. Students and faculty also have access to the Law Library and the Health Sciences Library and Informatics Center.

Services such as Combined Service Point, Ask a Librarian, Library Instruction, Interlibrary Loan/Library Express, 24/5 Study Facility, LibGuides, and specific outreach programs for minority students and students with disabilities address the needs of researchers from beginner to advanced levels. These services extend access to resources from our own online and print collections and from other libraries. University Libraries provide general and specialized help in person and remotely by subject specialists who act as liaisons to academic departments. Liaisons provide instruction in research skills and information literacy, thereby improving students' critical thinking abilities and promoting student success.

The library provides numerous computers and circulates laptops for student use in the libraries. The UNM campus is wireless, providing access to UL resources from anywhere on campus. UNM affiliated users can access licensed UL online resources from on or off campus by using their UNM network ID.

Library Services:

Combined Services Point

This one-stop service desk provides answers on all library-related topics, combining traditional Reference Service with Circulation Services and Reserves. Professional librarians help with research problems, devising search strategies, using various print and electronic resources.

Ask-a-Librarian

A function of our Virtual Service Desk, this service provides a one-stop avenue to reference and technical help for remote users via phone, email, or chat, or referral to subject specialists.

Library Instruction:

All English 102 students and Freshman Learning Community students receive research skills and library orientation instruction. This is supplemented by workshops tailored to specific courses,

taught by subject specialist librarians (library liaisons) upon request by instructors. These workshops are offered in library computer classrooms for hands-on experience.

ILL/Library Express:

Through membership in several library consortia, the library provides free, unlimited borrowing including quick delivery of books and electronic delivery of journal articles, etc. from other libraries. Enhanced in Fall 2008 to include electronic delivery of journal articles and books chapters from University Libraries' own collections. Most journal articles are delivered within 24 hours and books within 4 days.

Requested titles are reviewed and purchased rather than borrowed if they meet criteria for availability, subject, and cost. The UL monitors requests to identify subject areas and titles that need to be added to the collections. In addition to this purchase-on-demand program through Interlibrary Loan, circulation staff now order additional copies of heavily used items.

Reserves, eReserves:

Provides a repository where faculty may provide access to electronic or print documents and books for use by students in any course.

LibGuides:

A new service begun in Fall 2008, provides online research guides created by subject specialist librarians, including help for beginning and more advanced researchers, tutorials, important links, and personalized help. The Education Research LibGuide may be viewed at:

<http://libguides.unm.edu/education>

Library Liaisons:

Subject specialist librarians act as liaisons to academic departments. They are available for library instruction sessions, purchase suggestions, and reference help to any faculty member or student in the liaison's departments. Library liaisons oversee collection development for their departments, including purchasing books and managing journal and database subscriptions.

24/5 Study Facility:

Begun in Fall 2008, Parish Library is now open all night to UNM students, faculty and staff five nights a week. Zimmerman Library has also extended its hours, now open weekdays from 7:30 A.M. to midnight and selected days during winter break between fall and spring semesters.

Alice Clark Room

Provides a setting for students with disabilities to use adaptive software.

Library Collections:

LIBROS

The online catalog of UNM and the LIBROS Consortium of academic libraries throughout the state. It contains over 3 million records for books, electronic books, journals, government

documents, and other locally owned resources. Also available is WorldCat, which combines the catalogs of over 13,000 libraries worldwide, with direct links to Interlibrary Loan requesting.

Ebook collections are also accessible through LIBROS, including:

IT Pro Collection (from Books 24/7), which includes more than 2,500 unabridged titles from more than 80 publishers, addressing the needs of technology professionals such as developers, network administrators, technology executives, information services managers, and tech support reps in areas such as desktop and office applications, graphic design, programming, and web development.

Research Databases

UNM offers over 300 specialized and cross-disciplinary research databases, available online 24/7, to support research across the curriculum.

Inter-American Studies Programs

These programs provide outstanding research collections and outreach to minority students to increase retention in the following areas:

Indigenous Nations Library Program

CHIPOTLE: [Chicano, Hispano, and Latino Studies](#)

DILARES: Latin American and Iberian Research and Services

Center for Southwest Research

Provides primary and secondary sources, including archival collections and manuscripts on all areas of research concerning the Southwestern US. Also includes University Archives.

Government Information

UNM is a Regional Repository for government information in all formats. Supplemented by access to LexisNexis Congressional and Statistical Universe, LLCM Digital, LegalTrac, and Hein Online.

Center for Research Libraries

UL is now a member of CRL, an organization of research libraries providing access to almost four million rarely-held books, journals, pamphlets, newspapers and primary sources from all regions of the globe. CRL lends its materials to researchers for extended time periods.

Acquisitions budget for education:

Note: Funding is not allocated by department within the College of Education.

Education budgets for FY 2004/5, 2005/6, and 2006/7 are not available.

Education budget for FY 2007/8: \$122,397.

Current budget:

FY 2008/9: \$130,515.00, including:

Print journals: \$75,485

Print books and eBooks (discretionary): \$22,030

Electronic journals: \$24,000
Electronic serials (non-periodical): \$8,000
Other, including AV: \$1000

Additional funding:

Print books and eBooks (through approval plan): \$25,000 (estimated).

Books:

Number of books acquired in FY 2008/9 in call number range L-LZ: approximately 627 at average cost of \$75 each.

Journals:

Number of journals, including online journals

Education Journals:

Online: access to over 1200 titles in education including 1118 in the following areas:

[Education - General \(306\)](#)

[Education, Special Topics \(200\)](#)

[Educational Institutions \(3\)](#)

[History of Education \(61\)](#)

[Theory & Practice of Education \(548\)](#)

In print: access to over 250 education journals available in the library or electronically through LibraryExpress.

Business journals:

Online: access to almost 4000 journals in business and economics including 118 in the following areas:

[Business Education \(6\)](#)

[Business Communication \(22\)](#)

[Commerce - General \(60\)](#)

Information Technology (66)

Management Styles and Communication (102)

[Vocational Guidance \(30\)](#)

In print: access to over 120 education journals available in the library or electronically through LibraryExpress.

Major donations: none

Education Databases:

Among the 300+ specialized databases are several that are especially relevant to research and teaching in Educational Leadership and Organizational Learning:

Education Research Complete

One of the most comprehensive databases in the field of education, covering all educational levels from early childhood to higher education and adult education and all aspects and topics in

education, including organizational learning, leadership, and assessment. It indexes over 1,500 journals, with full text for more than 750 of them; also indexes books and conference papers in education.

ERIC

The database of the Institute of Education Sciences of the US Department of Education, ERIC indexes the journal and non-journal literature in education, offering a growing collection of full text of ERIC documents, including documents from “scholarly organizations, professional associations, research centers, policy organizations, university presses, the U.S. Department of Education and other federal agencies, and state and local agencies. ERIC indexing begins in 1966.

Selected Business Databases

Business Source Complete

A scholarly business database, providing bibliographic and full text content. Indexing and abstracts for the most important scholarly business journals as far back as 1886 are included. In addition, cited references are provided for more than 1,200 journals.

Business Knowledge Research

A “database of full-text research reports plus executive summaries on the latest issues in business management and US and global economics. Proprietary, nonbiased research includes studies of F500 companies on business trends, leadership decisions, performance excellence, corporate governance, HR, productivity, CRM and more. Full-text coverage from 1998 to date.”

Emerald Management Xtra

Provides access more than 50,000 full text articles, 185,000 reviews from the world's leading management journals, case studies, literature reviews, book reviews, conference information, interviews, profiles and 'How to...' guides.

Selected Science/Engineering/Technology databases:

IEEE Xplore

A full text database providing access to the world's highest quality technical literature in electrical engineering, computer science, and electronics.

Web of Science

Includes Science Citation Index Expanded (1900-present), Social Sciences Citation Index (1956-present) and Arts & Humanities Index (1975-present), with links to cited references and search result analysis. Subscription includes free access to EndNote Web citation software.

Additional databases

Academic Search Complete, a “scholarly, multi-disciplinary full-text database, with more than 5,300 full-text periodicals, including 4,400 peer-reviewed journals.” Also offers indexing and abstracts for more than 9,300 journals and 10,900 publications such as monographs, reports, and conference proceedings.

LexisNexis Academic Universe, Congressional Universe, and Statistical Universe
A series of full-text resources including databases for News, Business, Congressional, Legal, and Statistical information.

PsycInfo and PsycArticles

Index and abstracts of journal articles, book chapters, books, dissertations and technical reports in psychology, including organizational psychology and behavior. Journal coverage spans 1872-present, with international material from nearly 2,000 periodicals in over 35 languages.

Newspapers

Extensive newspaper holdings in online sources and microfilm, including the following New Mexico, ethnic, and world newspaper databases:

[America's Historical Newspapers Series I - VII \(1690-1922\)](#)

The Chronicle of Higher Education

[EthnicNewsWatch & EthnicNewsWatch History](#)

[Hispanic American Newspapers Series 1 \(1808-1980\)](#)

[Hispanic Newsstand, US](#)

[Latin American Newsstand](#)

[LexisNexis Academic Universe](#) (full text local, national, and world news sources)

[New Mexico Newspaper Project](#)

[New Mexico Newspapers](#)

[New Mexico Newsstand](#)

[New York Times \(1851 - 2004\)](#) and current

[Newspaper Archive.com](#)

[ProQuest Historical Newspapers](#)

[Times \(London\) Digital Archive 1785-1985](#)

[Wall Street Journal](#)

[World News Connection](#)

8. Program Comparisons

8. Program Comparisons

The comparison between the OLIT graduate program and other parallel graduate programs will be presented in two parts. Part I discusses the OLIT program as a unique interdisciplinary program that combines the fields of Adult Learning (AL), Organizational Learning (OL), Human Resource Development (HRD), and Instructional Technology (IT) in one single program. The AL, OL and HRD fields will be referred to as OL in this program comparison as OL provides an umbrella term for these fields.

Part II compares the OLIT program's OL area (which includes AL, OL, and HRD areas) to other comparable programs, and the OLIT program's Instructional Technology (IT) area to other comparable IT programs. In our search for comparable programs to OLIT, we did not see any other program in the country that offered both the master's and doctorate degrees combining the AL, OL, HRD and IT areas in one single program. Only the Human Resource Education Program at the University of Illinois at Urbana-Champaign came close, as it offered courses in learning technologies and information technology within a human resource education program. Because programs like OLIT which integrate OL and IT in the same degree are scarce, the program comparisons are done separately for the two major discipline areas; OL and IT represented in the program.

Part I: OLIT as a Unique Program

OLIT is unique among comparable programs in the country because it is an interdisciplinary program that integrates the fields of adult learning, organizational learning, human resource development and instructional technology in one single program with the belief that competence in all these fields is necessary to function effectively in any twenty first century organization that employs and trains adults. While students may focus their study on a selected area such as adult learning or eLearning, they are encouraged to take course work that span the areas represented in the program. The revised OLIT master's degree is a good example of this integration where the core required courses integrate course work on the adult learner, instructional design, the theory and practice of organizational learning, distance learning, contemporary instructional technologies, knowledge management, and cross-cultural issues in adult learning.

In her article "Capitalizing on the Overlap between Instructional Technology and Human Resource Development: A Potential Opportunity," published in *TechTrends* (May/June 2008, volume 52, number 3), Elaine Demps, discusses the overlap between the IT and HRD fields, and advocates "building a two-way bridge between the two fields that capitalizes on each field's strengths" (p. 58). She notes that the overlap does not seem to suggest a redundancy but a "possible opportunity to mutually extend the theories and practices of both fields toward effective design and development of technology-based learning products and processes as well as successful IT integration" (p. 54). The OLIT program realized this wisdom several years before this article was published and integrated the areas of AL, OL, HRD, and IT to provide a well-rounded and well-balanced interdisciplinary education to graduates venturing out with an OLIT degree.

There are many ways in which the two fields of OL and IT can draw on the strengths of each other, and compensate for what each field lacks. Both fields depend on learning theory as a basis and the adult learner is the foundation course for students interested in OL or IT in the OLIT program. The overlap between OL and IT also occurs through design and development (IT) and training and development (OL and HRD). For example, by drawing on the theories and practices of IT especially related to media use, selection, the design of technology-mediated learning, and distance learning, the field of OL has developed new competencies for training professionals in online learning and eLearning, to move them beyond replicating traditional classes to develop a new set of skills to take advantage of technology mediated learning environments such as the Web.

As discussed by Demps, the Implementation phase of IT such as media utilization, diffusion of innovations, institutionalization, policies and regulations have close parallels with HRD, where implementation is the actual use of an instructional innovation in an organization within a specific structure, culture, and policies (of that organization). Implementing and institutionalizing IT innovations require planned individual, group and organizational changes. Since OL explicitly addresses individual, group and organizational change in organizations, this is where the mesh of OL and IT can really help OLIT students to understand and extend the implementation phase of IT by incorporating OL and HRD theories and practices relating to organizational change, organizational development, and organizational learning

An additional strength of the OLIT program is its ability to weave in the cultural context of learning into both OL and IT areas, as well as offer specific courses such as “OLIT 546: Cross-cultural Issues in Adult Learning” which focus on the cultural foundations of learning.

The OLIT program has therefore capitalized on the overlap between the fields of OL and IT where the established knowledge base in each field supports and supplements the other.

Part II OLIT Compared to Other Academic Programs

This section compares the OLIT program’s OL area to other similar programs in the United States, and the OLIT program’s IT area to other similar programs offered by US universities, as it was difficult to find programs that integrated both the OL and IT areas as OLIT did. This comparison is done for both the master’s and doctorate and the details of the comparison are in tables in Appendix G.

To conduct this comparison, institutions comparable to UNM with a very good reputation for their academic programs were selected. Universities selected for comparison with OLIT’s Organizational Learning (OL) area are: Texas A&M University, Human Resource Development, University of Georgia, Athens, Georgia, Human Resource and Organizational Development Program (HROD), University of Illinois at Urbana-Champaign, Human Resource Education Program, and University of Minnesota, Human Resource Development Program. Universities selected for comparison with OLIT’s Instructional Technology (IT) area are: Arizona State University, Educational Technology, Florida State University, Instructional Systems,

Pennsylvania State University, Instructional Systems, and University of Georgia, Athens, Georgia, Instructional Technology.

The comparison is predominantly based on information provided on the websites (accessed between June and July 2009) of the academic programs compared. In addition, we reviewed publications that discuss the characteristics of graduate programs in both OL and IT such as (1) Kuchinke, K.P. (summer, 2002). Institutional and curricular characteristics of leading graduate HRD programs in the United States, *Human Resource Development Quarterly*, 13(2), 127-144., and (2) the Program Information Tool for Instructional Design and Technology Programs developed for AECT by Lockee and Reiser. (Lockee, B. B., & Reiser, R. A. (December, 2006). A Program Information Tool for Instructional Design and Technology Programs, *TechTrends*, 50, (6).)

The comparisons indicate that OLIT is indeed a unique program that has capitalized on the overlap between Organizational Learning and Instructional Technology disciplines/fields to offer an interdisciplinary curriculum to its students. A case in point would be a comparison between OLIT and the University of Georgia. The College of Education at the University of Georgia, Athens, lists separate graduate academic programs in (1) Adult Education, (2) Human Resource and Organizational Development emphasis within Adult Education, (3) Learning, Design and Technology formerly Instructional Technology, and (4) Instructional Design and Development, housed within Learning, Design, and Technology, while the OLIT program integrates all these fields in one single program. A similar situation to the University of Georgia exists at Texas A&M university's College of Education, where there are separate AL, HRD and IT programs (adult education and human resource development academic programs are within the Educational Human Resource Development Department, and the educational technology program is housed within the Department of Educational Psychology). The Department of Work and Human Resource Education in the College of Education and Human Development at the University of Minnesota offers different programs in adult education, human resource development, and technology education, but the programs do not seem to be integrated in their curricular like the OLIT program.

The only program that comes close to the OLIT program is the Human Resource Education Program at the University of Illinois at Urbana-Champaign as it offers courses in learning technologies and information technology within a human resource education program. The current acting chair of this program, Dr. Steven Rives is a former OLIT doctoral student who would have realized the benefit of integrating the OL and IT fields in one program. OLIT is thus an example of an academic program that has been able to integrate these two disciplines/fields into one program to develop competent professionals with an interdisciplinary background.

In the College of Education at UNM there are educational technology courses offered within the Mathematics, Science, Environmental, and Technology Education Program (MSET) which is housed within the Department of Teacher Education. This program, however, exclusively focuses on the integration of technology within the pre-K and K-12 curriculum. The OLIT program's instructional technology courses on the other hand, focus on the design, development, implementation, management, and evaluation of technology-based learning environments for a

variety of organizations and clients including K-12, higher education, the public, state, and corporate sectors, with the aim of integrating learning technologies for lifelong learning.

Master's Degree - Organizational Learning Area Compared to Other Similar Programs

Review of Organizational Learning programs compared in Appendix G indicates that the capstone or culminating experience in the OLIT master's program of either the portfolio option or thesis option is very similar to culminating experiences in other institutions. Some offer the portfolio only, such as Texas A&M and the University of Georgia, while the University of Illinois has a thesis, and the University of Minnesota, a thesis or project/paper. All programs recommend an internship, however, students may or may not complete an internship.

The OLIT program offers its master's entirely online or in a hybrid format where students can take both face-to-face and online courses. Texas A&M, and the University of Illinois offer their master's entirely online while the Universities of Georgia and Minnesota have a combination of face-to-face and online offerings.

Entrance requirements are comparable across programs generally stipulating a GPA of 3.0 and above. The Universities of Georgia and Minnesota require GRE scores.

The number of core courses required for graduation are also comparable across programs; the University of Illinois (20), University of Minnesota (22/23), and OLIT (24). The OLIT program requires an evaluation course for students who select the portfolio option and a research course for those who select the thesis option. This is similar to the program at the University of Illinois. The other three institutions compared require a research course. Only OLIT and the University of Georgia permit a course outside the program.

Master's Degree - Instructional Technology Area Compared to Other Similar Programs

For the instructional technology area, the culminating experience for the master's degree differed. Florida State University requires an internship leading to a portfolio and a comprehensive exam, Arizona State University requires a comprehensive exam, Pennsylvania State University requires a professional paper, and the University of Georgia requires a portfolio and oral comprehensive exam.

The number of credits required for graduation are comparable to OLIT, ranging from 30-37 credits. OLIT, Florida State and Penn State offer the master's program online.

For entrance requirements, all programs other than OLIT require GRE scores. The OLIT program had the GRE as a requirement for the master's, but this was eliminated as the faculty felt it was not a good predictor of success at the master's level for many of its working adult student population, and because the verbal component of the exam was culturally biased and did

not serve the ethnic minorities in New Mexico well. The GPA required is similar across programs, 3.0 and above, with the exception of the University of Georgia at 2.6 and above.

Required credits varied across programs: Florida State (15), Arizona State (18), OLIT (24), Penn State (27), and the University of Georgia (37). The research and evaluation methods courses required varied as well. At Arizona State and Penn State, evaluation or research methods courses are not required. Florida State requires an inquiry course, and the University of Georgia requires a research methods course. Across programs, internships are required, optional, or elective. All programs except for the University of Georgia allow transfer credit.

Doctoral Degree - Organizational Learning Area Compared to Other Similar Programs

Doctorates offered in organizational learning or HRD in other universities compare well with the OLIT program. All programs including OLIT require the GRE or MAT as an entrance requirement. Required GPAs from master's programs are similar, OLIT (3.5), Minnesota (3.4), and others (3.0).

The number of credits required post-master's, ranges from 64-84, with OLIT requiring 78. OLIT and the University of Illinois have pre-requisite courses, which are not applicable to the degree. The doctoral core credits ranges from 15-20 with OLIT offering courses in both IT and OL that students can select from. Courses required in the area of specialization ranges from 12-22 credits, with OLIT requiring 15 credits. The research requirement ranges from 12-20 hours with OLIT requiring 15. OLIT's research requirement provides an intense research experience in qualitative, quantitative, and mixed methods research, and is equivalent to the research requirement of the academic programs compared.

What is very unique in the OLIT program is its interdisciplinary, thematic minor, requiring 24 credits outside the program, organized according to a theme decided by the student and his/her Doctoral Program of Studies committee. This again highlights the interdisciplinary nature of the OLIT program. Transfer credits from the master's degree is comparable across programs with OLIT allowing the transfer of 18 credit hours.

In terms of program checkpoints, OLIT requires a mid-point review with the student and the Doctoral Program of Studies Committee (after completion of a minimum of 12 hours and before 30 hours are completed), prior to the written and oral comprehensive exam taken after the completion of coursework. Other programs require competency exams, preliminary exams, qualifying exams, prior to the comprehensive exam.

Doctoral Degree - Instructional Technology Area Compared to Other Similar Programs

All programs in this comparison have pre-requisites that ensure prior preparation in the disciplines of the academic program and research, except for Arizona State. These pre-requisites do not count towards the degree. Required credits for the doctoral degree range from 67-97, with OLIT requiring a minimum of 78 credits.

The required doctoral core courses varied; OLIT (18 credits), Arizona State (36 credits), Florida State (29 units), Penn State (6 credits), and the University of Georgia (30 credits). The doctoral concentration ranges from 9-15 credits, with OLIT requiring 15 credits. Research courses range from 12-15 credits or more, with OLIT requiring 15 credits. As stated in the previous section, the interdisciplinary minor is a unique feature of OLIT, Transfer credits range from 9-18 credits with OLIT allowing the transfer of 18 credits from the master's.

Regarding program checkpoints, mid-point reviews, candidacy reviews, and qualifying exams occur before the comprehensive exam in all programs compared.

In summary, as can be seen from this detailed program comparison, OLIT compares very favorably with the best programs in the nation in Organizational Learning and Instructional Technology, and has the unique advantage of being able to integrate organizational learning and instructional technology to provide an interdisciplinary academic program for its students.

9. OLIT's Future Direction

9. OLIT's Future Direction

This section describes the plans that OLIT faculty members have for the future.

The results of this self-study show that the OLIT program is a valued program in the ELOL department, the College of Education, and the University of New Mexico. It has served its students, their employers, and their associated professions well. By all accounts, the OLIT program has achieved its purpose and earned the support it will need to continue in its capacity.

While the OLIT program has done well, OLIT faculty members believe that the program can do better in its interdisciplinary approach to research, teaching, and service. Based on the data gathered for this self-study and the insights of the faculty and administration of the OLIT program, the following five new directions have emerged: 1) modernize the undergraduate program, 2) re-vitalize the organizational learning area in the graduate programs, 3) enhance teaching through the use of technology, 4) improve faculty and student research, and 5) better clarify and leverage the interdisciplinary nature of the program.

1) Modernize the Undergraduate Program

The undergraduate program has not undergone a major curriculum revision in over ten years. Many of the courses are dated and new courses have not been developed that take advantage of the benefits of emerging technologies and learning techniques. Faculty members in the OLIT program readily admit that many courses are the result of OLIT doctoral students – who teach in the undergraduate program -- “boiling down” graduate courses they took during their degree program. Furthermore, to make matters worse, many are “boiled down” versions of courses that are no longer taught at the graduate level. This assessment of the undergraduate program is certainly not meant to be critical of the current undergraduate program coordinator, Dr. Bruce Noll. Dr. Noll, who has a position as lecturer, simply does not have the time or the resources to conduct a major curriculum make-over for the undergraduate program. Besides his duties as coordinator (which has a large advising component and time commitment for working with two year institutions that feed the undergraduate program), Dr. Noll teaches in the OLIT undergraduate program, the OLIT graduate program, and the Ed Lead graduate program. Dr. Noll typically teaches five courses a semester as well as coordinating the OLIT undergraduate program. As a consequence, he has no time for modernizing the undergraduate program.

Attempts were made to modernize the 2+2 undergraduate program in the fall of 2005 with a request for a faculty position to replace Dr. Charles Taylor who supervised and taught courses in the program. However, OLIT was not successful in getting this faculty hire approved. Because of the great demand for the 2+2 program from communities outside Albuquerque, for the first time this year (2009), the 2+2 program is being offered online and via ITV. Future attempts to modernize the OLIT undergraduate program will require that new courses be developed that focus on utilizing new technologies to facilitate learning in organizations. These technology focused courses would strengthen the undergraduate program for preparing students to apply technology in organizations for enhancing learning. Some of these new courses offered at the

400 level could also be offered concurrently at the 500 graduate level. This would allow graduate students to take the courses – get graduate credit for them – and build their technical skills. This would be a great benefit for OLIT graduate students with little technical skills to improve their skills.

Preferred Direction

OLIT faculty believe that the data from this self-study and faculty experience indicate that a full time faculty position at the assistant or associate level be created to modernize the undergraduate program. Certainly, this makes sense on a number of levels. From a quality and accreditation perspective, there should be a dedicated faculty member for a university undergraduate program. As it is now, there is one part time lecturer responsible for the OLIT undergraduate program. From a consistency perspective, a dedicated faculty member should be given the task of modernizing and teaching in the undergraduate program. Finally, undergraduates as well as graduate students, benefit from teaching by a seasoned researcher in the field.

2) Re-Vitalize the Organizational Learning Area in the Graduate Programs

The OLIT program currently does not have a full time faculty member teaching, advising, or directing research in the area of organizational learning and evaluation. Most of the graduate level teaching is accomplished through the use of adjunct faculty members who teach organizational learning courses for the program. During the last two years, all the advising and directing of research in the organizational learning area has been done by Patricia Boverie, the ELOL chair. Dr. Boverie used to be one of two faculty members in the area of organizational learning before becoming the ELOL chair. (As discussed in section 6, “Faculty Matters,” the other member was Hallie Preskill who left UNM in the spring of 2006. She was not replaced.) In an effort to support the organizational learning area, Dr. Boverie has taught two courses a year (sometimes more), advised students, and directed dissertations. Her current list of active dissertation students numbers around thirty. This has created a situation where teaching, advising, or directing research in the area of organizational learning has become quite compromised in the OLIT graduate programs.

To re-vitalize the organizational learning area in the OLIT graduate programs will require the hiring of another full time faculty person for this purpose. This new faculty person would teach many of the graduate level courses in organizational learning that are now taught by adjunct faculty. The new faculty person would also advise and direct student research (dissertations) in the organizational learning and evaluation area.

Preferred Direction

OLIT faculty believe that the data from this self-study and faculty experience indicate that a full time faculty position at the assistant or associate level be created to re-vitalize the organizational learning area in the OLIT graduate programs. Again, this makes sense on a number of levels. From a quality and accreditation perspective, there should be a dedicated faculty member for this

important area. After all, half the title for the OLIT program is “Organizational Learning.” As it is now, there is no full time person responsible for the area of organizational learning in the graduate programs. Consistency is a problem for students taking courses in the organizational learning area. They take courses from a number of adjunct instructors that come and go -- a dedicated faculty member should be given the task of teaching these important courses in the organizational learning area. Finally, although our adjuncts are very qualified, graduate students benefit greatly from teaching by a seasoned researcher in the field – someone who may turn out to be their dissertation chair.

3) Enhance Teaching Through the Use of Technology

Another new direction that is supported by the data of this self-study and the experience of faculty is enhancing teaching in the program through the use of technology. One of the recommendations of the external reviewers in the last program review in 2002 was to put more OLIT courses online. Currently, students can complete the OLIT master’s degree entirely through online offerings. This is an outstanding achievement given the diminished program resources since the last OLIT program review in 2002. (During the last program review, there were five full time faculty members in the OLIT program when workload is considered – currently, there are three full time faculty members from a workload perspective.) OLIT faculty members want to build on this success by offering more online courses at the undergraduate level and at the doctoral level.

While OLIT faculty members have achieved much in terms of utilizing technology in our teaching and research, we are continually investigating more flexible ways that we can utilize technology to deliver improved educational experiences to our students. For example, we are looking into how our instructional materials can be displayed on smart phones such as the iPhone. In a related area, we are looking at ways our instructional materials can be used to support professional development for our students in a “just in time manner.” This requires our university, students, and their employers to view higher education in a different way.

Preferred Direction

OLIT faculty believe that the data from this self-study and faculty experience support the direction of enhancing teaching in the program through the use of technology. Unlike the other directions for the OLIT program outlined in this section, this one is almost entirely achievable within the current resource base of the program itself. In other words, OLIT program faculty can decide (and already has plans) to continue to enhance teaching in the program through the use of technology. OLIT faculty members plan to build on earlier success by offering more online courses at the undergraduate level and at the doctoral level.

4) Improve Faculty and Student Research

This is OLIT faculty’s resolve to address a “hidden problem.” It is a hidden problem because conducting research and directing the research efforts (i.e., dissertations) of students is not really explicitly calculated as part of faculty work load. However, university faculty members are

aware that allowances are made for conducting research and directing research. For example, instructors teach eight to ten courses a year and professors teach five to six courses. The difference in workload is presumably for conducting and directing research. However, with the same number of doctoral students and fewer full time faculty members, the number of students per faculty member has climbed substantially since the last OLIT program review in 2002. Table 6.2 in the *Faculty Matters* section shows the current doctoral student load on OLIT faculty.

Table 6.2 also shows the concerns of OLIT faculty in conducting research and directing student research efforts (i.e., dissertations). While there appears to be no evidence of OLIT faculty research productivity slipping and no indication that the quality of student research is eroding, the sheer numbers in Table 6.2 certainly indicate the danger of the current situation. OLIT faculty members are concerned that if these high numbers for advisement, dissertation committee membership, and chairing of dissertations continue, it will negatively affect faculty research productivity, the ability to obtain external funding, and the quality of student research.

Table 5.12 in Section 5, Student Profile and Support Data, also shows the other area of concern by OLIT faculty members for the quality of student research. As discussed in the section, the OLIT program receives virtually no student graduate assistantships for research or teaching. OLIT faculty members have recognized for a long time that this situation has kept the program from attracting top graduate students. This is particularly true in the area of instructional technology where the Ph.D. students tend to be younger and are seeking assistantships to support full-time enrollment.

Preferred Direction

OLIT faculty believe that the data from this self-study and faculty experience indicate that the best answer for improving faculty and student research is the hiring of a full time faculty position at the assistant or associate level in the area of organizational learning. Again, this makes sense for a number of reasons. Just looking at numbers, adding another faculty member could drop each current members load by 25% for advisement, dissertation committee membership, and chairing of dissertations. However, the addition of another faculty member in the organizational learning area could have a profound impact on for Dr. Patricia Boverie's load of advisement, dissertation committee membership, and chairing of dissertations – perhaps, cutting it in half since she is the only current faculty member in the area of organizational learning. Also adding another researcher in the organizational learning area would strengthen and complement expertise in the area – remember -- organizational learning is half the name of the program.

5) Clarify and Leverage the Interdisciplinary Nature of the Program

The results of this self-study should make it readily apparent that the OLIT program is truly an interdisciplinary program. This has been a great strength of the program and has served its stakeholders well. It has created the opportunity for the formation of collaborative efforts within the University of New Mexico and with individuals and organizations around the world. As

mentioned in the section on “Institutional Contributions,” faculty from the Business School, Public Administration, Engineering, Arts and Sciences, and other departments within the College of Education have worked with OLIT students and faculty in numerous capacities. For example, many OLIT doctoral students will have a faculty member from another school or college serve on their dissertation committees.

However the interdisciplinary nature of the OLIT program has also been a source of problems for the program. In some circumstances it has led to questions from faculty and administrators in the College of Education about the role of the OLIT program in the College and how OLITs interdisciplinary program aligns with the mission of the College. These questions have made it difficult to secure broad-based support across the College for initiatives such as hiring new faculty for the OLIT program. (The College of Education has a process where faculty members inform their department chairs of their needs for new positions and the chairs go through a decision making procedure where requests for positions are evaluated on their potential for helping the College meet its overall mission.) This situation has been made more difficult during the current economic crisis which has reduced resources within the College of Education. This has meant that the OLIT program has been unable to convince other faculty and administrators to support the hiring of a much needed position for OLIT in the area of organizational learning.

Preferred Direction

Instead of attempting to narrow the focus of the OLIT program to the educational mission of the College of Education, OLIT faculty believe that an administrative action is needed to officially establish the OLIT program as true interdisciplinary program. In this regard, OLIT faculty members approved the following statement in their September 2 meeting of this year:

“OLIT faculty members unanimously agreed to seek an administrative solution for making the OLIT program a truly interdisciplinary program. Solutions may include becoming part of an interdisciplinary entity in the university or moving the program to another college or school. During the discussion that instituted this action, OLIT faculty members expressed the opinion that the future of the OLIT program – that can bring even greater benefits for the University -- lies outside the narrow mission of the College of Education.”

OLIT faculty members are open for suggestions about how we could achieve this new direction from the administration of the College of Education, other College of Education faculty members, and the external review team for our program review.

Preliminary Questions for the External Review Team

The faculty members of the OLIT program really believe they have a valued program in the ELOL department, the College of Education, and the University of New Mexico. We believe that we have served our students, their employers, and their associated professions well. By all accounts, we believe that the OLIT program has achieved its purpose and earned the support it will need to continue in its capacity.

You can assist us by examining our five proposed new directions: 1) modernize the undergraduate program, 2) re-vitalize the organizational learning area in the graduate programs, 3) enhance teaching through the use of technology, 4) improve faculty and student research, and 5) better clarify and leverage the interdisciplinary nature of the program.

Do we have the right directions? Did we miss any? Are there other directions we can take that will get us where we should go? And most importantly, have we missed any better ways to get us to the places we plan to go?

Appendix A -- External Review Team Report

Self Study Graduate Unit Review

Organizational Learning and Instructional Technologies Program

Department of Educational Leadership and Organizational Learning

College of Education

February, 2002

Review Team: Karen Watkins, Chair, University of Georgia, Chere Campbell Gibson, University of Wisconsin at Madison, John Oetzel, University of New Mexico, Terry Lammers, Boeing Corporation

Self Study Graduate Unit Review
Organizational Learning and Instructional Technologies Program
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Executive Summary

We recommend continuance of the program with suggestions for future directions. We commend the program for bringing together a strong, dynamic faculty with differing expertise to create an innovative blend of disciplines. In many ways, this program is already the kind of cross-cutting new initiative the Provost seeks to encourage as part of the strategic plan. Our concerns and recommendations are intended to offer insights that will strengthen the program and better position it to continue to excel in achieving its mission in a research extensive university.

As we listened to faculty, students and administrators and read the documents prepared for this review, we felt that, like many creative small programs, this program has had difficulty maintaining a focused mission. This has led to a number of nested problems including high enrollment, course proliferation, and inappropriately high faculty workloads. We would address these problems by asking faculty to set enrollment and work-load targets that preserve their research mission, and to then make programmatic choices within those parameters. As the inventors of a vision of the blend of organizational learning and instructional technology, only these faculty can make the hard choices about which programs and courses they will retain.

We have seen pressure from others for this faculty to expand their mission. On the one hand, they might provide a service to the university in providing development for faculty to teach on-line. They might also help prepare future faculty to teach adults and to teach on-line. These pressures are also opportunities for potential assistantships to recruit top doctoral candidates.

One opportunity that the faculty has perceived that we also see as crucial is the development of an online Master's program. This program is an opportunity for the faculty to bring their vision of OLIT into one integrated program, offered both within the state and the nation. With appropriate enrollment and workload control, this is an extremely important way for this program to both evolve their mission and to disseminate it. We heartily recommend that the program move forward on this with due speed.

The review team commends the Organizational Learning and Instructional Technology Program for the highly professional and thorough preparation of materials for this review. Program faculty and staff have been gracious, helpful, and open.

I. Program Goals and Curriculum

1. Clarity of Program Goals

The program goals, objectives and their rationale are clearly expressed in the self-study report and articulated by faculty and students alike. What is also clear is that the unified whole as represented by this statement of goals and objectives is not a reality. Students describe themselves by program emphasis, e.g., “I am a distance education doctoral student,” I’m a multimedia Master’s student. Further, the faculty advises primarily students in their own specialty creating the illusion of two person programs. All in all, the integration among and between program emphases is less than complete. Even the OLIT program has suggested that, for example “...courses in the multimedia area should evolve into courses that are more focused on the ongoing process of human resource development rather than applications that provide isolated instructional interventions.” The faculty’s vision of an integrated program is under development and this needs to proceed expeditiously to ensure the goals and objectives are met holistically.

2. Quality of Curriculum

The curriculum is designed to prepare students “...to help individuals, groups and organizations learn in more effective ways.” and appears to be effective in meeting that goal. What is evident is that there are a large number of courses that focus on organizational learning, distance education and multimedia. Courses that integrate key concepts across these three areas are less evident and the faculty have indicated that these integrating courses will be under development in the near future. If they truly intend to focus on designing systems using technology to facilitate human resources development and organizational learning as they have indicated, this course redesign is critical.

Current courses are offered frequently and often by adjunct faculty and/or senior doctoral students with a potential negative impact on the quality of instruction. This was mentioned by students. See Faculty below.

One strength of the program was the 2+2 undergraduate program. This program is highly political, and serves an important function. Over time, this program may serve as an excellent feeder to the Master’s program. If the OLIT program is to continue the program, however, it needs to be well-integrated into the entire program with all faculty involved. There appeared to be little ownership of this critical program among most faculty, with only one full time faculty member involved. Given the already stretched resources of the OLIT program and the potential retirement of the one faculty member involved, it would seem an opportune time for the College of Education and the Department of Educational Leadership and Organizational Learning to reexamine what faculties might best teach in this program and whether or not OLIT is an appropriate home for the program. It offers an excellent opportunity for OLIT doctoral students to teach OLIT courses in preparation for becoming future OLIT faculty, but the core mission and purpose of the unit must embrace this program for it to thrive.

3. Unique Characteristics

The OLIT program prepares learners to function in areas of organizational learning, distance education and multimedia development. As such the program itself is unique and this uniqueness allows for creative and successful grantsmanship. When two or more of the above emphases are integrated, the contribution to research and development can be considerable. Foundations such as the Pew and Sloan Foundations as well as several federal offices seem appropriate funding sources in addition to those already explored.

There are considerable opportunities on campus for research and development for both faculty and graduate students. For example, the Extended University and the Technology and Education Center provide an excellent venue for both research and evaluation studies. Further, these two units could also benefit from the expertise of the OLIT students in areas of faculty support, instructional development, multimedia development for faculty and students. While both units have OLIT students currently involved in their operations, expansion of involvement could serve as a win-win situation for students, the units and the discipline as a whole.

4. Appropriateness of Training

The data provided suggests students are getting employment in their chosen fields and that the program content has contributed to their careers in important ways. Employment projections suggest professionals able to facilitate adult education and lifelong learning will be in demand nationwide over the next five years. Compounded by the rapidly changing environments both internal and external to organizations, the demand for those with an understanding of organizational learning as well as individual and group learning will be considerable nationwide. The incorporation of technology into learning will further drive demand for OLIT's graduates.

5. Research Areas

Research opportunities on campus are considerable including opportunities associated with the Extended University, the Technology and Education Center, and the Center for the Advancement of the Scholarship of Teaching and Learning are readily available although graduate assistantships from these units would facilitate relationships.

II. Faculty

1. Quality of Graduate Faculty

The OLIT program has a high quality faculty as evidenced by their research and publications. Evaluations of their teaching and team observations suggest their teaching is also of high quality as well. It should be pointed out that there is some unevenness in course evaluations among faculty and perhaps peer teaching evaluations and mentoring of junior faculty might enhance overall teaching evaluations. Student assessment of quality faculty teaching ranged from overall summary of 4.2 to 3.6 on a five-point scale, advisement summary scores ranged from 4.2 to 3.0

and class scheduling scores ranged from 4.1 to 3.2. Overall the evaluation of teaching, advisement and course scheduling had a spread range of .6 to .9 on a five-point scale with an overall spread of .6.

Their ability to provide quality instruction to their graduate students is somewhat problematic. The number of courses offered each semester requires that one third to one half be taught by adjuncts and/or advanced graduate students. Feedback from students suggest an unevenness in the quality of teaching at the master's level and led one student to suggest she felt "short changed" as a result. Recommendations on possible revisions in course offerings and scheduling may help resolve this concern.

Supervision of students seems excellent with students commenting positively on both support for their academic pursuits as well as support through the normal life crises experienced by adult students. Students noted the "side by side leadership" provided by faculty, the growth through "team projects" with faculty, the creation of a community of learners and the "writing and publishing push from advisers" instrumental in their growth as scholars and researchers in the field. Research opportunities continue to grow with an array of grants in OLIT. Additional research and evaluation opportunities will emerge we believe as the Extended University continues to expand its offerings.

2. Overall Research Strength

Overall research strength of the graduate faculty is excellent in comparison to faculty in similar programs. Their record of publications, grantsmanship and presentations to scholarly groups is exemplary and their involvement of students in all these endeavors helps produce productive scholars of the future.

3. Morale and Collegiality

The morale and collegiality seems excellent and genuine. The students commented on this facet of their graduate experience and suggested that the strong, united and supportive faculty has led to a mirror image in the graduate program. That said, the students did note that they wished the OLIT program was more of a learning organization with more input from students on courses, etc. Morale overall is high among both faculty and students.

III. Students

1. Admission Standards and Procedures and Quality of Students

OLIT has admissions criteria that are consistent with other graduate programs at the University of New Mexico as well as other graduate programs in OLIT at other universities. They require the following information: a) forms and fees, b) transcripts, c) letter of intent, d) resume, e) five letters of recommendation, f) two samples of scholarly writing, and g) the GRE or GMAT examination. OLIT recently added the GRE/GMAT examination as part of the admission

considerations for the MA. While this has reduced the number of applicants per year, there is evidence that it has improved the quality of the students enrolled (coupled with the other criteria). The faculty reports that the “new” admissions standards have decreased the number of shoppers and they are now better able to assess the commitment of students and writing/analytical ability. One potential area of improvement is in the selectivity of students. In the academic year 2000-2001, 95% of MA applicants, and 71% of PhD applicants were admitted. Increased applicants from out-of-state and setting caps for enrollment will improve these rates (see section 7.3 for more information).

Overall, the quality of students in both the MA and PhD programs is strong.

2. Quality of Graduate Student Research (Theses and Dissertations)

The quality of graduate student theses and dissertations is strong. Two dissertations have received awards and several dissertations (or parts of dissertations) have been published after completion. The dissertation committee consists of at least one faculty member from an outside department and these faculty members comment that the dissertations are of high quality and the dissertation process in OLIT is rigorous.

3. Overall Administration of the Program

The overall administration of the program is very good. Most of the students work full-time and so their time to completion of the degree (see below) is longer than in other graduate programs at UNM. However, the students have flexibility in completing their degree in that courses are offered during the evening (4 and 7 slots) and they can complete the program over seven years if needed. The faculty provides strong mentoring to students. The graduate students we spoke to rave about the supervision and mentoring they receive from faculty. For example, doctoral students are encouraged (and even expected) to engage in research projects with faculty. Further (and importantly), faculty provides guidance to students about appropriate research topics, but allow students to select their own topics.

There are two concerns with the administration of the program. First, it is imperative that all courses (but especially doctoral courses) involve a research project or research paper of some significance. We noticed several courses that did not have this requirement. Second, we believe that the number of units for the MA and PhD program is likely excessive. We believe that the MA should only be 36 units (currently 42) as this would put it in line with graduate programs in other units at UNM (exceptions being licensure programs) and OLIT units at other universities. Similarly, we believe that the PhD program should only be 48 units beyond the MA (currently it is 60 beyond the MA). We believe these changes would allow the program to be more competitive with other programs and enable PhD students to do more research outside of the classroom. The amount of research students are doing is good (see section 4.2 below), but these changes would increase the already strong student productivity. While we think these are appropriate decisions, we also believe that these decisions should be data and vision driven (see recommendations in section 7.3).

4. Morale and Perceptions of Students

We spoke with 11 graduate students during our visit. The students were unanimous in their praise for the program and the faculty. They believe the faculty members are outstanding researchers in their fields, excellent teachers, and excellent mentors. The students also appreciate the flexibility of the program, the quality of their colleagues (i.e., diversity of perspectives and experiences), and the strong community in the program. The students' assessments can be summed by one comment: "There is a top notch group of people in the program."

OLIT also completes an annual survey of graduate student perceptions about the program. For example, 86% of students were satisfied or very satisfied with the OLIT program. In the rating of the OLIT program as a whole (question 19, Appendix D), students rate the program as a 3.7 (out of 5 max) on 16 measures. These measures were on three categories: faculty, advising, and scheduling. The faculty were rated the highest (3.9), with advising and scheduling slightly lower (3.5 each). Additionally, the distance education students rated the program higher (4.0) than the OL (3.5) or multimedia (3.4) students. These results demonstrate that the students are generally supportive of the program and there are some areas that can be improved.

IV. Program Productivity

5. Graduation Numbers, etc.

The OLIT program has graduated a consistent number of students over the past five years from 34 total in 1996-97 to 25 in 2000-2001. The high was 39 in 1997-98 and low was 25 in 2000-2001. The number of graduates likely will decrease slightly in the coming years as the increased admissions standards decreases the number of admitted students. However, this is not a concern and in fact is better for the program (i.e., the program needs to be smaller given the size of the faculty, see section 7.3).

The attrition rate of students is not exactly known. The faculty reports that they have a very low attrition rate, which is consistent with graduate student comments about the strong community. The time to degree is three to five years, which is acceptable for a student body that predominantly works full-time. We do recommend that the OLIT program track attrition and time to degree in the future.

The enrollment trends indicate that the number of MA students is decreasing by a little more than half from 1996-97 to 2000-2001 (from 46 to 19). This drop in numbers is likely because of the more stringent admission requirements. We feel that this is an appropriate decrease for two reasons. First, it has improved the quality of the students in the MA program. Second, the department has too many graduate students given the number of faculty. The number of PhD students admitted has stayed constant with 9-11 each year.

6. Student Productivity

The student productivity in terms of publications and presentations is outstanding. Appendix K reports that over 40 students did a presentation, publication, or other scholarly activity over the past five years. These students had more than 40 publications, 50 conference papers, and 15 other scholarly activities (i.e., grants, videos) in that same time period. Eight of these publications and 17 of the conference papers were done by graduate students alone, while the remaining activities are with professors. The faculty (particularly Boverie and Gunawardena) have made great efforts to work and publish with graduate students. The faculty is to be commended on their ability to involve graduate students on these scholarly products.

7. Placement of Graduates

The program appears to be very successful at placing their graduates in the workforce. These placements included government and private sector positions in training, consulting, and instructional technologies. As per a survey in Appendix E, 62% of alumni report that they received their job after completing their degree, 60% said OLIT was important to obtaining their current job, and 46% of students earn a salary above \$50,000. The students reported that they receive adequate information about job placement via the OLIT listserv. The program makes great efforts to publicize job openings and also works toward placing students in internships at area organizations. We do recommend that the program better track their alumni to find out exactly where they are.

V. Adequacy of Financial Support for the Program

8. The number of graduate assistantships provided by the program from both intramural and extramural functions, as well as the level of remuneration provided to the graduate assistants.

In order to recruit out of state graduate states, there is a need for stable, long-term internal funding for additional assistantships.

9. The appropriateness of the extracurricular workload (that is, teaching and nondegree related work required of those students receiving graduate assistantships.

Because many of the students have family and work responsibilities in addition to their teaching duties their workload should be monitored and adjusted on a case-by-case basis.

10. The adequacy of extramural functions (i.e. grants, training grants, and so forth) to support the program. Also comment about whether the department is using extramural functions in the most effective manner to support the students.

Student opportunities provided by grants, internships and external work are above average.

11. The adequacy of intramural (institutional) funds to support the program.

Intramural funds could be increased by one or two assistantships to support recruiting external graduate students.

VI. Quality and Adequacy of Facilities

The comments on facilities are with respect to three possible program structures. Any one of these might result from the recommendation for the group to reprioritize its mission.

- 1) organizational learning as a complex adaptive systems (CAS) approach with additional emphasis on system thinking, system dynamics and simulation.
- 2) OLIT as an eBusiness/eLearning program, producing online training, courseware and “learning ware,” based on individual learning.
- 3) OLIT as is, or with minor program revisions.

In general, facilities are adequate for OLIT, as is, and not for an organizational learning/CAS (OL/CAS) approach nor for an eBusiness/eLearning program.

12. Laboratory and studio facilities

The Technology and Education Center (TEC) together with the OLIT Multimedia Lab provide adequate laboratory and studio facilities for the as is and for an eBusiness/eLearning approach.

The laboratory and studio facilities are not adequate for an OL/CAS approach. The labs do not have support for such techniques as system thinking, system dynamics, organizational modeling and simulation.

13. Equipment (including instruments)

Overall, equipment appears to be adequate for the as is. For an eBusiness/eLearning approach additional classroom projectors might be needed to supplement the ones available in the TEC and OLIT labs.

14. Library resources

Library resources as evidenced by the OLIT Graduate Unit Review and Library interview are good. The Library takes a proactive, supplier approach to support. The Library does provide training on research on the web, but important web access topics, security and plagiarism are not covered directly.

One important finding is that costs to the Library to provide online and web access have been rising. This impacts OLIT in two ways: 1) library support in the future may deteriorate; and 2) OLIT, as a provider of online and web access may find that its costs to provide this service may be higher than planned and might increase beyond expectations. A good online service provider cost model is needed.

15. Computer resources

Computer resources appear to be adequate for the as is, except possibly for servers and software tools for courseware development. It is recommended that OLIT/TEC institute utilization metrics to determine if existing computer resources are being used efficiently.

The OL/CAS approach would require additional hardware and software resources to support system thinking, system dynamics and simulation.

The eBusiness/eLearning approach would require servers to support the delivery of training content and additional servers to support content development.

16. Office and classroom space

Office and classroom space appear adequate for all approaches.

17. Overall intellectual environment

The overall intellectual environment with respect to technology is that technology is available, but not pervasive. Technology appears to be focused on the desktop, but not on the Internet. The utilization rate of the existing technological infrastructure is unknown.

VII. Overall Conclusions About the Program

1. What two things did you find most commendable about the program?

- A. Dynamic, creative, high performing faculty. There is evidence of the faculty bringing in funded research dollars and the amount and quality of the research is excellent. The faculty has core competencies in adult/organizational learning and distance education that are unique in the university.
- B. The faculty has a vision of the program that is cutting edge. The program has a combination of disciplines (organizational learning, distance education, and multimedia) that is unique in the field.
- C. The students and faculty are enhancing the visibility of the university through active publication and presentation of research findings (both nationally and internationally). The faculty works actively with graduate students on research projects.
- D. The program has a strong sense of community both among the faculty and between the faculty and students.
- E. The students are very satisfied with the program and the program does a good job of placing students in positions after they complete the program. In fact, they noted that they have trained most of the trainers in this city.
- F. There is strong support for the program from leadership at the department and college levels.
- G. The program is well connected to the college and university and well regarded by others at the university. They are well positioned to contribute to the university's strategic plan as well as to achieve their own vision of an integrated program.

2. What two things were of the greatest concern to you about the program?

- A. Mission Creep. We are concerned that OLIT faculty are trying to do too much with the resources they have and that what they are doing is often taking them farther away from their core mission. This creates a faculty that is stretched thin and not accomplishing their core mission in a research extensive institution at a level that this particular faculty is capable of attaining.
- B. While the program is well connected to the university, it hasn't used these connections as well as it could, particularly in terms of drawing on other departments to offer some of their required courses such as courses in educational leadership, organizational communication, and management. They have also missed an opportunity to partner with the Center for the Advancement of Scholarship on Teaching and Learning, the Preparing Future Faculty Program, and the Extended University as places where the program might place students in assistantships as they do now in the Technology Center.
- C. Enrollments are not under control. Current advisement ratios and teaching loads for most faculty exceed recommended loads for faculty in research extensive universities.
- D. While they have a cutting-edge vision for their program, the faculty is missing an incredible opportunity to provide their OLIT MA (i.e., their new vision) to a variety of constituents via distance/ on-line learning. The EU offers additional support for development and delivery of courses following approval of a business plan.
- E. The faculty needs to address the issue of integration of the program in a meaningful way. There are at least two (and maybe three) distinct programs. The vision of an integrated program is in the mission statement and evident in our discussions with both students and faculty; however, the vision has not been implemented and may not be shared by all students and faculty. There is evidence of this in the way students talk about the program (i.e., they identify themselves with one or two faculty; they identify themselves in one program) and in the proliferation of courses in unique areas rather than fewer, more integrated, advanced courses.
- F. The large percentage of adjunct faculty teaching MA courses is definitely a concern. In most semesters, we calculated that about 25-50% of the courses are being taught by adjuncts. This is clearly out of line for a research extensive university.

3. What major changes would you recommend in the program?

- A. Prioritize your mission. You must decide if this is OLIT or OL/IT. One solution is to really integrate the program, but another is to accept the possibility that this underlying separation exists for good reasons. A thorough discussion of this issue is essential. So many of our other recommendations rest on the outcome of this conversation, that it will be hard for the program to make decisions about priorities without first delving deeply into this issue of identity. One possible approach to finding a structure for the program is for the faculty, as a team, to create a product from their common and individual core competencies. In other words, you might create an organizational learning solution through instructional technology together. The skills that you need, the knowledge that you share and do not share will become

evident in building this product.

How you land on this issue will affect what programs you support, what other departments or programs will be good partners, what students you will recruit, and the contribution you will make to the discipline. This will help you make strategic decisions about your priorities:

1. Set a target to a 2-2 teaching load.
2. Manage enrollment—set target enrollments for each program and don't exceed them. Reduce the number of students per faculty to 10-15 advisees per faculty.
3. Consider returning to a 36 unit MA and also lowering the PhD to 48 units beyond the MA. Research papers should be a part of doctoral and combined master's and doctoral courses—rigorous courses and rigorous outcomes (portfolio/thesis) will ensure the quality of the program not just the number of courses taken. The lower units for PhD students will give them more of an opportunity to do research with faculty. Students accepted into the program without a background in adult education may be asked to take a 6 credit prerequisite (e.g., adult learning).
4. Drop the total number of courses offered. Use other departments to meet some needs and focus on teaching your unique classes. For example, Educational Leadership, Communication & Journalism and Management offer courses that overlap some required and elective courses in OLIT: Give more attention to the multicultural emphasis (C & J). Business management, cost/benefit analysis, project management in the MBA as mentioned in your alumni survey.
5. Offer electives every other year, core courses once a year, and service courses every semester (e.g., Adult learning) but not more than 2 service courses.
6. Reduce the number of adjuncts teaching in the MA
7. Make future hiring decisions based on this mission.

These changes will enable the faculty to work closely with PhD students and to develop research programs that generate extramural funding.

- A. We see a priority in creating an on-line MA program for the OLIT program. It is clearly a way to disseminate the integrated vision if that is the way the program decides to go. As noted above, the focused mission developed above will drive all of these programmatic decisions. The second decision most likely to bring about a significant transformation will be whether or not to develop this on-line program.
 1. Negotiate with Extended University and the Provost to get front-end money (for TA/RAs and development dollars) and release time for faculty to develop the on-line program. The EU offers \$4,000 for faculty to develop the course and \$3,000 the first semester the course is taught.
 2. Negotiate with these entities to create PAs for your graduate students to provide technology support and faculty development.
 3. Negotiate with Continuing Education and the Extended University. We recommend continuing conversations to develop an effective working relationship with continuing education and to resolve intellectual property issues relative to the training certificate. We see this as a way to build a first class distance entity at UNM and to include OLIT faculty as advisors and potential partners for research and evaluation. Stronger ties

with these units and specifically with the Dean and Associate Provost as a member of the OLIT faculty has the potential to enhance the visibility of OLIT faculty and to access additional resources. A promising new direction we observed is the conversations begun between interested faculty and key administrators about the policies of the Extended University. If this group evolves into an advisory committee, we highly recommend inclusion of OLIT faculty on this committee.

4. While there appears to be a clear policy statement that the EU is a service unit for the university and that programs control the degrees and programs and receive student credit hours, there is a disconnect between this stated policy and the faculty's understanding.
- A. OLIT should continue to work toward modeling a learning organization.
 - a. Collect high quality data from employers, alumni, and the discipline about their needs and design the program around these competencies. Use the data to guide this decision. For example, 60% of your students say that the program was important for obtaining their current job, 51% say that they were not prepared for the field, and only 56% would definitely recommend OLIT to others (though an additional 36% recommend it among other programs).
 - b. Create an advisory committee of employers that meets once or twice a year to be in dialogue about what they need and also to help communicate OLIT's vision.
 - c. Create an advisory committee of students to better understand their needs.
 - d. Create a double mentoring program. Have returning students serve as a mentor for new students. Have advanced PhD students enroll in a seminar on "Preparing Future Faculty in OLIT" and have them serve as mentors for students to help them with developing portfolios, to help supervise internships, and to team teach with existing faculty.
 - e. Investigate and model what would be different if OLIT were a component of other UNM units such as the Anderson School of Management, Communication and Journalism, or other appropriate units. Use this modeling to think about the unique niche OLIT occupies at UNM, and opportunities for collaboration with other units.
 - A. Focus on marketing this program. Publicize in and out of state and use some assistantships to attract/recruit these students.
 - a. Work with other departments (e.g., C & J) to create TA positions to help attract out of state students to the program (with Provost dollars)
 - b. Use the EU's marketing communications group to help disseminate the on-line program.
 - A. Have the college consider facilitating collaboration between the Education Technology program and OLIT. Clearly it is easier for programs to work together within the same department rather than across departments. Perhaps, Ed Tech should be moved into the ELOL unit. The Ed Tech department is hiring a senior person in multicultural IT that could work well with faculty interests in OLIT.
 - B. Explore internships regularly funded by area organizations to support recruitment of doctoral students.

C. OLIT needs an additional faculty line. Whomever they hire should have prior experience teaching on-line to support the potential on-line MA.

4. What, in your opinion, is the maximum student capacity of the program relative to the current intramural and extramural funding, the available facilities, and the capacity of the graduate faculty to provide competent instruction and supervision to the students in both the classroom and in research (or studio) activities?

We feel that a program of 60-90 students is the optimal size. We used a ratio of 10-15 students to calculate this figure. We assume the program has 6 faculty who actively serve as advisors. We recommend that the split be approximately 65% MA and 35% PhD.

5. Should the program be continued based on the variables that you evaluated in this report?

Continue the program with suggestions for future directions.

Appendix B – Conceptual Framework for COE

Conceptual Framework for Professional Education Professional Understandings, Practices, and Identities

The College of Education at the University of New Mexico believes that professional education should seek to help individuals develop professional understandings, practices, and identities. These understandings, practices and identities frame the lifelong learning of professional educators and reflect the values articulated in our Mission Statement and in state and national standards and competencies.

Understandings frame the identity and practice of educational professionals. We seek to help you better understand:

Human Growth and Development: Patterns in how individuals develop physically, emotionally, and intellectually. How to provide conditions that promote the growth and learning of individuals from diverse cultural and linguistic backgrounds, including those with special learning needs.

Culture and Language: The nature of home, school, community, workplace, state, national, and global contexts for learning. How social groups develop and function and the dynamics of power within and among them. How language and other forms of expression reflect cultural assumptions yet can be used to evoke social change. How one's own background and development shape understanding and interaction.

Content of the Disciplines: The substance of the disciplines you teach—the central organizing concepts and factual information—and the ways in which new knowledge is created, including the forms of creative investigation that characterize the work of scholars and artists.

Pedagogy: Theory and research on effective educational practice. How to create contexts for learning in and across the disciplines. How to assess student learning and design, plan, and implement instruction to meet the needs of learners. How to evaluate educational practice.

Technology: Effects of media and technology on knowledge, communication, and society. How to critically analyze and raise awareness of the impact of media and technology. How to use current technology.

Professional Issues: The social and political influences on education, both historically and currently. Local, state, and national policies, including requirements and standards. How to critically analyze and participate in the formation of educational policy. Strategies for leadership, collaboration, and research.

Nature of Knowledge: How knowledge is constructed within social contexts, including the academic disciplines. The differences and connections among the knowledge constructed in different social contexts. How to conduct inquiry into the nature of knowledge within and across the disciplines.

These understandings enable you, as a professional, to value and engage in practices that embody the following qualities:

Learner-Centered: Students' past experiences, cultural backgrounds, interests, capabilities, and understandings are accommodated in learning experiences. Routines promote learner risk-taking and allow learners to take increasing control of their own learning and functioning.

Contextual: Experiences engage learners in ways of thinking, doing, talking, writing, reading, etc., that are indicative of the discipline(s) and/or authentic social contexts. Ideas and practices are presented with the richness of their contextual cues and information. Learners are provided with models and opportunities to reflect on their experiences and to relate their learning to other social contexts.

Coherent: Learning experiences are organized around the development of concepts and strategies that learners need in order to participate in other similar situations. Learners are assessed on what they had the opportunity to learn.

Culturally Responsive: Diversity is valued, and learners are helped to become aware of the impact of culture on how they and others perceive the world.

Technologically Current: Available technology facilitates learning. Learners are helped to understand the effect of media on their perceptions and communication. Developing a professional identity is central to lifelong growth as a professional educator. The University of New Mexico College of Education will help you to develop the following attributes of a professional:

Caring: Attentive to learners, willingness to listen and withhold judgment, and ability to empathize while maintaining high expectations for learner success.

Advocacy: Committed to ensuring equitable treatment and nurturing environments for all learners.

Inquisitiveness: Habitual inquiry into the many, ever-changing ways in which knowledge is constructed, how people learn, and how educators can support learning.

Reflection-in-Action: Able to analyze, assess and revise practice in light of student learning, research and theory, and collegial feedback.

Communication: Skilled in speaking, writing, and using other modes of expression.

Collaboration: Able to work cooperatively with students, parents, community members, and colleagues.

Ethical Behavior: Aware of and able to work within the ethical codes of the profession.



Strategic Framework

For 2008 and Beyond

- **Mission** -
- **Vision** -
- **Values** -
- **Strategies** -
- **Priorities** -
- **Goals** -

Mission:
Our Highest Purposes for Existing

UNM's statement of mission articulates our highest purposes for existing:

The mission of the University of New Mexico is to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in ***teaching, research, patient care, and community service.***

UNM's ongoing commitment to these ***cornerstones of purpose*** serves to:

- Educate and encourage students to develop the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, contribute to the state and national economies, and lead satisfying lives.
- Discover and disseminate new knowledge and creative endeavors that will enhance the overall well-being of society.
- Deliver health care of the highest quality to all who depend on us to keep them healthy or restore them to wellness.
- Actively support social, cultural, and economic development in our communities to enhance the quality of life for all New Mexicans.

Vision: ***Our Greatest Aspirations for the Future***

UNM's vision describes the future state to which we, as an institution, aspire. Our aim is for this to be a vision that is "alive," serving to inform and align all of our goals, activities, decisions, and resources, as well as inspiring and encouraging initiative, innovation, and collaboration.

We aspire to a future in which we are known for:

Strength through Diversity

We lift up our cultural and ethnic diversity as the unique strategic advantage it is, providing the environment in which our students learn with one another to generate new knowledge that helps the world's people leverage and celebrate the value of difference.

Student Success through Collaboration

We are seen as committed partners with those whose mission it is to educate New Mexico's citizens, helping to assure that each individual has the opportunity and resources to develop the confidence and skills that open the door to higher learning.

Vital Academic Climate

We are known for our dynamic, interactive, and passionate academic climate, punctuated by the virtue of academic freedom that is a hallmark of all the world's great universities.

Excellence through Relevance

We are seen as the university of choice for the brightest students, offering nationally-recognized programs at the undergraduate, graduate, and professional levels that will remain relevant throughout the 21st century and beyond.

Research for a Better World

We utilize the geography of our southwestern landscape and culture, as well as our expansive international connections, as important platforms for research that lead to economic development and improved quality of life; from sources of sustainable energy to cures for disease; from state-of-the-art digital and film technologies to nano-technologies.

Health and Wellness Leadership

We are an unmatched health and wellness resource in New Mexico, ensuring access to all, providing state-of-the-art facilities and care, and engaging in research that leads to new ways to preserve wellness, as well as treat and cure disease.

International Engagement

We recognize and maximize the value of our location in the United States and the western hemisphere and are seen as a hub for international initiatives that touch all parts of the globe.

As a result of achieving this vision, UNM will become the first minority/majority university in the country to attain membership in the prestigious Association of American Universities (AAU).

Core Values: *The Principles that Guide Our Decisions*

UNM's values describe the "evergreen" principles that guide our decisions, actions, and behaviors. These are essential and enduring tenets, not to be compromised for short-term expediency. By stating these values publicly, we are openly committing to upholding them and to be held accountable accordingly.

Excellence demonstrated by our people, programs, and outcomes, as well as by the quality of our decisions and actions.

Access with Support to Succeed that gives all who desire the opportunity to take full advantage of the wealth of resources at UNM and to be fully included in the UNM community.

Integrity that holds us accountable to our students, the community, and all who serve UNM's mission, to manage our resources wisely and keep our promises.

Diversity that enlivens and strengthens our university, our community, and our society.

Respectful Relationships that build trust, inspire collaboration, and ensure the teamwork that is essential to UNM's success.

Freedom of speech, inquiry, pursuit of ideas, and creative activity.

Sustainability so that as we meet the needs of the present, we are not compromising the well being of future generations.

Institution-wide Strategies: *How We Will Achieve the Vision*

UNM's institution-wide strategies describe a few critical commitments and areas of focus that are necessary to achieving our vision and fully activating the mission. Some of our strategies will build the infrastructure and culture necessary for sustainable success, while others will propel us ever closer to achieving our highest aspirations.

Connectivity to Purpose

Every member of the campus community will gain understanding of, connect with, and take accountability for his or her individual contributions to our mission, vision, values, and strategies.

Intercultural Competency

Actively deepen and share our understanding of the diverse cultures that come together at the University of New Mexico and the value they add to society.

Synergistic Partnerships

Identify, nurture, and strengthen partnerships with those institutions and individuals in the community whose missions are aligned with and complement our own, with the result of becoming stronger and more successful collectively than we could have become individually.

Student Centered Decision-making

Every major decision made will begin with the question: "How does this enhance the ability of our students to be successful?"

Campus Vitality

Students, faculty, and staff will be encouraged, supported, and rewarded for contributing to the energy and vitality of our university community by enthusiastically engaging in the exploration and exchange of ideas.

Innovative Research-to-Application Platforms

Create and sustain the conditions under which the brightest and best innovative research will be conducted and applied for the benefit of New Mexico, the country, and the world.

Mission- and Vision-Aligned Investments

All investments of time, energy, and resources will be made with clear understanding and articulation of how the investment serves the mission and contributes to achieving the vision.

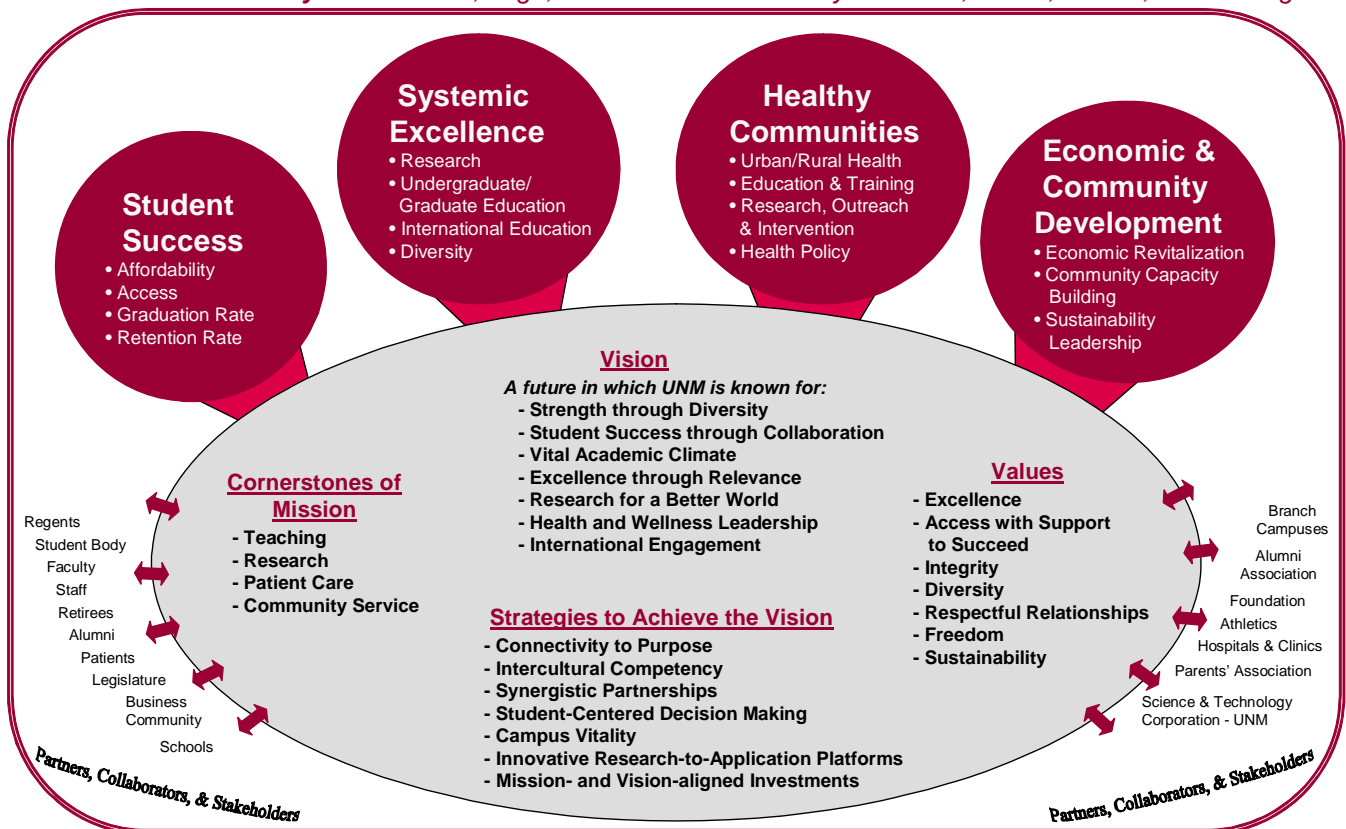
Four Strands of Priority: *That Connect, Align, and Activate* *UNM's Mission, Vision, Values, and Strategies*

If we are to be successful in achieving the vision for UNM's future, priorities must be identified that will inform our decisions, align our activities, and drive everything from our conversations to our resource investments. For each of the following "strands of priority", major milestones must be identified and met, serving as indicators that we are making progress toward attaining our highest aspirations for UNM.

Student Success
Systemic Excellence
Healthy Communities
Economic and Community Development

A Conceptual Framework

Four Strands of Priority that Connect, Align, & Activate the University's Mission, Vision, Values, and Strategies



Regents' Goals for the President: *A Roadmap for Success*

As part of a comprehensive strategy to attain UNM's vision, the following goals have been set forth by the UNM Board of Regents for the President of the University of New Mexico. These goals provide us with a roadmap for success. Details of the year-to-year objectives and milestones/benchmarks for each of these goals can be found on the UNM website at <http://www.unm.edu/president/>, then click on the "Regents Goals and Milestones" link at the left of the screen.

Goal 1 - Mission, Vision, and Strategic Plan

Review and refine the mission, vision, and strategic plan for the University of New Mexico.

Strategy to Achieve this Goal:

A. **Strategic Framework** - Create a "Strategic Framework" that will serve to articulate, clarify, and communicate the mission, vision, values, strategies, and goals of the University of New Mexico.

Goal 2 - Accountability

Continue to develop an organizational and leadership infrastructure at UNM that creates and reinforces a culture of accountability, continuous process improvement, and transparency, with measurement- and results-driven performance.

Strategies to Achieve this Goal:

A. **Stable and Effective Leadership Team** - Establish a stable and committed senior leadership team accountable for executing UNM's strategy and modeling a culture of accountability.

B. **University-wide Alignment** - Establish processes to engage and align the activities of the university community with UNM's strategic direction.

C. **Decision Support** - Establish and ensure ongoing processes for the collection, analysis, and reporting of data to continuously assess progress and support sound decision-making.

D. **Budget Control Policies** - Develop and implement budget policies and processes to both support and ensure fiscal control and accountability.

Goal 3 - Academics

Establish an integrated system of services to prepare, recruit, enroll, develop, retain, and graduate both undergraduate and graduate students at the University of New Mexico, with special focus on the recruitment of high-achieving students and national merit scholars.

Strategies to Achieve this Goal:

A. **Enrollment Management** - Establish a fully-functioning, student-centered Division of Enrollment Management that serves to integrate and streamline all enrollment processes.

B. **Recruitment of Top Talent** - Establish programs, messages, and partnerships to identify, recruit, and retain top faculty and student talent from New Mexico and beyond.

C. **Infrastructure for Student Success** - Develop and execute a systemic approach for ensuring the success and graduation of students once they are enrolled, with special attention to the strategic partnerships, physical, curricular, and cultural elements that must be in place and wholly integrated to create a fully supportive environment.

Goal 3B - Research

Continue to promote research growth at UNM based on the highest ethical values and founded in the research and educational strengths of the faculty. Make our research administration user friendly and among the best in the nation.

Strategies to Achieve this Goal:

- A. **Research Support Infrastructure** – Develop a research administration office capable of supporting a first class research enterprise at UNM.
- B. **Research Partnerships** – Develop and nurture close relationships and partnerships with national laboratories and other research institutions that will result in a strong portfolio of research collaborations.
- C. **Research Diversification and Growth** - Develop and execute a comprehensive plan to expand transdisciplinary research efforts, diversify UNM’s research portfolio, and increase extramural awards.

Goal 4 - Diversity of Leadership, Faculty, and Staff

Develop and execute a plan to ensure that UNM is able to recruit and retain diverse and talented leaders, faculty, staff, and students that reflect the diversity of the state of New Mexico.

Strategy to Achieve this Goal:

- A. **Division of Institutional Diversity** – Establish a fully-functioning Division of Institutional Diversity whose role it is to develop, execute, and communicate a university-wide diversity action plan.

Goal 5 - Community Engagement

Initiate personal outreach to and active engagement with communities throughout the State of New Mexico and beyond.

Strategies to Achieve this Goal:

- A. **Coordinated Communications** – Develop and execute a strong, consistent, and integrated infrastructure and plan for UNM public relations, marketing, and communications.
- B. **Synergistic Community Relationships** – Establish an infrastructure capable of meeting, involving, linking, and nurturing relationships with key internal and external community partners, such as parents; retirees; alumni; tribes, nations and pueblos; elected and appointed decision-makers; business communities; and urban and rural communities throughout the state.

Goal 6 - Legislative Role

Establish and sustain positive relationships with the New Mexico Legislature that result in beneficial support and outcomes for UNM.

Strategy to Achieve this Goal:

- A. **Comprehensive Legislative Approach** – Develop and execute a coordinated legislative approach under centralized management that will result in a vision-, mission-, and strategy-aligned legislative agenda.

Goal 6B - Federal Relations and National Issues

Establish closer relationships with federal funding agencies and our congressional delegation. Continue to increase UNM's reputation and visibility world-wide.

Strategy to Achieve this Goal:

A. **Confidence Through Competence** – Develop and execute a plan to gain the confidence of New Mexico's congressional delegation, as well as key national and international agencies, by demonstrating the competence of UNM's President and Executive Team to lead UNM into the future.

Goal 7 - Fundraising

Apply knowledge and expertise to design, organize, launch, and actively participate in a comprehensive fundraising strategy and executable program that produces positive results for UNM.

Strategy to Achieve this Goal:

A. **Foundation for Friend- and Fund-Raising** – Develop an organizational infrastructure and comprehensive plan that establishes a solid foundation for a multi-year friend- and fund-raising campaign, resulting in a growing and sustained donor base.

Goal 8 - Economic & Resource Development

Develop and execute plans to fully maximize UNM's economic and resource development opportunities.

Strategies to Achieve this Goal:

A. **Principles and Priorities** – Develop a comprehensive set of economic and resource development principles, priorities, and goals for UNM that will inform decisions and resource investments for both the short and long term.

B. **Private and Public Sector Access** – Establish an “open doorway” structure that invites and encourages private sector access to, and engagement with, UNM.

Goal 9 - UNM Rio Rancho Campus

Develop the vision, curriculum, and programs for UNM's Rio Rancho campus that will serve the needs of the community and enhance the overall strength and vitality of the University of New Mexico.

Strategies to Achieve this Goal:

A. **Strategy and Structure** – Develop a comprehensive vision and strategy for the Rio Rancho campus, followed by a structure and plan to execute both.

B. **Community and Legislative Engagement** – Establish communications and relationships with community members and key decision-makers that facilitate the engagement of both groups as active partners in ensuring the success of the Rio Rancho initiative.

Goal 10 - Health Sciences Center

Provide visible and active leadership and support in developing the future of the Health Sciences Center.

Strategies to Achieve this Goal:

- A. **Leadership Integration** – Fully integrate the leadership teams of the HSC and Main Campus to create the conditions, conversations, shared knowledge, and momentum that will lead to the success of future cooperative ventures.
- B. **Strategy Prioritization and Deployment** - Identify and execute key HSC strategic activities that will lead to the overall success of the HSC strategic plan.

Goal 11 - Athletics

Develop and implement a plan to improve the academic performance, retention, and graduation rates of UNM's student athletes, in all athletic programs.

Strategies to Achieve this Goal:

- A. **Athletics Organizational Infrastructure** – Develop and implement a new organizational structure that integrates athletics into the overall university infrastructure.
- B. **Academic Success Action Plan** – Create and execute a comprehensive plan to support and ensure the academic success of our student athletes.

Goal 11B - Athletics

There are other important issues that need to be addressed beyond the student success of student athletes. These relate to NCAA compliance, pricing of athletic events, and continued development of athletic facilities.

Strategies to Achieve this Goal:

- A. **Revenue Generation** – Develop and execute a plan to market and price UNM's athletic events to increase both the fan base and the revenues generated.
- B. **Cost Management** – Establish and implement a plan to balance the athletics budget and implement cost controls, going forward.
- C. **Program Integrity** – Create a system of checks and balances to ensure compliance with NCAA rules and the overall integrity of the UNM athletics program.

Goal 12 - Relationship and Communications with Board of Regents

Propose refinements, additions, and modifications to the behavioral and structural guidelines proposed by the Regents for discussion and adoption at the August 2007 meeting, and then build the agreements into UNM's ongoing operations.

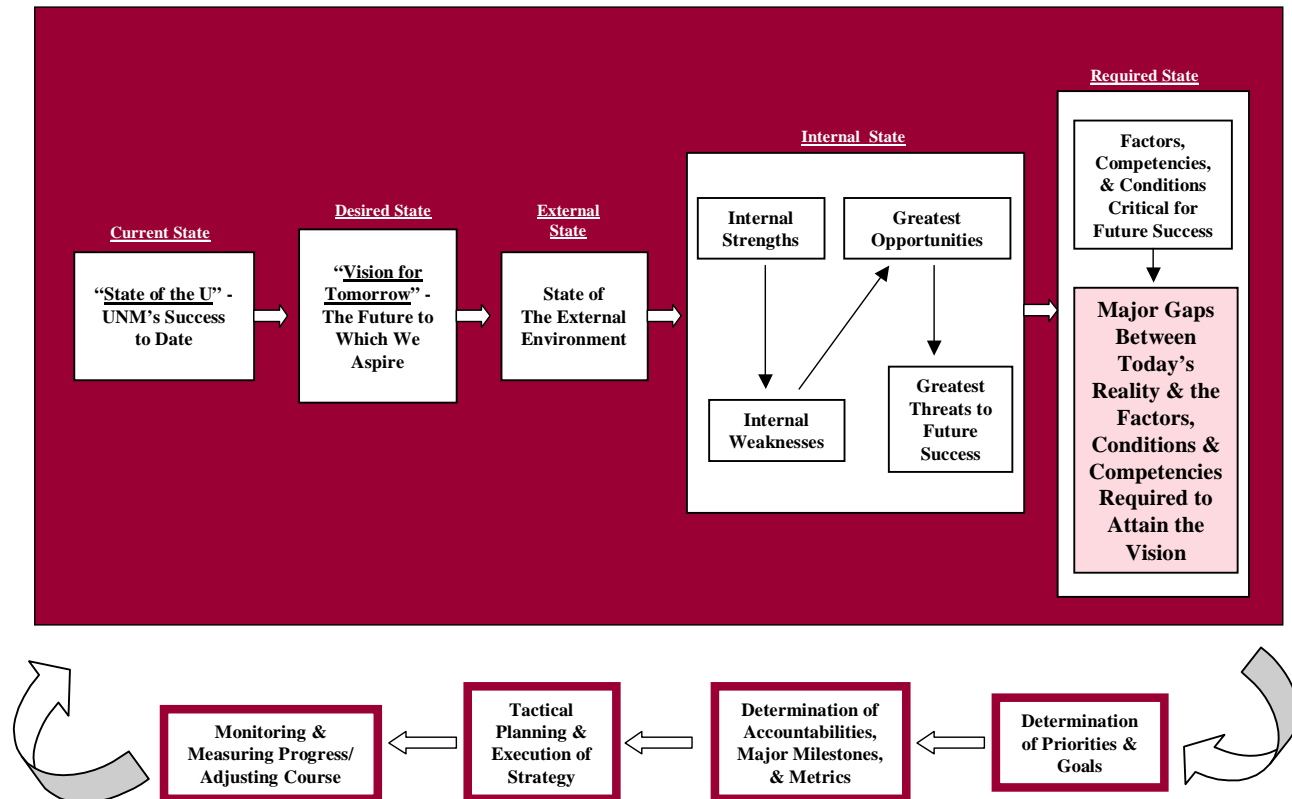
Strategies to Achieve this Goal:

- A. **Role and Accountability Clarification** – The Board and the President review and agree on the most appropriate roles and accountabilities for each to ensure the overall success of the university.
- B. **Communications for Continuous Improvement** – The Board and the President will develop and implement a system of communications that will ensure ongoing feedback, conversation, learning, and continuous improvement to advance the mission and attain the vision.

Layers of Planning



UNM Environmental Assessment/SWOT Analysis, Planning, & Execution Cycle



Appendix C -- Revised OLIT Masters Program

NEW Organizational Learning and Instructional Technology (OLIT) Program

Master's Program of Studies

Thirty-six credits for Plan 1 Professional Portfolio Option

Thirty-nine credits for Plan II Thesis Option

Required Core Courses: 24 credits

Electives: 9 credits

Plus:

Plan I Option - Professional Portfolio (3 credits) or

Plan 2 - Thesis Option (6 credits)

Description

The OLIT Program offers a Master's Degree that gives students an opportunity to combine aspects of adult learning, organizational learning and development, instructional technology including multimedia design and distance learning, principles of knowledge management, and the design, development, and evaluation of training. OLIT students can expect to develop a diverse skill set that will help them hit the ground running when they enter the workforce. They will be able to design, teach, support, evaluate, lead, and manage programs for diverse audiences. Coursework includes areas such as foundations of organizational learning, the adult learner, instructional design, principles of knowledge management, cross-cultural issues in learning, instructional technology, e-learning, and program evaluation. OLIT courses require students to apply their learning in real world contexts. Not only do OLIT graduates have the flexibility to choose where they work, they also enjoy diverse and rewarding employment options which include Instructional Design, Organizational Development, Training and Development, Distance Education, Project Management, and much more.

Program Requirements

Required Courses (24 credits):

OLIT 514 Theory and Practice of Organizational Learning or OLIT 540 Foundations of HRD and Instructional Technology (3 credits)

OLIT 561 The Adult Learner (3 credits) or LEAD 529 The Adult Learner (3 credits)

OLIT 501 Instructional Design (3 credits)

OLIT 505 Contemporary Instructional Technologies or OLIT 525 Instructional Multimedia (3 credits)

OLIT 535 Theory and Practice of Distance Learning (3 credits)

OLIT 507 Designing Knowledge Management Solutions (3 credits)

OLIT 508 Program Evaluation (3 credits)

OLIT 546 Cross Cultural Issues in Adult Learning (3 credits)

Elective Courses (9 credits): Students choose courses to strengthen their preparation in specific areas of their choosing. Six of these 9 credits should be from the OLIT program.

Elective Courses May Include:

OLIT 509 Collaborative Knowledge Creation

OLIT 511 Knowledge Dissemination and Application

OLIT 521 Presentation Technologies

OLIT 522 Digital Video Techniques for Instruction

OLIT 528 Management of Learning Systems

OLIT 533 Instructional Use of Computer Simulations

OLIT 536 Instructional Television: Principles and Applications

OLIT 538 Distance Education Course Design

OLIT 543 Training Techniques

OLIT 562 Team Development

OLIT 593 The Role of Wisdom in Adult Learning and Culture

A 3 credit graduate course in a related field may be selected with the permission of the student's advisor. Such a course might be from a another department in the College of Education or in business, public administration, communications, sociology, or psychology

Professional Portfolio or Thesis Options:

Professional Portfolio Option – Students must register for OLIT 596 (3 credits). Under the professional portfolio option students complete the internship and prepare a dossier showing work products which demonstrate their capabilities in OLIT fields of study.

Thesis Option – Students must register for OLIT 599 Masters Thesis for two semesters (6 credits). Under the thesis option students plan, conduct, and report on original research conducted to address a research problem in an area related to their study in the OLIT program. OLIT students selecting the thesis option are encouraged to take EdPsy 500 Survey of Research Methods in Education, EdPsy 511 Introductory Educational Statistics, and/or LLSS 502 Naturalistic Inquiry under their electives for the OLIT master's degree program.

OLD Organizational Learning and Instructional Technology (OLIT) Program

Master's Program of Studies

Thirty-six credits for Plan 1 Professional Portfolio Option

Thirty-nine credits for Plan II Thesis Option

Required Core Courses: 24 credits

Electives: 9 credits

Plus:

Plan I Option - Professional Portfolio (3 credits) or

Plan 2 - Thesis Option (6 credits)

Description

The OLIT Program offers a Master's Degree that gives students an opportunity to combine aspects of adult learning, organizational learning and development, instructional technology including multimedia design and distance learning, principles of knowledge management, and the design, development, and evaluation of training. OLIT students can expect to develop a diverse skill set that will help them hit the ground running when they enter the workforce. They will be able to design, teach, support, evaluate, lead, and manage programs for diverse audiences. Coursework includes areas such as foundations of organizational learning, the adult learner, instructional design, principles of knowledge management, cross-cultural issues in learning, instructional technology, e-learning, and program evaluation. OLIT courses require students to apply their learning in real world contexts. Not only do OLIT graduates have the flexibility to choose where they work, they also enjoy diverse and rewarding employment options which include Instructional Design, Organizational Development, Training and Development, Distance Education, Project Management, and much more.

Program Requirements

Required Courses (24 credits):

OLIT 514 Theory and Practice of Organizational Learning or OLIT 540 Foundations of HRD and Instructional Technology (3 credits)

OLIT 561 The Adult Learner (3 credits) or LEAD 529 The Adult Learner (3 credits)

OLIT 501 Instructional Design (3 credits)

OLIT 505 Contemporary Instructional Technologies or OLIT 525 Instructional Multimedia (3 credits)

OLIT 535 Theory and Practice of Distance Learning (3 credits)

OLIT 507 Designing Knowledge Management Solutions (3 credits)

OLIT 508 Program Evaluation (3 credits)

OLIT 546 Cross Cultural Issues in Adult Learning (3 credits) or OLIT 537 Culture and Global eLearning (3 credits)

Elective Courses (9 credits): Students choose courses to strengthen their preparation in specific areas of their choosing. Six of these 9 credits should be from the OLIT program.

Elective Courses May Include:

OLIT 509 Collaborative Knowledge Creation

OLIT 511 Knowledge Dissemination and Application

OLIT 521 Presentation Technologies

OLIT 522 Digital Video Techniques for Instruction

OLIT 528 Management of Learning Systems

OLIT 533 Instructional Use of Computer Simulations

OLIT 536 Instructional Television: Principles and Applications

OLIT 538 Distance Education Course Design

OLIT 543 Training Techniques

OLIT 562 Team Development

OLIT 593 The Role of Wisdom in Adult Learning and Culture

A 3 credit graduate course in a related field may be selected with the permission of the student's advisor. Such a course might be from a another department in the College of Education or in business, public administration, communications, sociology, or psychology

Professional Portfolio or Thesis Options:

Professional Portfolio Option – Students must register for OLIT 596 (3 credits). Under the professional portfolio option students complete the internship and prepare a dossier showing work products which demonstrate their capabilities in OLIT fields of study.

Thesis Option – Students must register for OLIT 599 Masters Thesis for two semesters (6 credits). Under the thesis option students plan, conduct, and report on original research conducted to address a research problem in an area related to their study in the OLIT program. OLIT students selecting the thesis option are encouraged to take EdPsy 500 Survey of Research Methods in Education, EdPsy 511 Introductory Educational Statistics, and/or LLSS 502 Naturalistic Inquiry under their electives for the OLIT master's degree program.

Spring 2009 Assessment Report

To be added later.....

Summary report

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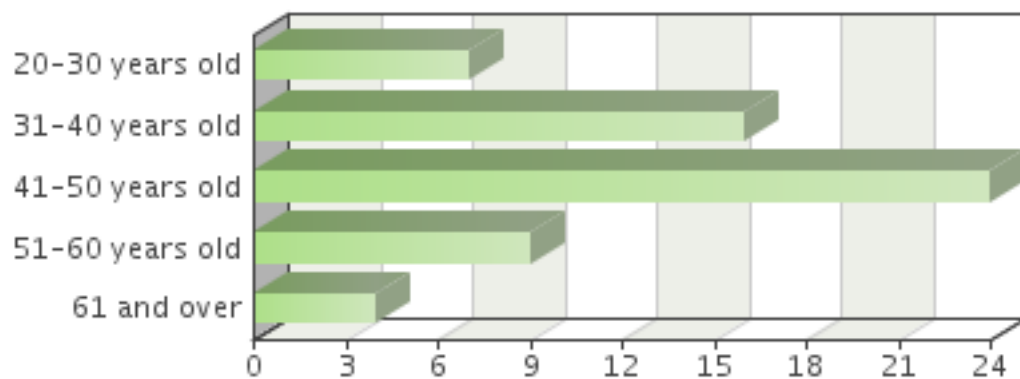
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Report info

Report date:	Wednesday, July 29, 2009 4:49:10 PM MDT
Stored responses:	73
Number of completed responses:	52

Question 1

How old are you?

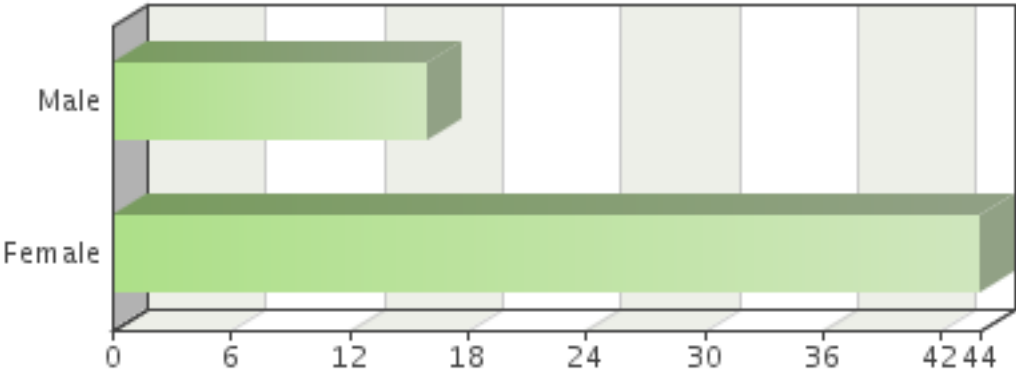


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
20-30 years old	7	9.59%	11.67%
31-40 years old	16	21.92%	26.67%
41-50 years old	24	32.88%	40.00%
51-60 years old	9	12.33%	15.00%
61 and over	4	5.48%	6.67%
Not answered:	13	17.81%	-
Sum:	73	100.00%	100.00%

Question 2

What is your gender?

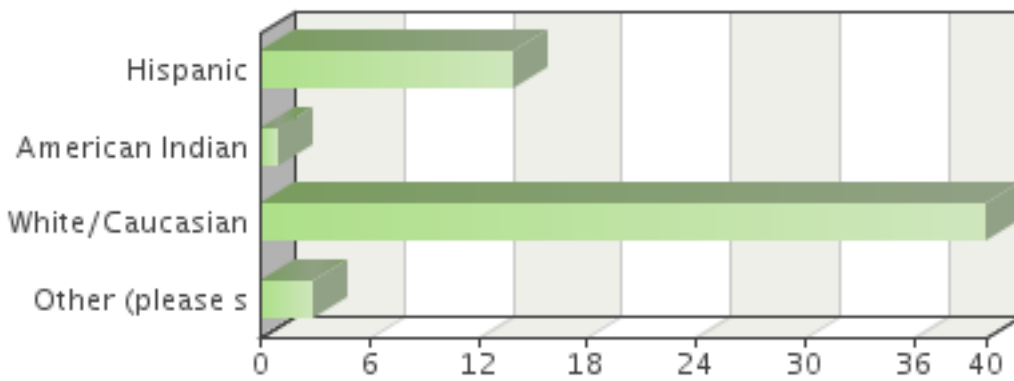


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
Male	16	21.92%	26.67%
Female	44	60.27%	73.33%
Not answered:	13	17.81%	-
Sum:	73	100.00%	100.00%

Question 3

What is your race or ethnic background?

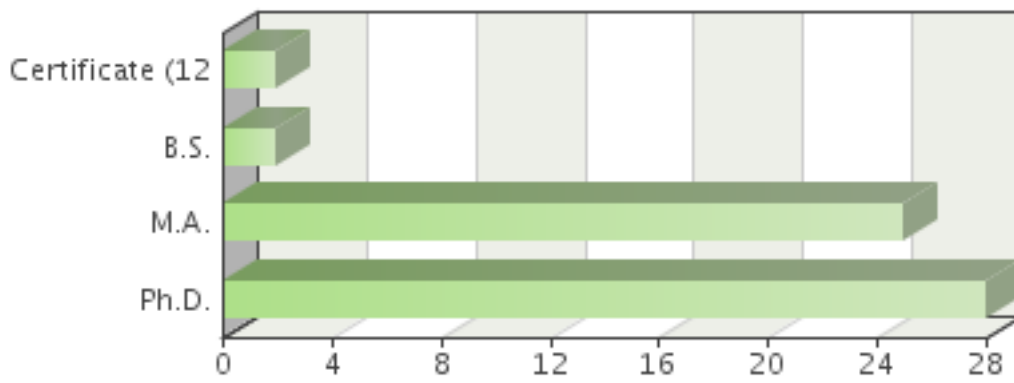


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
Hispanic	14	19.18%	24.14%
American Indian	1	1.37%	1.72%
White/Caucasian	40	54.79%	68.97%
Other (please specify)	3	4.11%	5.17%
Not answered:	15	20.55%	-
Sum:	73	100.00%	100.00%

Question 4

Degree/Certificate that you are seeking: (check all that apply)

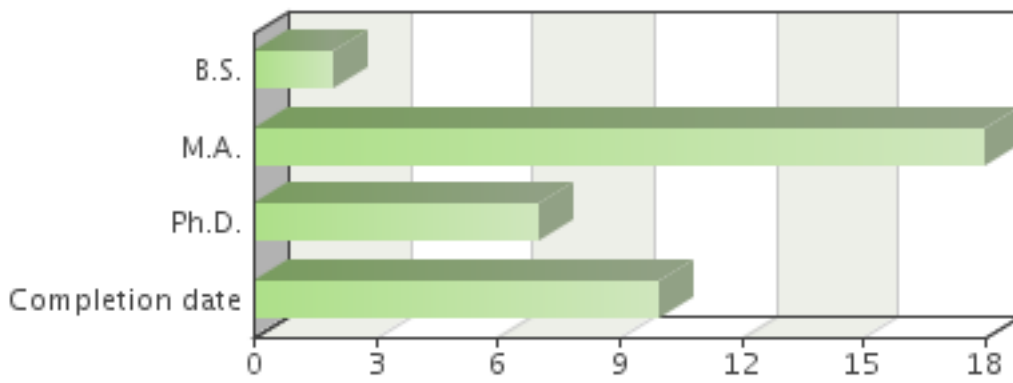


Frequency table

Choices	Absolute Frequency	Relative frequency
Certificate (12 hours)	2	3.51%
B.S.	2	3.51%
M.A.	25	43.86%
Ph.D.	28	49.12%
Sum:	57	100.00%

Question 5

If you have graduated from OLIT, what degree/certificate did you receive?

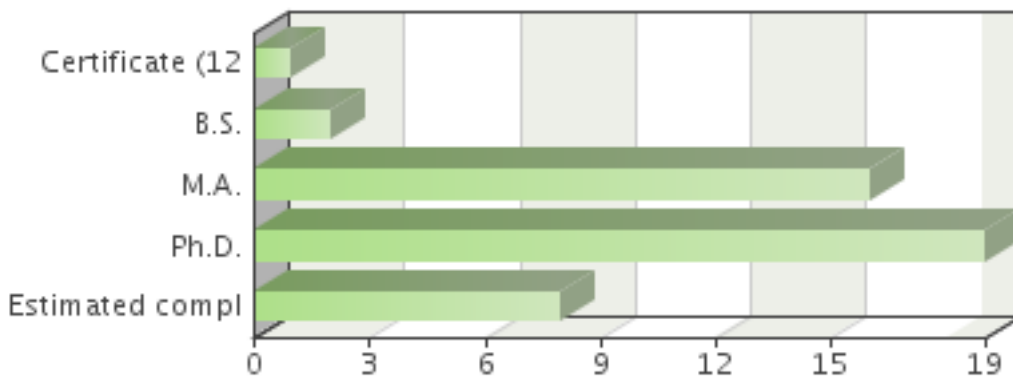


Frequency table

Choices	Absolute Frequency	Relative frequency
B.S.	2	5.41%
M.A.	18	48.65%
Ph.D.	7	18.92%
Completion date - Month and Year	10	27.03%
Sum:	37	100.00%

Question 6

If you are still in-progress student at OLIT, what degree/certificate are you pursuing?

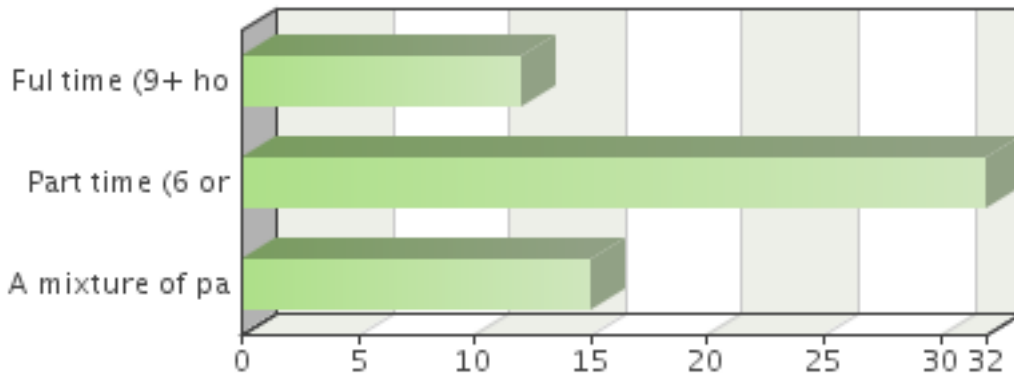


Frequency table

Choices	Absolute Frequency	Relative frequency
Certificate (12 hours)	1	2.17%
B.S.	2	4.35%
M.A.	16	34.78%
Ph.D.	19	41.30%
Estimated completion date - Month and Year	8	17.39%
Sum:	46	100.00%

Question 7

What is your student status while you are (were) in the OLIT program?

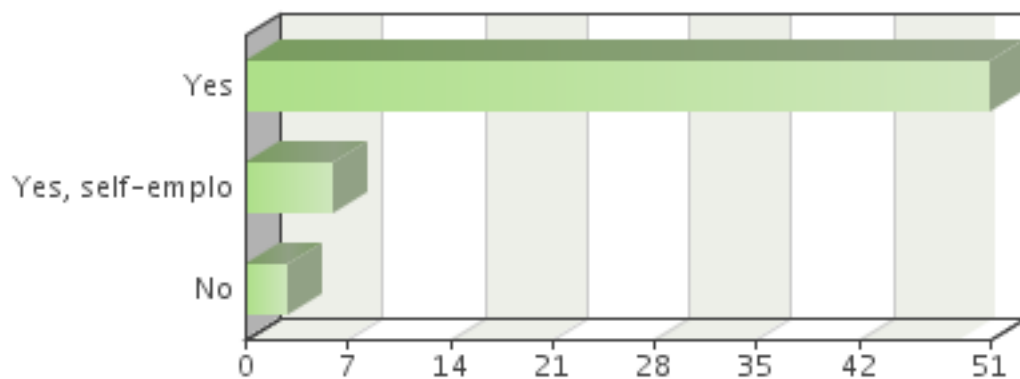


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
Ful time (9+ hours)	12	16.44%	20.34%
Part time (6 or less hours)	32	43.84%	54.24%
A mixture of part-time and full-time	15	20.55%	25.42%
Not answered:	14	19.18%	-
Sum:	73	100.00%	100.00%

Question 8

Are you currently employed?

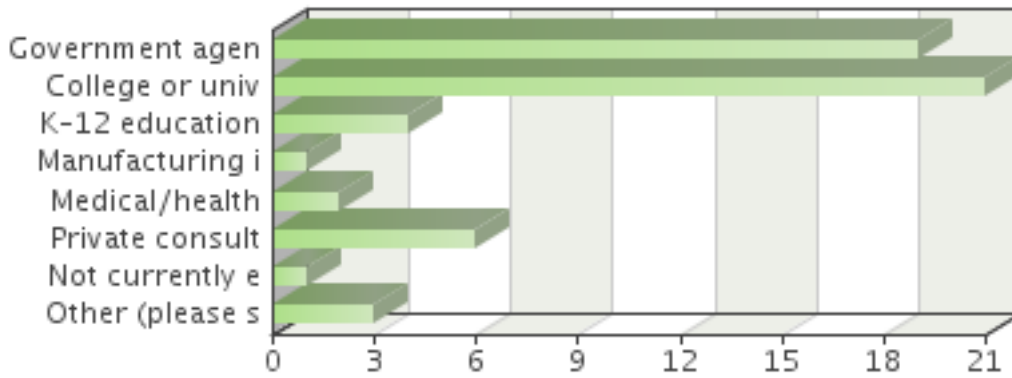


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
Yes	51	69.86%	85.00%
Yes, self-employed	6	8.22%	10.00%
No	3	4.11%	5.00%
Not answered:	13	17.81%	-
Sum:	73	100.00%	100.00%

Question 9

Which of the following best describes the types of organization in which you are currently employed?

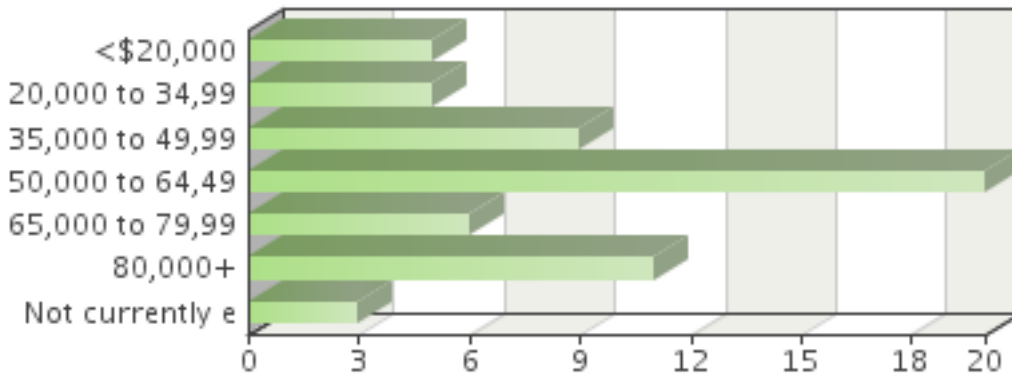


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
Government agency: federal, state, county, city	19	26.03%	33.33%
College or university	21	28.77%	36.84%
K-12 education	4	5.48%	7.02%
Manufacturing industry	1	1.37%	1.75%
Medical/health field	2	2.74%	3.51%
Private consulting	6	8.22%	10.53%
Not currently employed	1	1.37%	1.75%
Other (please specify)	3	4.11%	5.26%
Not answered:	16	21.92%	-
Sum:	73	100.00%	100.00%

Question 10

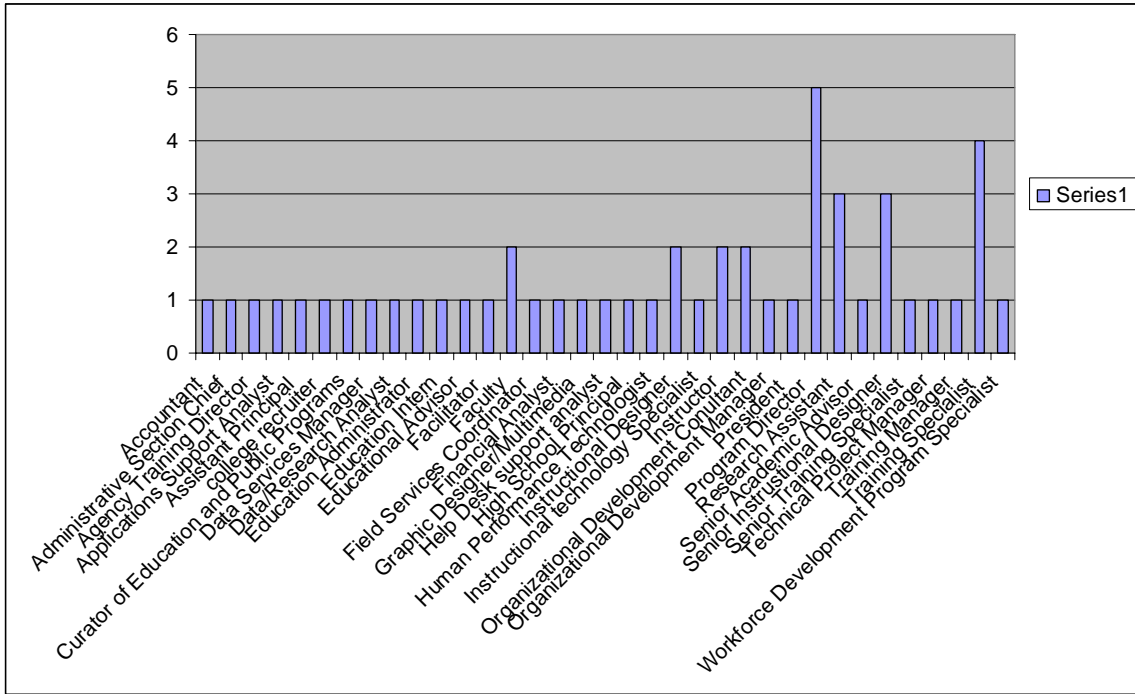
What is your annual salary?



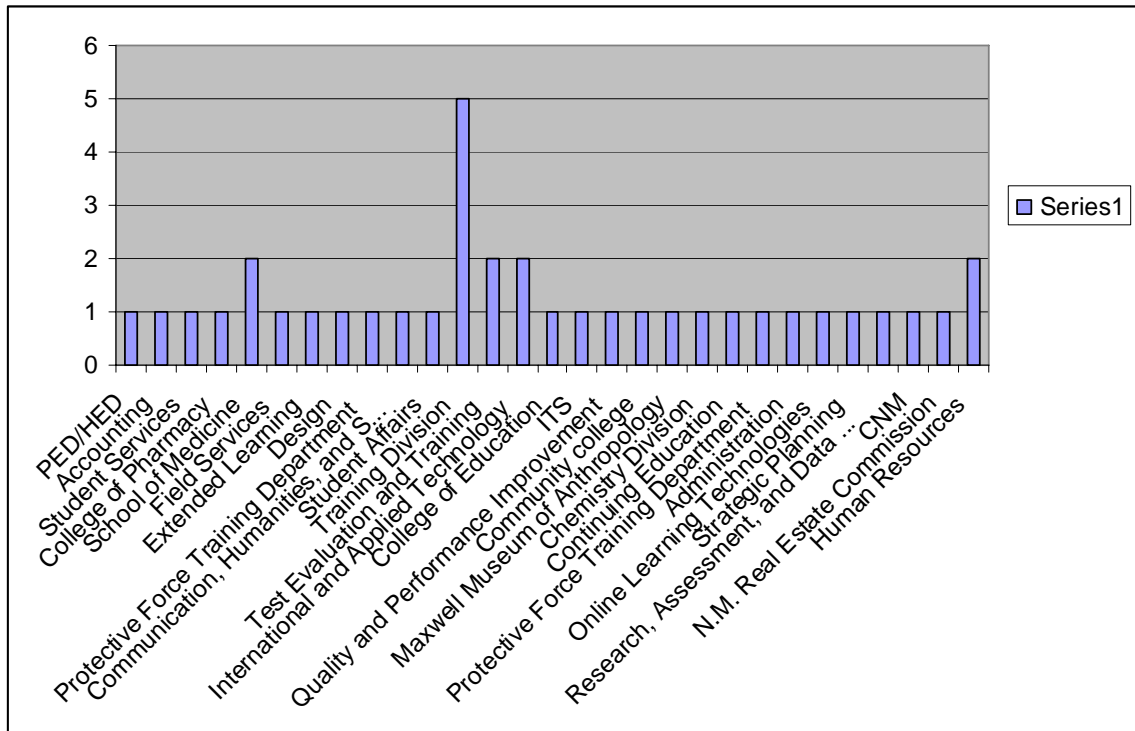
Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
<\$20,000	5	6.85%	8.47%
20,000 to 34,999	5	6.85%	8.47%
35,000 to 49,999	9	12.33%	15.25%
50,000 to 64,499	20	27.40%	33.90%
65,000 to 79,999	6	8.22%	10.17%
80,000+	11	15.07%	18.64%
Not currently employed	3	4.11%	5.08%
Not answered:	14	19.18%	-
Sum:	73	100.00%	100.00%

Question 11
Your Job Title:

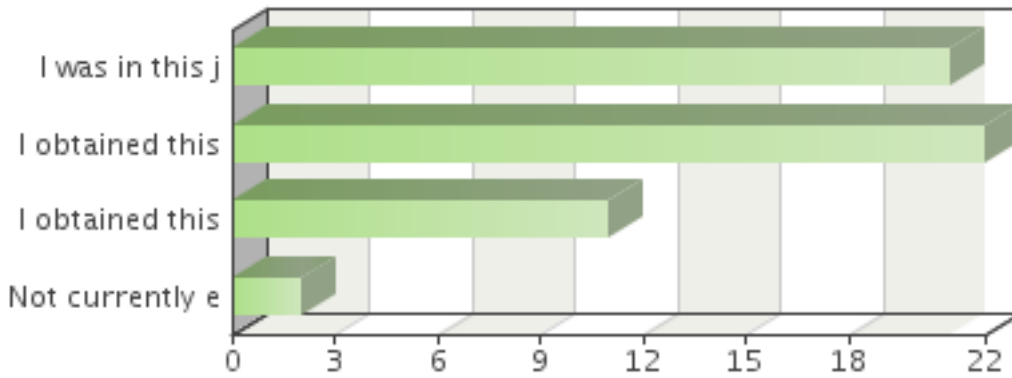


Question 12
Department in which your job is positioned:



Question 13

When did you obtain your current job?

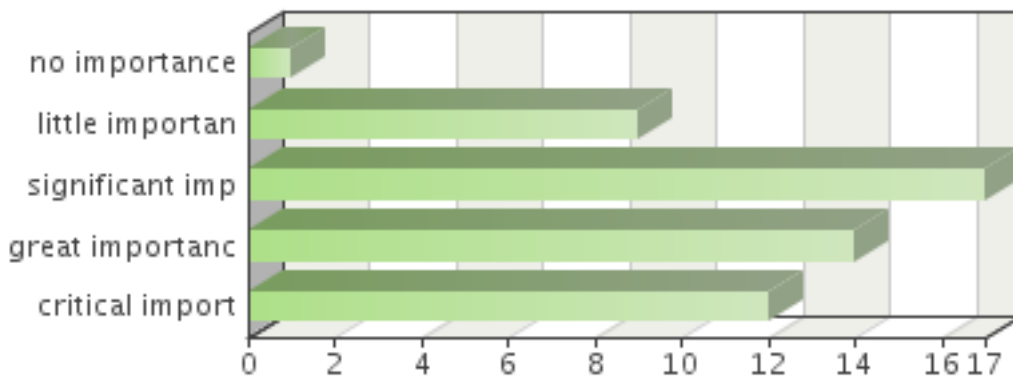


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
I was in this job prior to enrolling in the OLIT program.	21	28.77%	37.50%
I obtained this job while in the OLIT program.	22	30.14%	39.29%
I obtained this job after graduating from the OLIT program.	11	15.07%	19.64%
Not currently employed	2	2.74%	3.57%
Not answered:	17	23.29%	-
Sum:	73	100.00%	100.00%

Question 14

In my career field, it is important to Facilitate Organizational Learning.

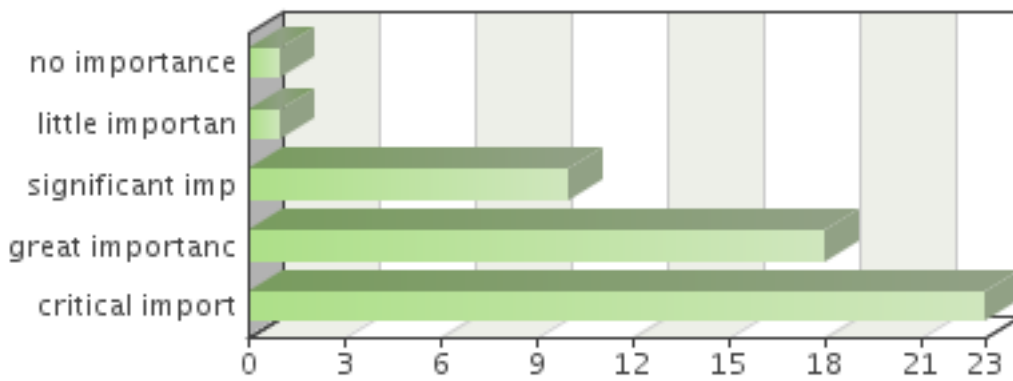


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
no importance	1	1.37%	1.89%
little importance	9	12.33%	16.98%
significant importance	17	23.29%	32.08%
great importance	14	19.18%	26.42%
critical importance	12	16.44%	22.64%
Not answered:	20	27.40%	-
Sum:	73	100.00%	100.00%

Question 15

In my career field, it is important to Put Adult Learning Principles into Practice.

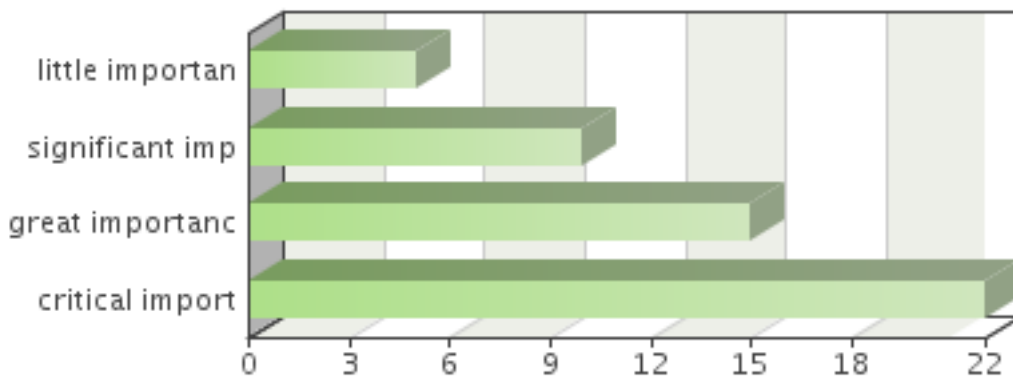


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
no importance	1	1.37%	1.89%
little importance	1	1.37%	1.89%
significant importance	10	13.70%	18.87%
great importance	18	24.66%	33.96%
critical importance	23	31.51%	43.40%
Not answered:	20	27.40%	-
Sum:	73	100.00%	100.00%

Question 16

In my career field, it is important to Apply Instructional Design Principles.

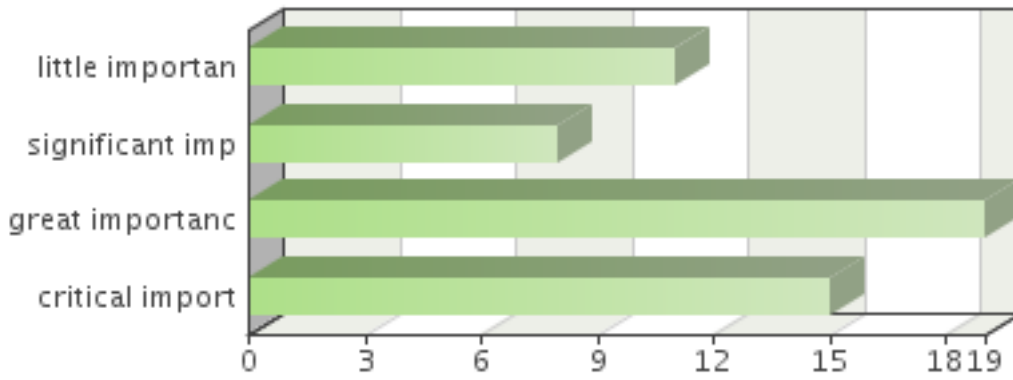


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
little importance	5	6.85%	9.62%
significant importance	10	13.70%	19.23%
great importance	15	20.55%	28.85%
critical importance	22	30.14%	42.31%
Not answered:	21	28.77%	-
Sum:	73	100.00%	100.00%

Question 17

In my career field, it is important to Conduct Evaluations Projects.

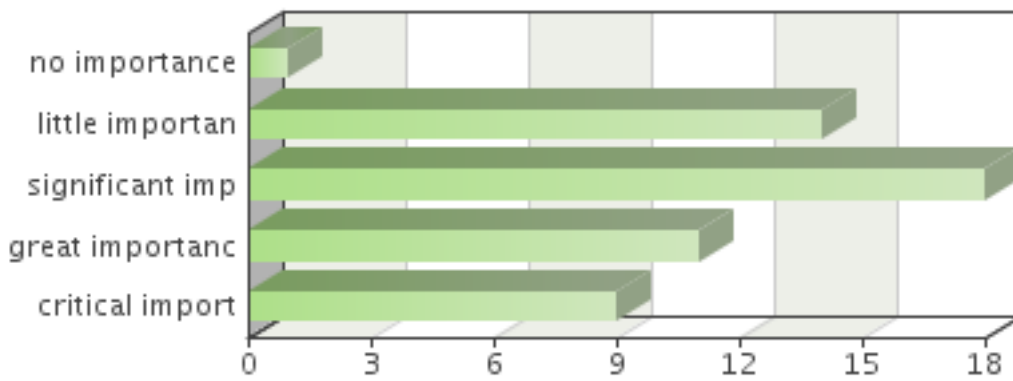


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
little importance	11	15.07%	20.75%
significant importance	8	10.96%	15.09%
great importance	19	26.03%	35.85%
critical importance	15	20.55%	28.30%
Not answered:	20	27.40%	-
Sum:	73	100.00%	100.00%

Question 18

In my career field, it is important to Address Socio-Cultural Context of Projects and Programs.

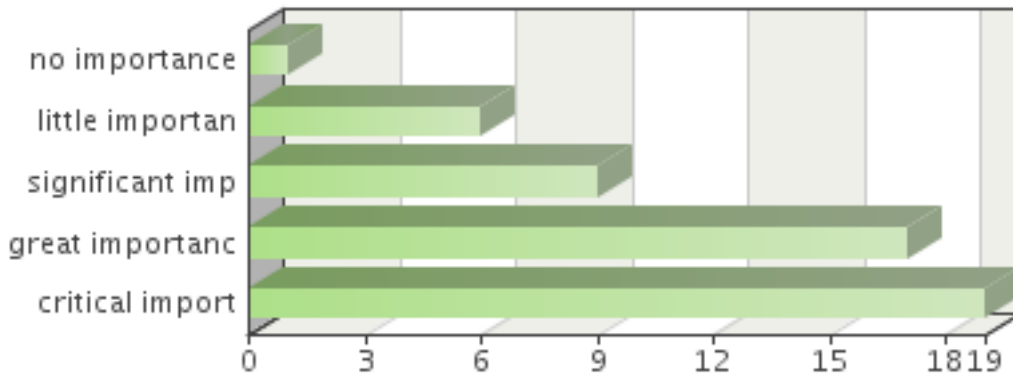


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
no importance	1	1.37%	1.89%
little importance	14	19.18%	26.42%
significant importance	18	24.66%	33.96%
great importance	11	15.07%	20.75%
critical importance	9	12.33%	16.98%
Not answered:	20	27.40%	-
Sum:	73	100.00%	100.00%

Question 19

In my career field, it is important to Apply Instructional Technology.

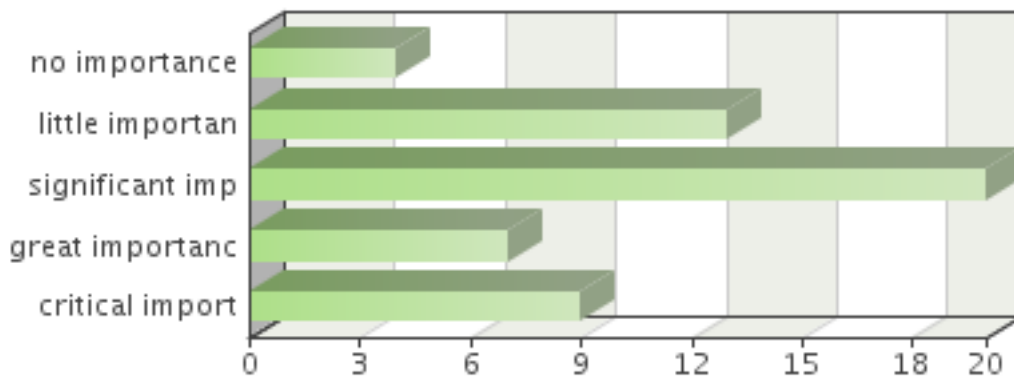


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
no importance	1	1.37%	1.92%
little importance	6	8.22%	11.54%
significant importance	9	12.33%	17.31%
great importance	17	23.29%	32.69%
critical importance	19	26.03%	36.54%
Not answered:	21	28.77%	-
Sum:	73	100.00%	100.00%

Question 20

In my career field, it is important to Put Theory into Practice for Distance Learning.

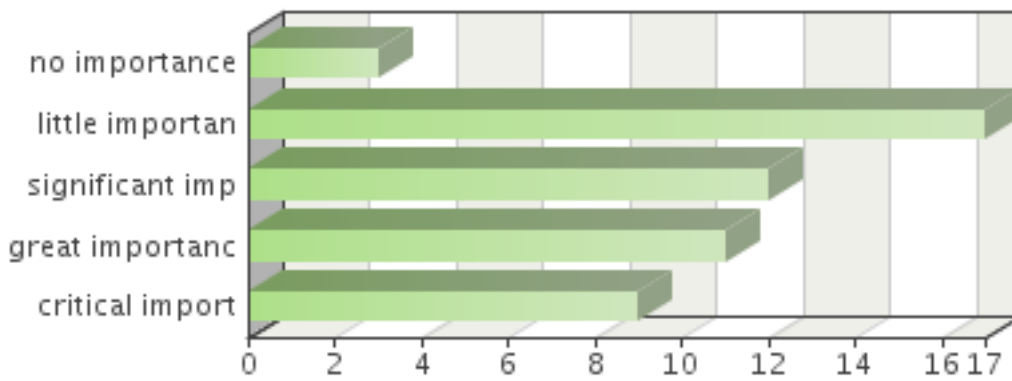


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
no importance	4	5.48%	7.55%
little importance	13	17.81%	24.53%
significant importance	20	27.40%	37.74%
great importance	7	9.59%	13.21%
critical importance	9	12.33%	16.98%
Not answered:	20	27.40%	-
Sum:	73	100.00%	100.00%

Question 21

In my career field, it is important to Design Knowledge Management Solutions.

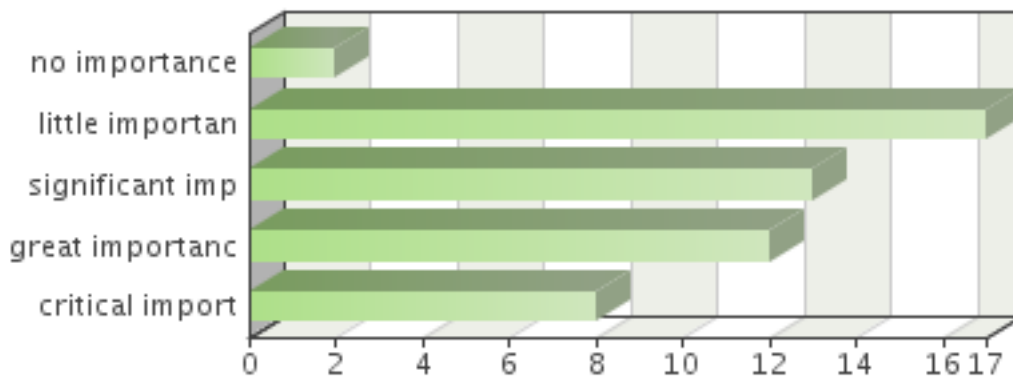


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
no importance	3	4.11%	5.77%
little importance	17	23.29%	32.69%
significant importance	12	16.44%	23.08%
great importance	11	15.07%	21.15%
critical importance	9	12.33%	17.31%
Not answered:	21	28.77%	-
Sum:	73	100.00%	100.00%

Question 22

In my career field, it is important to Conduct Educational Research or Evaluation Research.

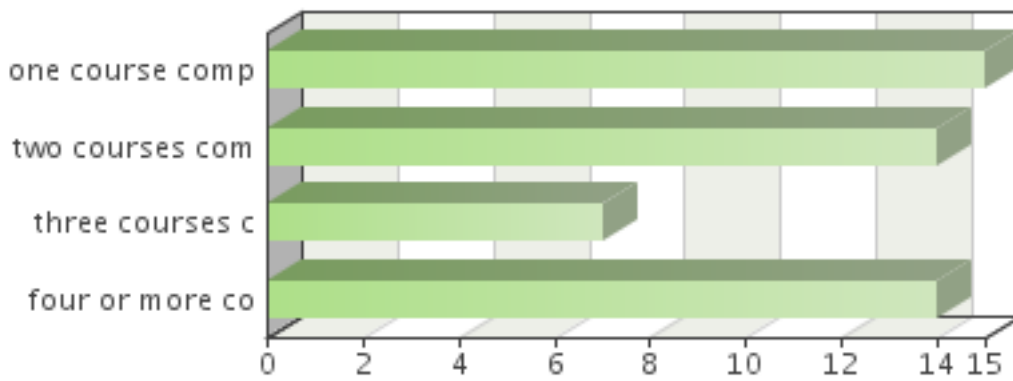


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
no importance	2	2.74%	3.85%
little importance	17	23.29%	32.69%
significant importance	13	17.81%	25.00%
great importance	12	16.44%	23.08%
critical importance	8	10.96%	15.38%
Not answered:	21	28.77%	-
Sum:	73	100.00%	100.00%

Question 23

I completed coursework in OLIT to Facilitate Organizational Learning.

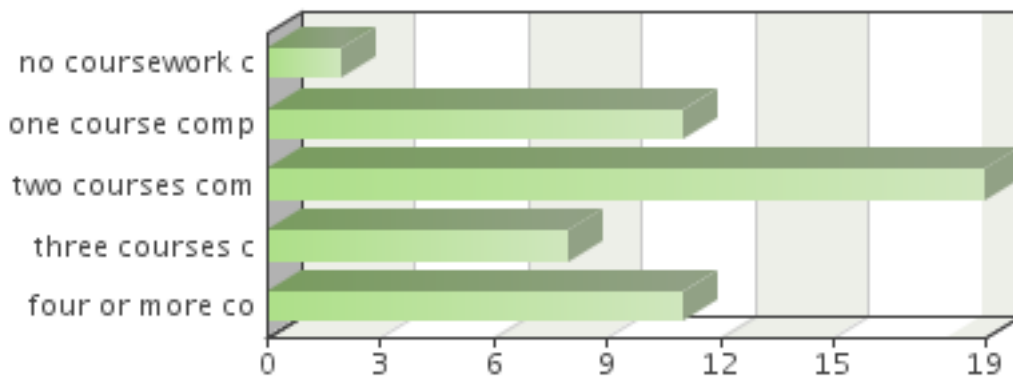


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
one course completed	15	20.55%	30.00%
two courses completed	14	19.18%	28.00%
three courses completed	7	9.59%	14.00%
four or more courses completed	14	19.18%	28.00%
Not answered:	23	31.51%	-
Sum:	73	100.00%	100.00%

Question 24

I completed coursework in OLIT to Put Adult Learning Principles into Practice.

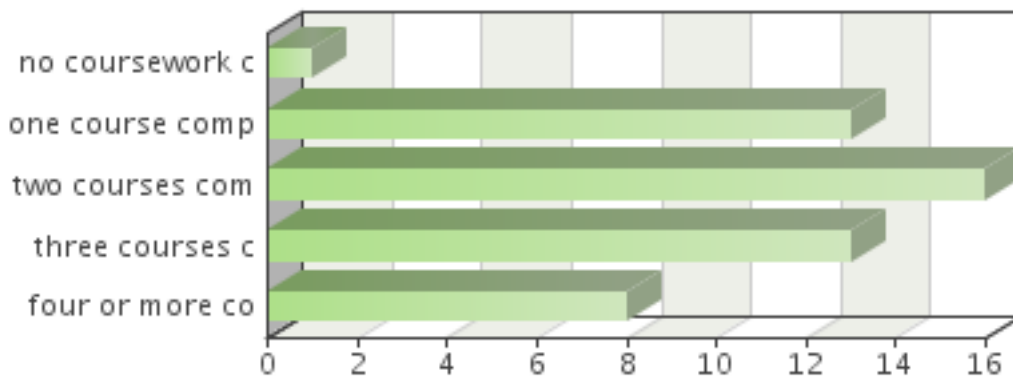


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
no coursework completed	2	2.74%	3.92%
one course completed	11	15.07%	21.57%
two courses completed	19	26.03%	37.25%
three courses completed	8	10.96%	15.69%
four or more courses completed	11	15.07%	21.57%
Not answered:	22	30.14%	-
Sum:	73	100.00%	100.00%

Question 25

I completed coursework in OLIT to Apply Instructional Design Principles.

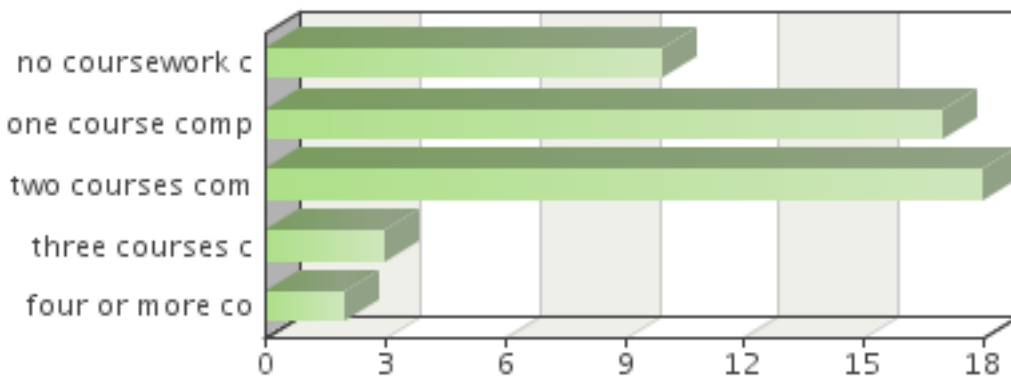


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
no coursework completed	1	1.37%	1.96%
one course completed	13	17.81%	25.49%
two courses completed	16	21.92%	31.37%
three courses completed	13	17.81%	25.49%
four or more courses completed	8	10.96%	15.69%
Not answered:	22	30.14%	-
Sum:	73	100.00%	100.00%

Question 26

I completed coursework in OLIT to Conduct Evaluations Projects.

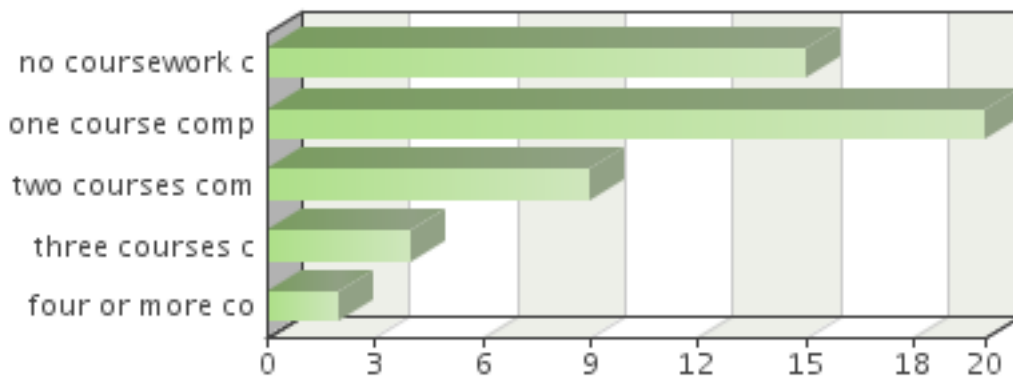


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
no coursework completed	10	13.70%	20.00%
one course completed	17	23.29%	34.00%
two courses completed	18	24.66%	36.00%
three courses completed	3	4.11%	6.00%
four or more courses completed	2	2.74%	4.00%
Not answered:	23	31.51%	-
Sum:	73	100.00%	100.00%

Question 27

I completed coursework in OLIT to Address Socio-Cultural Context of Projects and Programs.

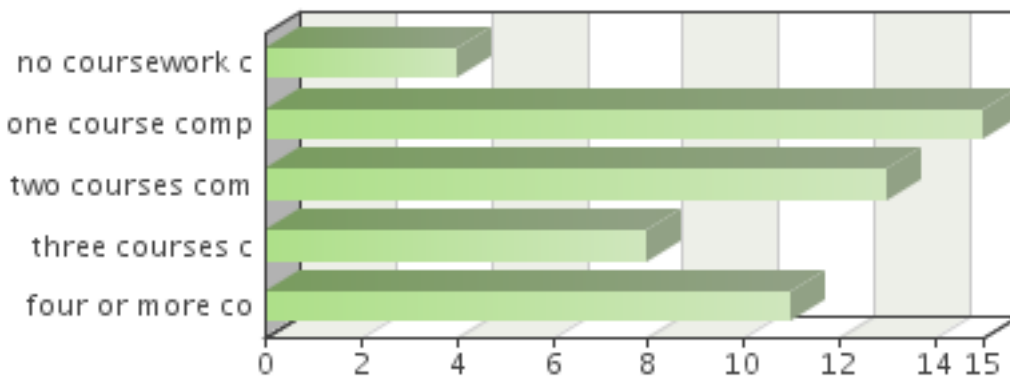


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
no coursework completed	15	20.55%	30.00%
one course completed	20	27.40%	40.00%
two courses completed	9	12.33%	18.00%
three courses completed	4	5.48%	8.00%
four or more courses completed	2	2.74%	4.00%
Not answered:	23	31.51%	-
Sum:	73	100.00%	100.00%

Question 28

I completed coursework in OLIT to Apply Instructional Technology.

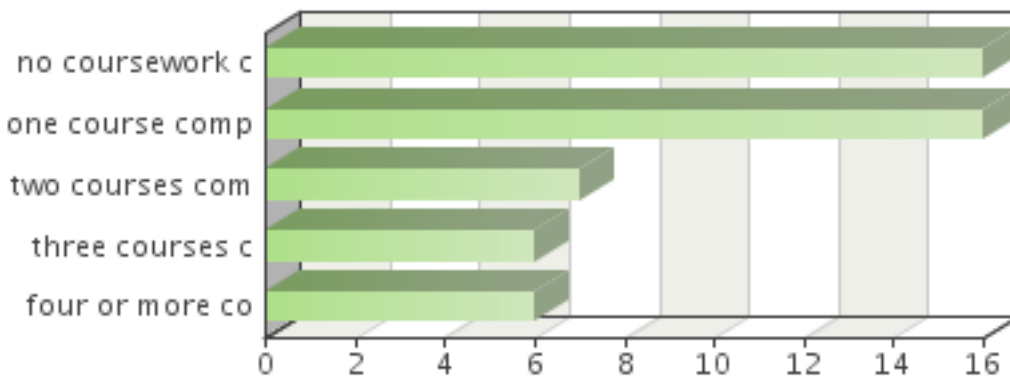


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
no coursework completed	4	5.48%	7.84%
one course completed	15	20.55%	29.41%
two courses completed	13	17.81%	25.49%
three courses completed	8	10.96%	15.69%
four or more courses completed	11	15.07%	21.57%
Not answered:	22	30.14%	-
Sum:	73	100.00%	100.00%

Question 29

I completed coursework in OLIT to Put Theory into Practice for Distance Learning.

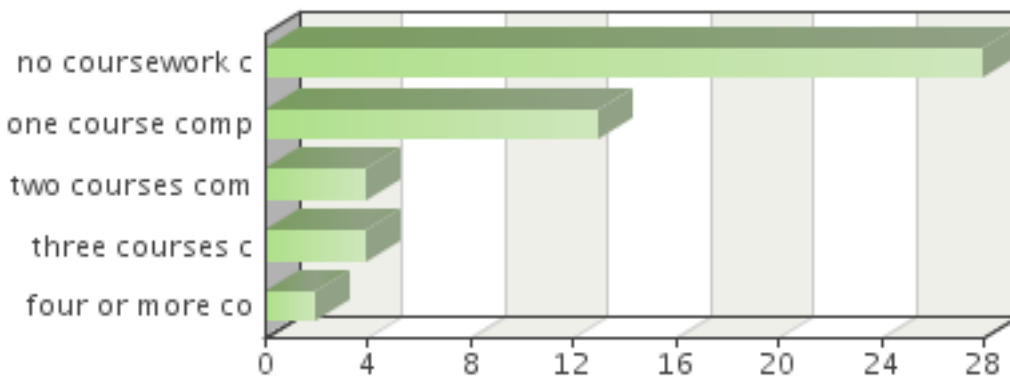


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
no coursework completed	16	21.92%	31.37%
one course completed	16	21.92%	31.37%
two courses completed	7	9.59%	13.73%
three courses completed	6	8.22%	11.76%
four or more courses completed	6	8.22%	11.76%
Not answered:	22	30.14%	-
Sum:	73	100.00%	100.00%

Question 30

I completed coursework in OLIT to Design Knowledge Management Solutions.

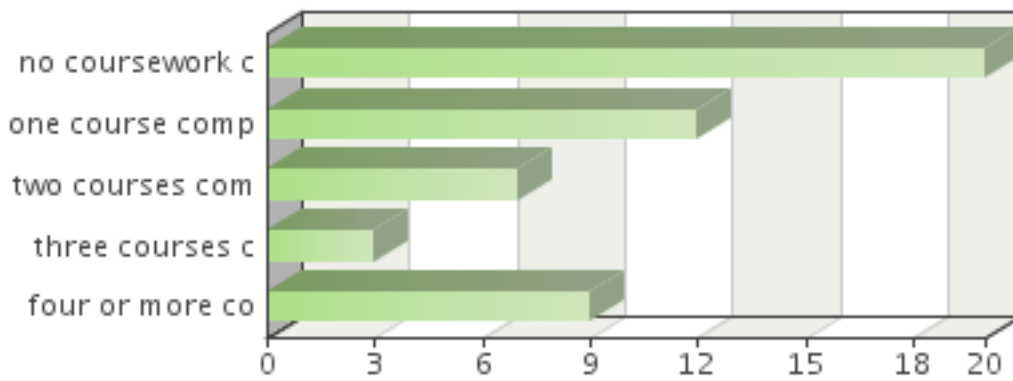


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
no coursework completed	28	38.36%	54.90%
one course completed	13	17.81%	25.49%
two courses completed	4	5.48%	7.84%
three courses completed	4	5.48%	7.84%
four or more courses completed	2	2.74%	3.92%
Not answered:	22	30.14%	-
Sum:	73	100.00%	100.00%

Question 31

I completed coursework in OLIT to Conduct Educational Research or Evaluation Research.

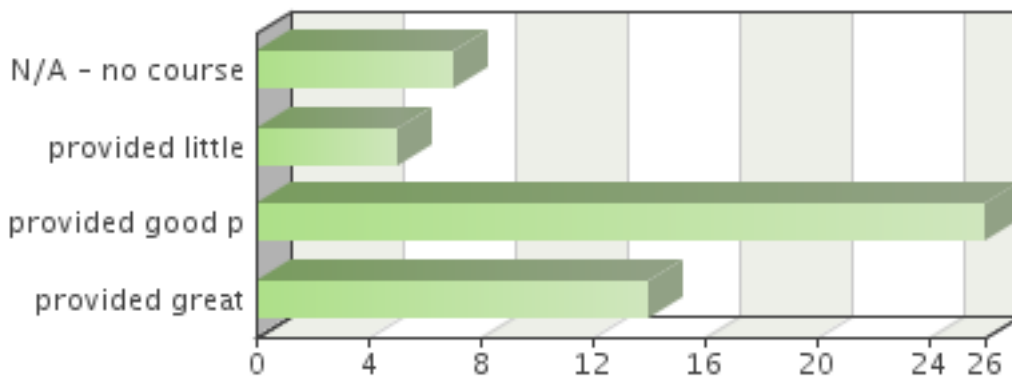


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
no coursework completed	20	27.40%	39.22%
one course completed	12	16.44%	23.53%
two courses completed	7	9.59%	13.73%
three courses completed	3	4.11%	5.88%
four or more courses completed	9	12.33%	17.65%
Not answered:	22	30.14%	-
Sum:	73	100.00%	100.00%

Question 32

The coursework in OLIT prepared me to Facilitate Organizational Learning.

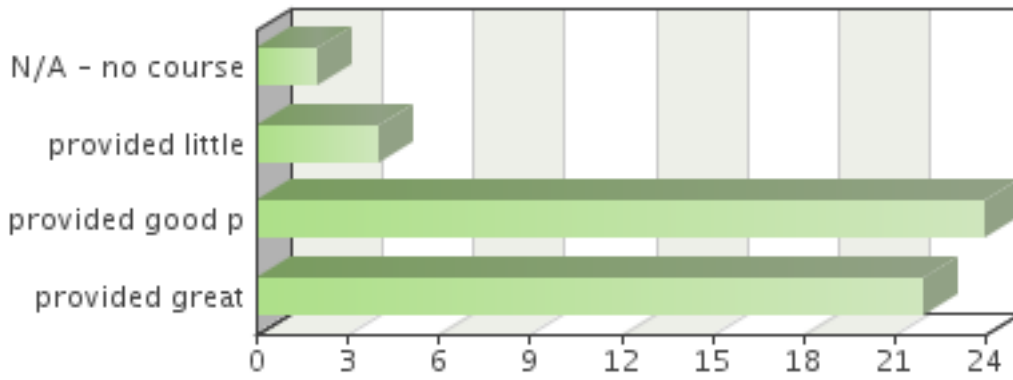


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
N/A - no coursework taken in this area	7	9.59%	13.46%
provided little preparation	5	6.85%	9.62%
provided good preparation	26	35.62%	50.00%
provided great preparation	14	19.18%	26.92%
Not answered:	21	28.77%	-
Sum:	73	100.00%	100.00%

Question 33

The coursework in OLIT prepared me to Put Adult Learning Principles into Practice.

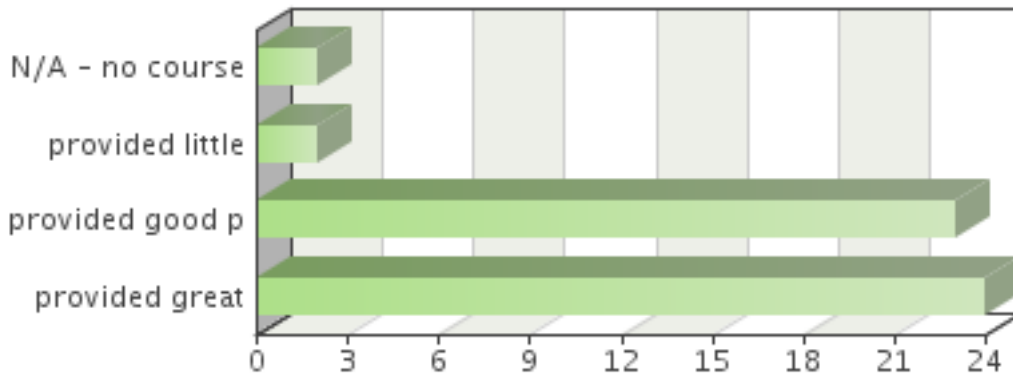


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
N/A - no coursework taken in this area	2	2.74%	3.85%
provided little preparation	4	5.48%	7.69%
provided good preparation	24	32.88%	46.15%
provided great preparation	22	30.14%	42.31%
Not answered:	21	28.77%	-
Sum:	73	100.00%	100.00%

Question 34

The coursework in OLIT prepared me to Apply Instructional Design Principles.

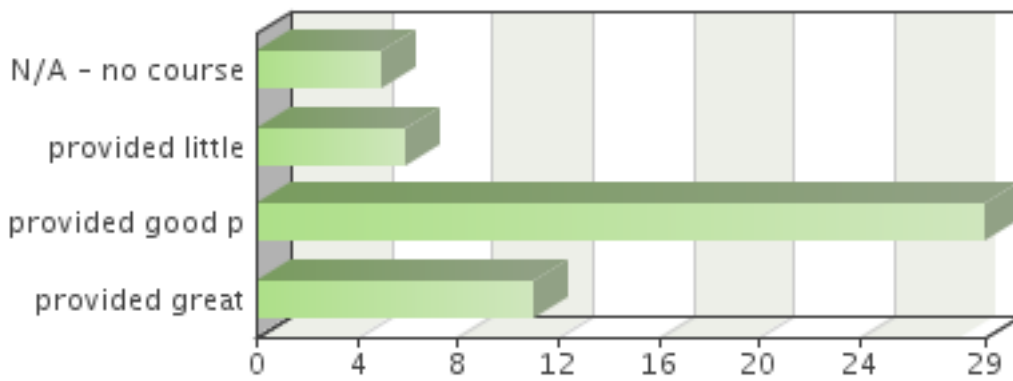


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
N/A - no coursework taken in this area	2	2.74%	3.92%
provided little preparation	2	2.74%	3.92%
provided good preparation	23	31.51%	45.10%
provided great preparation	24	32.88%	47.06%
Not answered:	22	30.14%	-
Sum:	73	100.00%	100.00%

Question 35

The coursework in OLIT prepared me to Conduct Evaluations Projects.

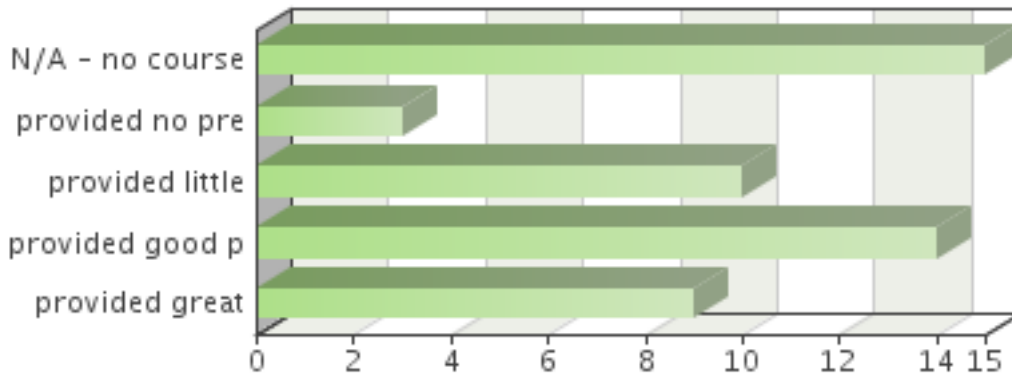


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
N/A - no coursework taken in this area	5	6.85%	9.80%
provided little preparation	6	8.22%	11.76%
provided good preparation	29	39.73%	56.86%
provided great preparation	11	15.07%	21.57%
Not answered:	22	30.14%	-
Sum:	73	100.00%	100.00%

Question 36

The coursework in OLIT prepared me to Address Socio-Cultural Context of Projects and Programs.

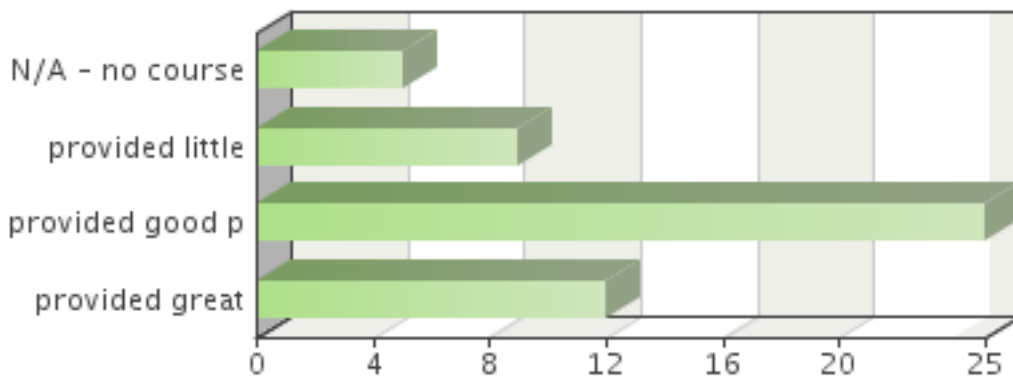


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
N/A - no coursework taken in this area	15	20.55%	29.41%
provided no preparation	3	4.11%	5.88%
provided little preparation	10	13.70%	19.61%
provided good preparation	14	19.18%	27.45%
provided great preparation	9	12.33%	17.65%
Not answered:	22	30.14%	-
Sum:	73	100.00%	100.00%

Question 37

The coursework in OLIT prepared me to Apply Instructional Technology.

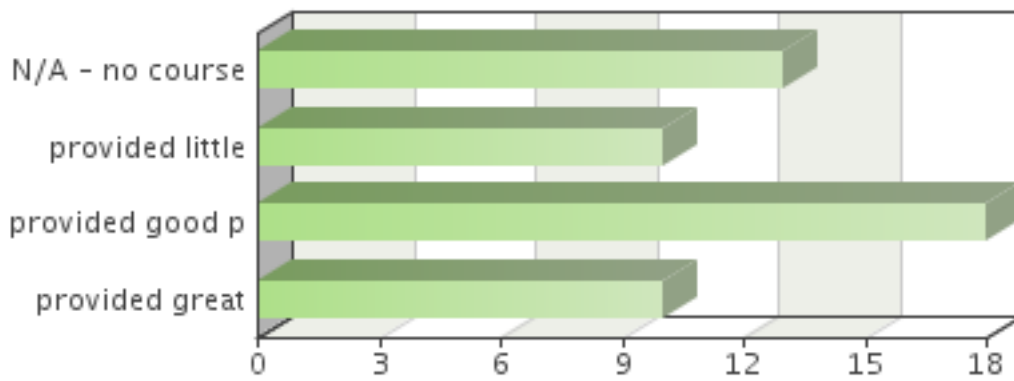


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
N/A - no coursework taken in this area	5	6.85%	9.80%
provided little preparation	9	12.33%	17.65%
provided good preparation	25	34.25%	49.02%
provided great preparation	12	16.44%	23.53%
Not answered:	22	30.14%	-
Sum:	73	100.00%	100.00%

Question 38

The coursework in OLIT prepared me to Put Theory into Practice for Distance Learning.

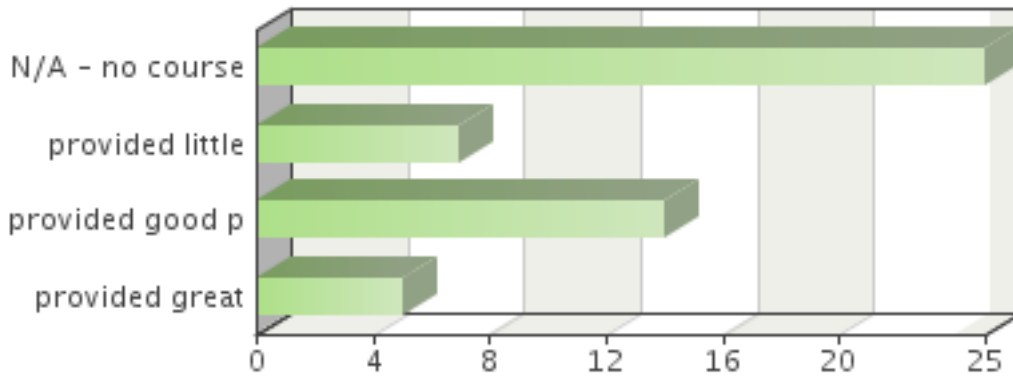


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
N/A - no coursework taken in this area	13	17.81%	25.49%
provided little preparation	10	13.70%	19.61%
provided good preparation	18	24.66%	35.29%
provided great preparation	10	13.70%	19.61%
Not answered:	22	30.14%	-
Sum:	73	100.00%	100.00%

Question 39

The coursework in OLIT prepared me to Design Knowledge Management Solutions.

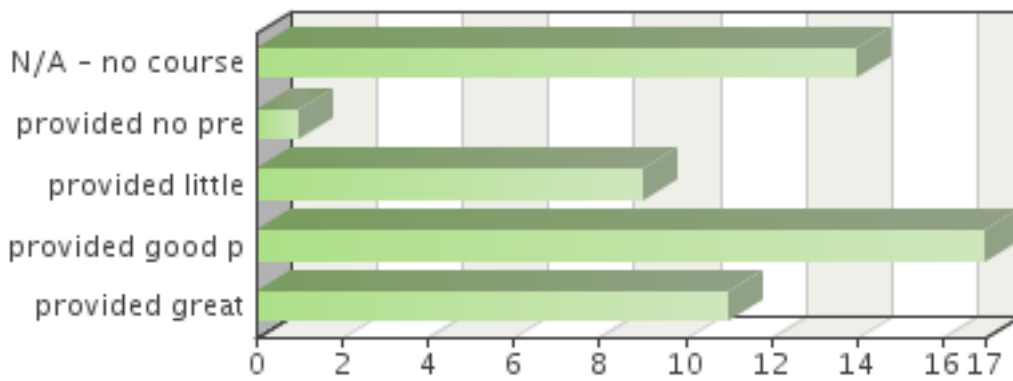


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
N/A - no coursework taken in this area	25	34.25%	49.02%
provided little preparation	7	9.59%	13.73%
provided good preparation	14	19.18%	27.45%
provided great preparation	5	6.85%	9.80%
Not answered:	22	30.14%	-
Sum:	73	100.00%	100.00%

Question 40

The coursework in OLIT prepared me to Conduct Educational Research or Evaluation Research.

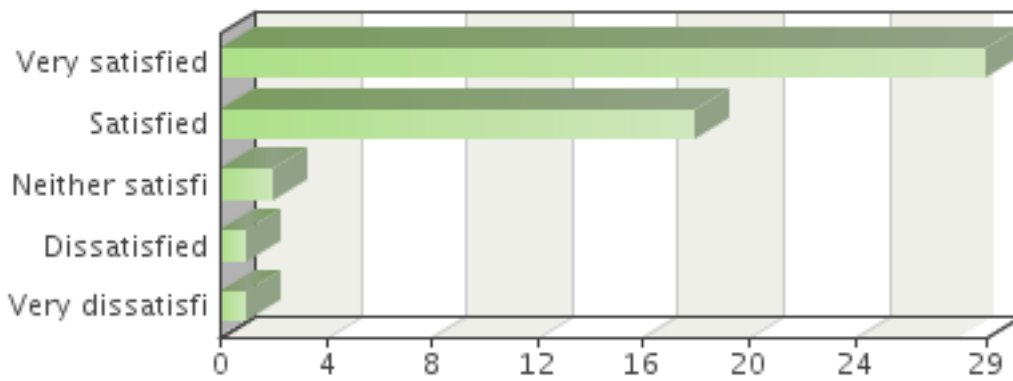


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
N/A - no coursework taken in this area	14	19.18%	26.92%
provided no preparation	1	1.37%	1.92%
provided little preparation	9	12.33%	17.31%
provided good preparation	17	23.29%	32.69%
provided great preparation	11	15.07%	21.15%
Not answered:	21	28.77%	-
Sum:	73	100.00%	100.00%

Question 41

How do you rate your overall level of satisfaction with the education you are receiving in the OLIT program?

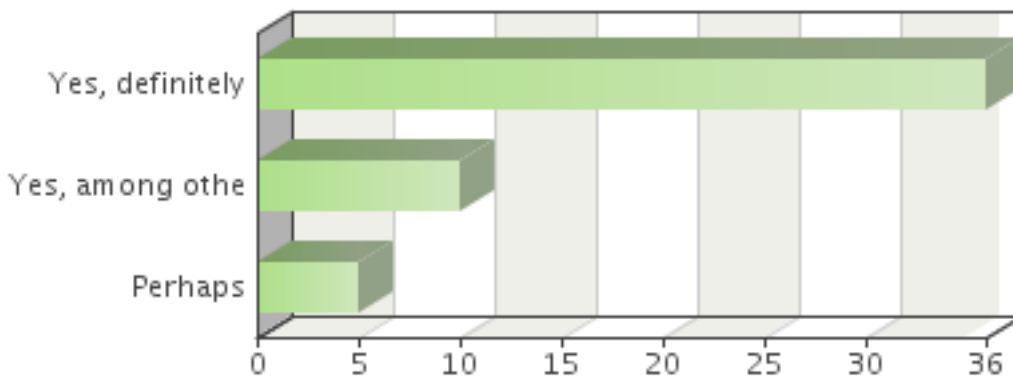


Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
Very satisfied	29	39.73%	56.86%
Satisfied	18	24.66%	35.29%
Neither satisfied nor dissatisfied	2	2.74%	3.92%
Dissatisfied	1	1.37%	1.96%
Very dissatisfied	1	1.37%	1.96%
Not answered:	22	30.14%	-
Sum:	73	100.00%	100.00%

Question 42

Would you recommend the OLIT program to a colleague, friend, or relative?



Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
Yes, definitely	36	49.32%	70.59%
Yes, among other possibilities	10	13.70%	19.61%
Perhaps	5	6.85%	9.80%
Not answered:	22	30.14%	-
Sum:	73	100.00%	100.00%

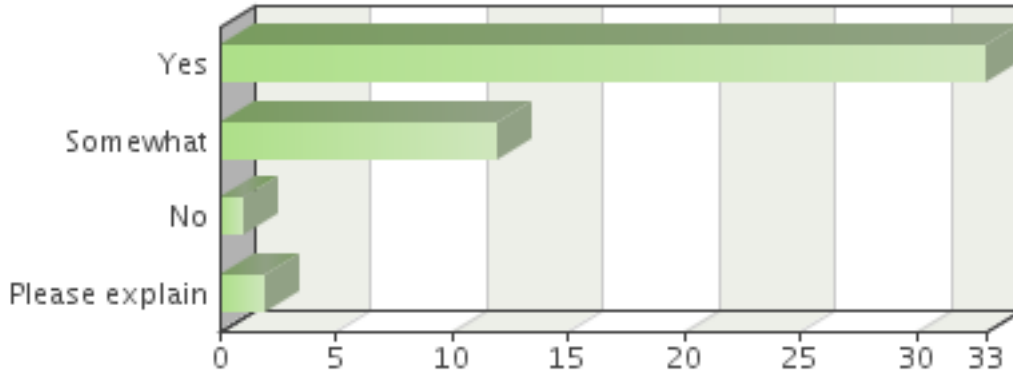
Question 43

What were your expectations of the OLIT program when you were first admitted into the program?

The summary of responses is presented at the end of this report section.

Question 44

Has the OLIT program met your expectations?



Frequency table

Choices	Absolute Frequency	Relative frequency	Adjusted relative frequency
Yes	33	45.21%	68.75%
Somewhat	12	16.44%	25.00%
No	1	1.37%	2.08%
Please explain	2	2.74%	4.17%
Not answered:	25	34.25%	-
Sum:	73	100.00%	100.00%

Question 43

What were your expectations of the OLIT program when you were first admitted into the program?

Summary of responses: Quite a few participants indicated that they did not have clear expectations of the program. However, most of others mentioned that they expected to develop skills in adult learner analysis, training development, instructional technology for adult learning, and program evaluation. They also expected to link theory to practice during learning.

Question 45

What aspects of the OLIT program are the most helpful to your professional development at this time?

Summary of responses:

- The quality of instruction and the passion/interest displayed by the professors in the OLIT program
- A sense of community in the program
- Course work on evaluation, consulting, and research
- Hands-on experience with technology
- Planning and executing a project
- Immediate application to current work
- Networking with like-minded professionals
- Accessibility of faculty and apparent care for students
- Flexibility and variety of course offerings
- The diversity of the faculty and the students

Question 46:

What skills, as a result of your OLIT coursework, do you feel confident doing in your current position?

Summary of responses:

- Instructional design
- Cultural issues
- Program design, management, and evaluation
- Incorporating a range of technology competency into the knowledge solutions we develop
- Facilitating adult learning
- Research and data collection
- Presentation and instruction
- Cross-functional team development
- Collaboration and communities of practice
- Performance improvement and organizational development

Question 47:

Do you have any recommendations for improving the program?

Summary of responses:

- Fill faculty vacancies and pay them a reasonable salary
- More GA/TA opportunities

- More distance education offerings
- Increase the number of courses offered each semester
- I was surprised by how relevant all the coursework ended up being. I am sorry I did not take more distance learning. I think current students would benefit from having some instruction in serious games and simulations.
- More focused research type classes
- Develop more of a relationship with the workplaces where former OLIT students work and create more internship opportunities through former students
- Offer more online courses in the summer sessions
- Having a distance program is essential

Appendix E – OLIT Student Survey

Updated June 12, 2009

List of Advisees

Advisor: Patsy Boverie

Master's Degree: Students	Semester Admitted
Barril, Linda lbarril@unm.edu	Fall 2007
Berezin, Nicole nberezin31@yahoo.com	Spring 2001
Brashear, Melody mbrash@unm.edu	Fall 2008
Connor Reilly, Erin erinreilly@gmail.com	Summer 2007
Contreras, Carolina cforgetparis@aol.com	Spring 2009
Hutchenson, Lucretia tiahutch@yahoo.com	Fall 2008
Johnson, Kathy kljohnson@salud.unm.edu	Fall 2007
Morris, Christine chmorris@salud.unm.edu	Fall 2004
Steen, Sharon sharon.steen@state.nm.us	Fall 2006
Stringfield, James jimstringfield@cableone.net	Spring 2008

Ph.D. Students	Semester Admitted
Bustos, Barbara babustos@unm.edu	Fall 2008
Cooley, Mary mary.cooley@comcast.com	Fall 2006
Dominguez, Nora noradg@unm.edu	Fall 2004
Ferrell, Joan jferrell@salud.unm.edu	Fall 2009
Frasch, Sara sfrasch@salud.unm.edu	Fall 2002
Gonzales, Dennis mytdeng@comcast.net	Fall 2004
Granato, John jtgranat@unm.edu	Fall 2005
Green, Allison aligreen2007@msn.com	Fall 2007
Henley, Eugene gene.henley@gmail.com	Fall 2007
Hilton Miney, Carolyn chilton18@aol.com	Fall 2008

Hinton, Carol hinton09@unm.edu	Fall 2009
Howard, Mark mbhnm@yahoo.com	Fall 2000
Johnson, Elizabeth elizajohns@aol.com	Fall 2007
Kloepfel, Kimmerly kimmerly@unm.edu	Fall 2006
Lester, Dennis dennylester@aol.com	Fall 2005
List, Ann annlist@comcast.net	Fall 2002
Lucero, Paul nrgzybunny@aol.com	Fall 2005
Martin, Elvira estahn@gallup.unm.edu	Fall 2003
Meiers, Beatrice bmeiers@cabq.gov	Fall 1999
Miller, Happy happymiller@yahoo.com	Fall 2005
Murrell, James murrellj@unm.edu	Fall 2003
Pugsley, Mark mpugsley@salud.unm.edu	Fall 2005
Roybal, Lawrence lroybal@unm.edu	Fall 2004
Salazar, Andrea dre@lanl.gov	Fall 2005
Stanton, Michael stanton_m@aps.edu	Fall 2005
Sullivan-Gallegos, Laura lsgallegos@comcast.net	Fall 2003
Venagas, Maria venagas_m@aps.edu	Fall 2008
Verstynen, Pamela pverstyn@unm.edu	Fall 2007
Walcher, Mary Elizabeth lwalcher@unm.edu	Fall 2002

Advisor: Bill Bramble

Master's Degree: Students	Semester Admitted
Borns, Kelly kborns@sandia.gov	Fall 2007
Chistian, Brian brianc@unm.edu	Fall 2005
Hein, Shannon shein@unm.edu	Spring 2008
Starr, Jean Jean.a.starr@saic.com	Spring 2009

Ph.D. Students	Semester Admitted
Amezcuca, Luis lgamezcua@yahoo.com	Fall 2006
Colon, Linda talexinm@msn.com	Fall 2006
Ellerbe, LaVerne lwellerbe@comcast.net	Fall 2009
Smith, Mark Asumedia04@hotmail.com	Fall 2004
Wittstrom, Kristine kwittstrom@unm.edu	Fall 2007

Advisor: Fengfeng Ke

Master's Degree: Students	Semester Admitted
Abeita, Andrea aabieta@alum.dartmouth.org	Fall 2008
Aguilar, Annalisa mp@mkt2mkt.com	Spring 2008
Brauning, Susan sbrauning@gmail.com	Spring 2008
Burrill, Sherry sierr280@aim.com	Summer 2009
Cappel, Barbara bjcappel@unm.edu	Fall 2007
Cohn, Mitzi mcohn01@unm.edu	Spring 2009
Collins, Berkeley bcollins@unm.edu	Fall 2009
Kirwin, Armando armandokirwin@gmail.com	Fall 2008
Martinez, Brenda bmartine@unm.edu	Spring 2008
Munoz, Christina cmunoz@salud.unm.edu	Spring 2007
O'Hara Carrie cohara@sandia.gov	Fall 2008
Smith, Nancy paulnancysmith@earthlink.net	Fall 2009
Theye, Andrea atheye@gmail.com	Fall 2009
Thompson, Glenys gthomps2@unm.edu	Fall 2009
Tomlin, Lisa lialisatomlin@msn.com	Fall 2007
Turner, Tammy taryall@q.com	Fall 2009
Willis, Jennifer j_d_willis@yahoo.com	Fall 2007

Ph.D. Students	Semester Admitted
Garcia, Francisco franciscog7500@gmail.com	Fall 2009
Keller, Patrick keller_patrick_s@comcast.net	Fall 2009

Mendoza, Heather hdm@unm.edu	Fall 2008
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Advisor: Lani Gunawardena

Master's Degree: Students	Semester Admitted
Abdel-Hack, Nada amny5@aol.com	Summer 2009
Avalon, Marie marie.avalon@yahoo.com	Spring 2009
Barber, Elizabeth astral@unm.edu	Spring 2008
Benavidez, Christine cbevdez@unm.edu	Fall 2008
Chavez, Katherine kathy.chavez@comcast.net	Spring 2008
Cowan, Aaron acowan2@cnm.edu	Summer 2007
Davis-Campbell, Tracie tdavis_02@hotmail.com	Fall 2008
Dominguez, Miguel mbatis@hotmail.com	Fall 2008
Duddy, Erin eduddy@salud.unm.edu	Spring 2007
Edmondson, Noland noland_edmondson@yahoo.com	Fall 2009
Feck, Dolores gavi6783@msn.com	Spring 2008
Gibrail, Rebeca rebecagibrail@gmail.com	Fall 2007
Humelsine, Lora-Jean lhumelsi@unm.edu	Fall 2007
Keams, Linda lkeams@sanjuanschools.org	Spring 2009
Meador, John billmeador@msn.com	Fall 2005
Overholt, Michelle shelleyjungst@gmail.com	Summer 2009
Smith, Jason jwstigre@unm.edu	Fall 2008
Speck, Linda dspeck@unm.edu	Spring 2009
Uberatna, Ravi ravi@cnm.edu	Fall 2008
Valencia, Veronica veronicaval@comcast.net	Fall 2007
War, Gloria	Spring 2008

diana@lanl.gov	
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Ph.D. Students	Semester Admitted
Carter, Patricia pcarter0623@msn.com	Fall 2006
Jaderlund, Eric ecjade@unm.edu	Fall 2003
Jennings, Barbara bjjenni@sandia.gov	Fall 2001
Julienne, Marie mjulienne@aol.com	Fall 2008
Lindemann, Kenneth klinde@unm.edu	Fall 1999
Main, Carrie carrie.main@unco.edu	Fall 2009
Miller, Jesse knowwhatwasis@gmail.com	Fall 2009
Skinner, Jason jskinner@unm.edu	Fall 2006
Wilder, Sue sue@wildertraining.com	Fall 2009

Advisor: Mark Salisbury

Master's Degree: Students	Semester Admitted
Baca, Benjamin bbaca2@unm.edu	Fall 2008
Barkocy, Marybeth kev-mb@juno.com	Summer 2008
Becker, Donald ddbecker@unm.edu	Fall 2009
Gadomski, Douglas gadomski@unm.edu	Fall 2007
Hayes, Lynda lmhayes2004@yahoo.com	Fall 2006
Herrmann, Myra mcherrmann@aol.com	Spring 2005
Higgins III, Eugene g@gknow.com	Summer 2003
King, Christopher cmking79@hotmail.com	Fall 2009
King, Jo Ann jking@unm.edu	Spring 2008
Martinez, Renee reneeemtz@lanl.gov	Spring 2007
Martinez, Victor yjmartinez@nmsu.edu	Spring 2008
Mastropiero, Robin robinmastropiero@yahoo.com	Fall 2008
Maxfield, Kathleen kmaxfield@salud.unm.edu	Spring 2009
Meilleur, Peter peter.meilleur@gmail.com	Spring 2009
Natividad, Veronica Veronica.natividad@comcast.net	Fall 2007
Nicol, David nicol@aps.edu	Fall 2006
Perea, Paul ppperea@salud.unm.edu	Spring 2008
Pirlot, Marcella mlpirlot@gallup.unm.edu	Fall 2009
Potter, Matthew mpotter@unm.edu	Summer 2007
Powers, Ariele apowers@unm.edu	Summer 2009
Steffes, Shannon shannon.steffes@corps2002.tfanet.org	Fall 2008

Steward, Carole	Fall 2005
Tomasson, Judith jbalazs@unm.edu	Fall 2007
Trotter, Winston wtrotter@unm.edu	Fall 2008
Ward, Kellyn kward1@unm.edu	Fall 2004
Ward, Terry tward@docal.gov	Fall 2008
Weitzel, Douglas douglas.p.weitzel@lmco.com	Fall 2009

Ph.D. Students	Semester Admitted
Bohley, Maribeth mcbohley@wildblue.net	Summer 2005
Fallad, Jalil jfallad@unm.edu	Fall 2003
Hart, Tracy tlhart@unm.edu	Fall 2009
Lebens, Joni jonilebens@hotmail.com	Fall 2008
Miller, Richard iraqi_cowboy@yahoo.com	Fall 2001
Rettinger, Leslie laretti@comcast.net	Fall 2006
Rothweiler, Barbara brothweiler@spx.k12.nm.us	Fall 2006
Roy, Ronald tandrroy@msn.com	Fall 2007
Weaver, Mark weavermarkr@hotmail.com	Fall 2006

Bruce A. Noll, Ed.D.

423 Aliso Drive SE
Albuquerque, NM 87108

banoll@unm.edu
(505) 262-2273

EDUCATION

- 1989 Doctor of Education, Adult and Higher Education
University of South Dakota
Dissertation: *Faculty and Administrator Perceptions of Instructional Mission*
An ethnographic study of organizational communication in an institution of
higher education
- 1971 Master of Arts, Speech Communication
University of Hawaii
- 1969 Bachelor of Arts, Mass Communications
University of Idaho

PROFESSIONAL EXPERIENCE

- 1997-present Lecturer); College of Education , University of New Mexico
Program Coordinator, Technology and Training (2+2) Program
which entails advising 40+ students each year

Courses Taught

The Adult Learner (*graduate level*)
Adult Education Social Movements (*graduate level*)
Technological Change and Society
Science and Technology (*graduate level*)
Team Building (*graduate level*)
Dealing with Difficult People (*graduate level*)
Adult Groups Processes in Learning Environments (*graduate level*)
Communication for Teachers (College of Arts and Sciences)
Public Speaking (College of Arts and Sciences)
Mass Communication Theory and Influence (College of Arts and Sciences)
Nonverbal Communication (College of Arts and Sciences)
Taxonomy of Insects (College of Arts and Sciences)
Marriage and Family
Intimate Relationships
Orality of Poetry (UNM Honors Program)

UNM/COE SERVICE

- Committees: Undergraduate Committee for COE
Student Ethics Task Force
Hokona Development Advisory Committee

I serve on several dissertation committees each year for various departments

1996-1997 Instructor, Communication Studies
TVI Community College, Albuquerque
Interpersonal Communication
Mass Communications
Listening
Oral Performance of Literature
Public Speaking
Nonverbal Communication

1995-1996 Co-editor, Publications
New Mexico State University Extension Service
Albuquerque, New Mexico

1994-1995 Assistant Professor, Department of Speech Communication
University of South Dakota
Intercultural Communication in Organizations (*graduate level*)
Team Building and Group Decision Making (*graduate level*)
Nonverbal Communication
Interpersonal Communication
Oral Interpretation
Advanced Oral Interpretation
Public Speaking
Speech Education

1993-1994 Instructor, Department of Communication
Pima Community College, Tucson, Arizona
Business and Professional Communication (*multiple sections*)

1983-1992 Instructor, Department of Speech Communication
University of South Dakota
Oral Interpretation
Advanced Oral Interpretation
Interpersonal Communication
Communication (Humanities Core Curriculum)

1989-1993 Director, Educational Media Center
University of South Dakota
Conducted instructional development programs for faculty; supervised 22 professional and support staff; managed the annual budget; hired and evaluated staff; implemented team management; served on university wide committees; advised university administration on technology needs; wrote and administered grants.

1975-1988 Assistant Director, Educational Media Center
University of South Dakota
Planned and conducted instructional development; assisted in daily management of Operations; conducted long range planning for the program

1982-1983 Media Specialist, La Escuela Americana
Tegucigalpa, Honduras

1974-1975 Media Specialist, Teacher Resource Center
McKeesport (PA) Public School District

1971-1974 Media Consultant, Communications Experience Project
Philadelphia (PA) Public School District

Curriculum Vitae

Fengfeng Ke

MSC05-3040, ELOL, University of New Mexico, Albuquerque, NM, 87131

Telephone: (505) 277-6018 E-mail: fke@unm.edu

Academic Background

- Ph.D.: Pennsylvania State University, Instructional Systems, August 2006,
Dissertation Title: *Computer-based gaming within alternative classroom goal structures on fifth graders' mathematical learning outcomes: Cognitive, metacognitive, and affective assessment and interpretation*
- M.S.Ed.: Northern Illinois University, Adult Education, August 2002
- B.A.: Beijing International Studies University, July 1997

Research Interests

- Technology-supported learning environment design and development
 - Digital game-based learning and educational simulations
 - Computer supported collaborative learning: online learning communities, cross-cultural and intergenerational e-learning
 - Educational animations and instructional multimedia
- Human performance technology

Professional Experience

Assistant Professor of Instructional Technology

OLIT, Educational Leadership and Organizational Learning Department

University of New Mexico, August, 2006 – present

▶ Conduct instructional technology research. Teach graduate-level courses: “Instructional Design”, “Instructional Multimedia,” “Simulation for Instructional Purpose,” “Advanced Instructional Technology Seminar: Educational Gaming,” “Digital Video,” “Instructional Design”, “Human Performance Technology,” and “Contemporary Instructional Technologies: Survey.”

Assistant Instructor

[Instructional Systems Program](#), Learning and Performance Systems Department

Pennsylvania State University, January, 2004 – July, 2006.

▶ Co-taught six graduate-level courses: INSYS 415 “Systematic Instructional Systems Design” (online course), INSYS 446 “Computers as Learning Tools” (online course), INSYS 522 “Analyzing Outcomes and Learners,” INSYS 525 “Instructional Design Models, Strategies, and Tactics,” INSYS 545 “Research in Instructional Computing,” and INSYS 551 “Human Performance Technology.”

Faculty Development Seminar Instructor

[Training Services](#), Pennsylvania State University, June, 2005 – June, 2006

- ▶ Designed and instructed seminars on emerging educational technologies and technology integration to PSU faculty members.

E-Learning Instructional Designer

[Information Technology Services](#); [World Campus](#), Pennsylvania State University, May, 2003 – August, 2006.

[eLearning Services](#), Northern Illinois University, August, 2001 – December, 2002.

- ▶ Helped the design and development of ANGEL-based online credit courses and on-job e-learning programs. Responsibilities included course design, needs analysis, authoring of content, developing web-based multimedia learning materials, editing web templates of course pages, developing multimedia learning materials, and testing the learning environment interface/functions.

Human Performance Technologist (Intern, Fortune 500 Company)

Human Resources Dept., [International Truck and Engine Corp.](#) IL, May, 2002 – August, 2002.

- ▶ Analyzed, Designed, developed, and delivered workplace cross-cultural communication workshops for the international engineers. This included human performance analysis, training design, instructional materials creation, workshop planning and delivery, and one-to-one individual evaluation.

Lecturer

Adult Education Department

Beijing International Studies University, P. R. China, July, 1997 – July, 2000.

- ▶ Developed and taught undergraduate-level courses that lead to associate degree in English Language & Literature.

Publications

Refereed Journal Publications

Ke, F. & Hoadley, C. (In press). Towards a framework of evaluating online learning community. *Educational Technology Research & Development* (Social Sciences Citation Index® journal).

Ke, F. (2008) Computer games in classroom: Can learning be fun? *Computers & Education* (Social Sciences Citation Index® journal), 51(4), 1609-1620.

Ke, F. (2008). Computer games application within alternative classroom goal structures: Cognitive, metacognitive, and affective evaluation and interpretation. *Educational Technology Research & Development* (Social Sciences Citation Index® journal), 56, 539-556.

Ke, F. (2008) Alternative goal structures for computer game-based learning. *International Journal of Computer-Supported Collaborative Learning*, 3, 429-445.

Xie, Y., Ke, F., & Sharma, P. (2008). The effect of peer feedback for journaling on

- college students' reflective learning processes. *The Internet and Higher Education*, 11(1), 18-25.
- Ke, F. & Grabowski, B. (2007). Game playing for math learning: Cooperative or not? *British Journal of Educational Technology* (Social Sciences Citation Index® journal), 38(2), 249-259.
- Ke, F. & Carr-Chellman, A. (2006). Solitary learner in online collaborative learning: A disappointing experience? *Quarterly Review of Distance Education*, 7(3), 249-265.
- Ke, F., Ching, Y., Lin, H., & Dwyer, F. (2006). Effects of Animation on Multi-Level Learning Outcomes for Learners with Different Characteristics: A Meta-Analytic Assessment and Interpretation. *Journal of Visual Literacy*, 26(1), 15-40.
- Lin, H., Ching, Y., Ke, F., & Dwyer, F. (2006). Effectiveness of Various Enhancement Strategies for Animation. *Journal of Educational Technology Systems*, 35(2), 215-237.

Refereed Journal Manuscripts Being Reviewed

- Ke, F.,** & Xie, K. Toward deep learning in adult-oriented courses: The impact of course design strategies. *The Internet and Higher Education Journal*, Accepted with minor revision (2nd round).
- Ke, F.** Creating communities of inquiry in adult-dominated online courses. *Quarterly Review of Distance Education*.
- Xie, K., & **Ke, F.** Impacts of students' motivation on peer-moderated asynchronous online discussions. *Computers & Education*.
- Xie, Y., **Ke, F.**, & Sharma, P. The effect of peer feedback for journaling on college students' reflective learning processes. *Journal of Educational Computing Research*.

Refereed Book Chapter

- Ke, F.** (2008). A qualitative meta-analysis of computer games as learning tools. In R. E. Ferdig (Ed.), *Handbook of Research on Effective Electronic Gaming in Education* (pp. 1-32), New York: IGI Global.

Refereed Proceedings

- Ke, F., & Xie, K. (2009). Online discussion design on adult students' learning perceptions and patterns of online interactions. In A. Dimitrakopoulou (Ed.), *CSCL 2009: Proceedings of the International Society of the Learning Sciences Computer-supported Collaborative Learning Conference*, Rhodes, Greece, June 10-12.
- Xie, K., & **Ke, F.** (2009). How does students' motivation relate to peer-moderated online interactions? In A. Dimitrakopoulou (Ed.), *CSCL 2009: Proceedings of the International Society of the Learning Sciences Computer-supported Collaborative Learning Conference*, Rhodes, Greece, June 10-12.
- Ke, F. (2007). Using computer-based math games as an anchor for cooperative learning. In C. Chinn, G. Erkens, & S. Puntambekar (Eds.) *Computer-Supported Collaborative Learning: Mice, Minds, and Society, Proceedings of the 2007 International Computer Supported Collaborative Learning Conference*, Mahwah,

- NJ: Lawrence Erlbaum Associates.
- Ke, F. (2006). Individual differences in sense of classroom community. *Proceedings of the 7th international conference on learning sciences*, pp 948-949. Mahwah, NJ: Lawrence Erlbaum Associates.
- Ke, F. (2006). Classroom goal structures for educational math game application. *Proceedings of the 7th international conference on learning sciences*, pp 314-320. Mahwah, NJ: Lawrence Erlbaum Associates.
- Ke, F. (2006). Game-based summer math camp. *Proceedings of Selected Research and Development Presentation at the International Convention of the Association for Educational Communications and Technology*, Vol. 2, pp 218-224. Dallas, TX: AECT.
- Ke, F. & Xie, Y. (2006). Blogging for reflective learning in an introductory political science course. *Proceedings of Selected Research and Development Presentation at the International Convention of the Association for Educational Communications and Technology*, Vol. 1, pp 159-162. Dallas, TX: AECT.
- Ying, Xie., **Ke, F.**, & Sharma, P. (2006). The effects of peer feedback for journaling on college students' reflective thinking skills. *Proceedings of Selected Research and Development Presentation at the International Convention of the Association for Educational Communications and Technology*, Vol. 1, pp 382-390. Dallas, TX: AECT.
- Ke, F. (2005). Effects of animation on multi-level learning outcomes: A meta-analytic assessment and interpretation. *Proceedings of Selected Research and Development Presentation at the International Convention of the Association for Educational Communications and Technology*, Vol. 1, pp 225-233. Orlando, FL: AECT.
- Yu, H., & **Ke, F.** (2005). An examination of classroom community scale: Reliability and factor structure. *Proceedings of Selected Research and Development Presentation at the International Convention of the Association for Educational Communications and Technology*, Vol. 1, pp 498-521. Orlando, FL: AECT.
- Ching, Y. H., **Ke, F.**, Lin, H., & Dwyer, F. (2005). Effects of Animation in Facilitating Student Achievement: A Meta-Analytic Assessment. In P. Kommers & G. Richards (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications* (pp. 4459-4461). Chesapeake, VA: AACE.
- Ke, F. (2005). The effects of using computer games under different configurations on fifth graders' math achievement. *Proceedings of 16th International Conference of Society for Information Technology and Teacher Education International Conference*, Vol. 1, pp. 3697-3700. Phoenix, Arizona: AACE.
- Ke, F. (2004). Online learners' perspectives of and contribution to online learning community development. *Proceedings of Selected Research and Development Presentation at the International Convention of the Association for Educational Communications and Technology*, Vol. 1, pp 432-442. Chicago, IL: AECT.

Ke, F. & Hoadley, C. (2004). How to evaluate online learning communities: A review of the literature. *Proceedings of 15th International Conference of Society for Information Technology and Teacher Education International Conference*, Vol. 1, pp. 2905-2912. Atlanta, GA: AECT.

Non-refereed Book Chapter

Ke, F. & Xie, K. (Submitted). Use of technology for teaching reading and writing. In R. Ouyang & C. Wang (Eds.), *Critiques on the Development of Social Sciences in the West: Instructional Technology*, Beijing, China: the China Renmin University Press.

Professional Presentations (Refereed)

- Ke, F., Chavez, A., & Herrera, F. (2009, April). *Web Based Teaching and Learning Across Culture & Age*. Paper to be presented at the 2009 Annual Convention of American Educational Research Association, San Diego.
- Ke, F., & Xie, K. (2009, April). "Getting older, learning harder?" *Adult and younger students in various online course designs*. Paper to be presented at the 2009 Annual Convention of American Educational Research Association, San Diego.
- Ke, F., Pachman, M., & Skinner, J. (2008, November). *Creating an online community of inquiry for adult students*. Paper presented at the International Convention of the Association for Educational Communications and Technology, Orlando, Florida.
- Ke, F. (2008, November). *Critical thoughts on online learning community: Collective intelligence vs. individual intelligence*. Part of panel discussion at the International Convention of the Association for Educational Communications and Technology, Orlando, Florida.
- Ke, F., Pachman, M., & Skinner, J. (2008, April). *Community of inquiry for adult students*. Paper presented at the 2008 Annual Convention of American Educational Research Association, New York.
- Ke, F., Skinner, J., & Pachman, M. (2008, April). *Fostering intelligent intergenerational interactions*. Paper presented at the 2008 Annual Convention of American Educational Research Association, Chicago, New York.
- Pachman, M., Ke, F., & Skinner, J. (2008, April). *Detecting cultural difference in online discourse: methodological issues*. Paper presented at the 2008 Annual Convention of American Educational Research Association, Chicago, New York.
- Ke, F. (2007, October). *Critical thoughts on online learning community: Collective intelligence vs. individual intelligence*. Part of panel discussion at the International Convention of the Association for Educational Communications and Technology, Anaheim, California.
- Ke, F. (2007, October). *Web-based intergenerational interactions: Promoting the success of adult students*. Paper presented at the International Convention of the Association for Educational Communications and Technology, Anaheim, California.

- Convertino, G., Ke, F., Lin, Y., Carroll, J. M., Meyer, B. J. F., Swain, J., & Harwood, J. T. (2007, July). *Computer-mediated intergenerational collaboration: A multi-case study on consultation interactions*. Paper presented at HCI International 2007, Beijing, P. R. China.
- Ke, F. (2007, April). *Adaptive design of online learning community design for older adults*. Paper presented at the 2007 Annual Convention of American Educational Research Association, Chicago.
- Ke, F. (2006, April). *Does animation promote learning for students at various educational levels?* Paper presented at the 2006 Annual Convention of American Educational Research Association, San Francisco.
- Lin, H., Ching, Y., Ke, F., & Dwyer, F. (2006, April). *Effectiveness of Various Enhancement Strategies to Complement Animated Instruction: A Meta-Analysis*. Paper presented at the Annual Convention of American Educational Research Association (AERA), San Francisco, CA.
- Ke, F. (2005, October). *Combining TGT cooperative learning and computer games in mathematics education*. Paper presented at the International Convention of the Association for Educational Communications and Technology, Orlando, Florida.
- Ching, Y., Ke, F., & Lin, H. (2005, October). *Effects of animation in facilitating student achievement: A meta-analytic assessment*. Paper presented at the International Convention of the Association for Educational Communications and Technology, Orlando, Florida.
- Popp, D., Wu, S., & Ke, F. (2005, October). *The use of psychological type and field independence/field dependence to predict and interpret the learning styles of online learners*. Paper presented at the International Convention of the Association for Educational Communications and Technology, Orlando, Florida.
- Lin, H., Ching, Y., & Ke, F. (2005, October). *A meta-analytic assessment of varied enhancement strategies used to complement animated instruction*. Paper presented at the International Convention of the Association for Educational Communications and Technology, Orlando, Florida.
- Hoadley, C., & Ke, F. (2005, April). *Implications of collaborative knowledge building on instructional design: Lessons from design-based research*. Paper presented at the European Association for Research on Learning and Instruction (EARLI) 2005, Nicosia, Cyprus.
- Ke, F., & Carr-Chellman, A.A. (2005, April). *Solitary learners in online collaborative learning*. Poster presented at the Annual Convention of American Educational Research Association, Montreal, Canada.
- Ke, F. (2004, October). *Lived experiences of solitary learners in online collaborative learning*. Paper presented at the International Convention of the Association for Educational Communications and Technology, Chicago, IL.
- Ke, F. (2004, October). *Online learners' perspectives of and contribution to online learning community development*. Paper presented at the International Convention of the Association for Educational Communications and Technology, Chicago, IL.
-

Grants

Awarded

Spencer Foundation Research Grant. *Web-based teaching and learning: Across culture and age (2008-2009)*. Co-PI: Dr. Alicia Chávez. Awarded amount: 40,000. Role: Primary-Investigator.

RAC Research Grant. *Web-based intergenerational interactions: Promoting the success of adult students (2007)*, University of New Mexico. Awarded amount: 3,435. Role: Primary-Investigator.

Pending

McCune Foundation. *Assist Math Instruction: Online Interactive Coaching and Training for New Mexico Math Teachers*. Amount: 12,000. Role: Co-PI. PI: Dr. Xue Han.

Declined (to be resubmitted)

National Science Foundation. *Web-Enhanced Intergenerational Learning (WIL): Promoting Interest, Engagement, and Understanding of Computer Technology and Mathematical Processes by Older Adults and Middle School Children*, Informal Science Education Program (ISE). Amount: \$1,002,206. Role: Primary-Investigator. Status: according to the ISE program director, the declined proposal was deemed as highly rated and encouraged to be resubmitted with revision to NSF ITEST program on February 20, 2009.

Service

Professional

Service on Editorial Board

Quarterly Review of Distance Education

Service as a Referee for Journals

Computers & Education

International Journal of Computer Supported Collaborative Learning

British Journal of Educational Technology

Journal of Higher Education and Internet

Referee of Papers for International Professional Conferences

American Educational Research Association

International Society of the Learning Science

Association for Educational Communications and Technology

Association for the Advancement of Computing in Education

University

Service at University Committee

Serve in Curriculum Committee for Interdisciplinary Program of Film and Digital Art led by Dr. Anne Madsen. The committee cooperates with the colleagues in other colleges to

plan and develop a new interdisciplinary program of Film and Digital Art in UNM.

Service at College of Education:

- Serve in Graduate Committee led by Dr. Diane Torres-Velásquez: reviewing all new graduate course proposals in the College of Education
- OFAC Review Committee led by Dr. Ziarat Hossain: reviewing all OFAC proposals in the College of Education

Service at Department of ELOL:

- Served in Educational Leadership Faculty Search Committee in Spring, 08. The committee has successfully selected a well-qualified candidate for the associate professorship position at the Educational Leadership program.
- Have actively provided service at the OLIT program level, such as planning and management of yearly OLIT Expo event, supervising OLIT graduate student community of practice, helping the program online certificates and curriculum development, and helping the program evaluation and marketing.

Community and Public Service

Evaluator of International Distance Education Modernization Project

Ministry of Education, Sri Lanka, July 2007 - Present

- ▶ Evaluating online courses developed under the Distance Education Partnership Program (DEPP) in Ministry of Education.

Membership in Professional Associations

American Educational Research Association

Association for Educational Communications and Technology

International Society of the Learning Science

Association for the Advancement of Computing in Education

CHARLOTTE NIRMALANI (LANI) GUNAWARDENA, Ph.D.

MAILING ADDRESS:

Organizational Learning and
Instructional Technology Program
College of Education, MSC05-3040
Albuquerque, NM 87131-0001
URL: http://www.unm.edu/~olit/fac_lGunawardena.html

TELEPHONE & FAX

505-277-5046, 505-277-5553

ELECTRONIC MAIL

lani@unm.edu

PROFESSIONAL PREPARATION

University of Sri Lanka, Kelaniya Campus, English, Bachelor of Arts (Honors), 1976
University of Kansas, Teaching English as a Second Language, Masters of Arts (Honors), 1982
University of Kansas, Curriculum and Instruction, Doctor of Philosophy (Honors), 1988

APPOINTMENTS

2002-present Regents' Professor of Distance Education and Instructional Technology,
University of New Mexico (UNM)
1995-2002 Associate Professor of Distance Education and Instructional Technology,
University of New Mexico
1989-1995 Assistant Professor of Distance Education and Instructional Technology,
University of New Mexico

SELECTED VISITING APPOINTMENTS

- Scientific Commission, Open University of Catalonia, Barcelona, Spain, from 2009.
- Visiting Professor, University of Colombo School of Computing, Sri Lanka, 2008-09.
- External Examiner for Ph.D., Murdoch University, Perth, Australia, August, 2004.
- Graduate College, University of Oklahoma to teach adult learner in Sicily, 2003-2005.
- External Reader for Ph.D., University of Alberta, Edmonton, Canada, March 2001.
- Instructor for distance education course, University of British Columbia, Canada, Fall 1999.

SELECTED AWARDS

- Regents' Professor, the University of New Mexico (UNM), 2008-2011.
- Fulbright senior scholar regional research grant, Morocco and Sri Lanka, 2004-2005
- UNM General Library faculty recognition award for outstanding work, 2001.
- Regents' Lecturership, University of New Mexico, 1994-1997

CURRENT PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
Association for Educational Communications and Technology (AECT)
Sri Lanka Association of Distance Education (SLADE)

TEACHING

OLIT 535 Theory and Practice of Distance Learning
OLIT 536 Instructional Television: Principles and Applications
OLIT 538 eLearning Course Design
OLIT 537/593 Culture and Global eLearning
OLIT 546 Cross-Cultural Issues in Adult Learning
OLIT 561 The Adult Learner
OLIT 601 Advanced Instructional Design (core doctoral level seminar)
OLIT 635 Research in Distance Education (core doctoral level seminar)

OLIT 639 Advanced Technology Seminar (core doctoral level seminar)

SELECTED PUBLICATIONS

- Gunawardena, C. N., Hermans, M. B., Sanchez, D., Richmond, C., Bohley, M., & Tuttle, R. (in press). A theoretical framework for building online communities of practice with social networking tools. *Educational Media International*, 46(1), (2009)
- Knight, E., Gunawardena, C. N., Aydin, C. H. (2009). Cultural interpretations of the visual meaning of icons and images used in North American web design. *Educational Media International*, 46 (1), 17-35.
- Gunawardena, C. N., Idrissi Alami, A., Jayatilleke, G., & Bouacharine, F. (2009). Identity, gender, and language in synchronous cybercultures: A cross-cultural study. In R. Goodfellow & M. N. Lamy (Eds.), *Learning cultures in online education* (pp.30 –51). London, UK: Continuum.
- Hollifield, M., Hewage, C., Gunawardena, C. N., Kodituwakku, P., Bopagoda, K., & Weeraratne, K. (2008). Symptoms and coping in Sri-Lanka 20-21 months after the 2004 tsunami. *The British Journal of Psychiatry*, 192, 39-44.
- Gunawardena, C. N., LaPointe, D., Linder-VanBerschoot, J. A., Skinner, J. K., Richmond, C., Barrett, K., & Cardiff, M. S. (2008). E-mentoring to guide inquiry-based online learning across cultures. *Proceedings of the 24th Annual Conference on Distance Teaching and Learning* (pp. 213-217). Madison.
- Gunawardena, C. N., & LaPointe, D. (2007). Cultural dynamics of online learning. In M. G. Moore (Ed.), *Handbook of distance education* (2nd ed., pp. 593-607). Mahwah, NJ: Lawrence Erlbaum.
- Gunawardena, C. N., VanBerschoot, J. L., LaPointe, D., Barrett, K., Mummert, J., Cardiff, M. S., & Skinner, J. (2007). Learning transformations through cross-cultural e-mentoring: Perspectives from an online faculty development forum. In P. Cranton & E. Taylor (Eds.), *Proceedings of the Seventh International Transformative Learning Conference* (pp. 162-167). Harrisburg, PA: Pennsylvania State University.
- Gunawardena, C. N., Ortegano-Layne, L., Carabajal, K., Frechette, C., Lindemann, K., Jennings, B. (2006). New model, new strategies: Instructional design for building online wisdom communities. *Distance Education*, 27(2), 217–232.
- Duphorne, P. L., & Gunawardena, C. N. (2005). The effect of three computer conferencing designs on critical thinking skills of nursing students. *The American Journal of Distance Education*, 19(1), 37-50.
- Gunawardena, C. N. (2004). The challenge of designing inquiry-based online learning environments: Theory into practice. In T. Duffy & J. Kirkley (Eds.), *Learner centered theory and practice in distance education: Cases from higher education* (pp. 143-158). Mahwah, NJ: Lawrence Erlbaum.
- LaPointe, D. K., & Gunawardena, C. N. (2004). Developing, testing and refining of a model to understand the relationship between peer interaction and learning outcomes in computer-mediated conferencing. *Distance Education*, 25(1), 83-106.
- Gunawardena, C. N., Lowe, C. A., & Anderson, T. (1997). Analysis of a global online debate and the development of an interaction analysis model for examining social construction of knowledge in computer conferencing. *Journal of Educational Computing Research*, 17(4),395-429.
- Gunawardena, C. N., & Zittle, F. (1997). Social presence as a predictor of satisfaction within a computer mediated conferencing environment. *The American Journal of Distance Education*, 11(3), 8-25.

SELECTED GRANTS

Principal Investigator and Project Director for research and evaluation of the web-based math and science Star Schools Program grant submitted by Oklahoma State University and funded by the U.S. Dept. of Education, \$1,048,855, for 2000-2005.

Principal Investigator for the research and evaluation subcontract of the Star Schools Program grant submitted by Oklahoma State University and Northern Arizona University, and funded by the U.S. Dept. of Education. Funded at \$468,589.00, from 1994 - 1997.

Principal Investigator for a study funded by The Waste Management Education and Research Consortium (WERC), (a U.S. Department of Energy contract,) to evaluate the instructional television distance learning programs offered by WERC in New Mexico. Funded at \$43,470.00, 1994-1996.

SELECTED INTERNATIONAL INVITED KEYNOTE ADDRESSES

Invited by the European Distance and E-Learning Network (EDEN) to present a keynote address on *Cultural aspects of communication processes online: Identity, gender, and language in synchronous cybercultures* at the EDEN 2008 Annual Conference on New Learning Cultures, 11-14 June, 2008, Lisbon, Portugal.

Invited by the Conference Organizing Committee to present a keynote address on *Social presence and implications for designing online learning communities* at the Fourth International Conference on Educational Technology, July 31 - August 3, 2005, JiangXi Normal University, Nanchang, China.

Invited by the University of Guadalajara, Mexico, to present a keynote address on *Evaluating Knowledge Building in Online Learning Communities* at the XII International Conference on Distance Education, December 2-5, 2003, Guadalajara, Jalisco, Mexico.

Invited by Lillehammer University College, Norway, to present a keynote address on *Researching online learning and group dynamics: Models and methods* at the Didaktikk Og Teknologi Conference, February 13-14, 2003, Lillehammer, Norway.

Invited by Anadolu University, Turkey, to present a keynote address on *Social presence and the sociocultural context of online education* at the Symposium on Open/Distance Education: New Horizons in Educational Communications and Technology, May 20-23, 2002, Eskisehir, Turkey.

SELECTED SERVICE

- Chair, College of Education Promotion and Tenure Committee, 2008 – 2010
- Reviewer for Fulbright Scholar applications for South and Central Asia, 2008 –2010
- Editorial Board member for Journal of Distance Education, 2006 to present
- Internal reviewer for external review of UNM's Extended University, 2008
- Member, UNM's Institutional Review Board, (Human Subjects Review) 1998-2006
- Appointed to a Task Force by UNM Associate Provosts for Academic Affairs, to provide a vision for media, technology, and distance education for UNM, 2001.

SELECTED EDUCATIONAL CONSULTING

- Asian Development Bank Consultant, Content Development Specialist, Secondary Education Modernization Project, Ministry of Education, Sri Lanka, 2009
- Asian Development Bank Consultant, Distance Education Tutor and Mentor, and Course Design Specialists, Distance Education Modernization Project, Ministry of Higher Education, Sri Lanka 2006-2008
- Intel Corporation's FSM Division, Rio Rancho, Distance Education research, 2005-2006
- University of Guadalajara, Mexico, to conduct distance education workshops, 2002

- Distance Education Laboratory, Universidade Federal de Santa Catarina, Brazil, 2000
- Universidade Estadual De Campinas (UNICAMP), Campinas, Sao Paulo, Brazil, 2000
- Development Associates, Inc. of Arlington, Virginia, 2000
- World Bank Consultant, Teacher Education, Ministry of Higher Education, Sri Lanka.1999

MARK SALISBURY, PH.D.

4432 Rancho Largo Rd NW

Albuquerque, New Mexico 87120 USA

salisbu@unm.edu, http://www.unm.edu/~olit/fac_mSalisbury.html

UNIVERSITY OF NEW MEXICO (1996 – PRESENT)

- Professor in the Organizational Learning and Instructional Technology program at the University of New Mexico -- teaches graduate courses and conducts research in the area of knowledge management.

THE BOEING COMPANY (1985 – 1996)

- *Acoustics and Language Information Applications* group. Projects included the development of a prototype multi-media training and reference system that utilized natural language processing techniques.
- *Systems and Software Engineering* organization. Developed methods and engineering tools for supporting software engineering processes and design capture methods for reverse engineering and design analyses.
- *Man/Machine Systems Technology* organization. Developed analytical means for predicting airborne crew size and developed a software tool for prototyping natural language interfaces for C³I applications.
- *Speech Perception & Language Comprehension* group. Developed an integrated voice and graphical interface for the Airborne Warning and Control System (AWACS).
- *Computer-Based Training (CBT)* projects. Developed program modules for computer-based lesson assembly, provided consultation to lesson developers on instructional design and technical issues, and participated in the design, review, revision, and implementation of a multi-media authoring process.

BOOK

- Salisbury, M. (2009). *iLearning: How to Create an Innovative Learning Organization*. Pfeiffer: San Francisco, CA.



SELECTED PUBLICATIONS

- Salisbury, M. (2000). “The Design and Implementation of a Web-Based Knowledge Repository for Capturing and Leveraging Intellectual Capital,” *WebNet Journal* 2(1): 38-45.
- Salisbury, M. (2001). “Creating a Process for Capturing and Leveraging Intellectual Capital,” *Performance Improvement Quarterly* 13(3): 202-219.
- Salisbury, M. and Plass, J. (2001). “A Conceptual Framework for a Knowledge Management System.” *Human Resource Development International* 4(4): 451-464.
- Salisbury, M. and Plass, J. (2001). “Design and Development of a Web-based Knowledge Management System.” *Journal of Interactive Instruction Development*.
- Plass, J., and Salisbury, M. (2002). “A Living System Approach to the Development of Knowledge Management Systems.” *Educational Technology Research and Development* 50(1): 35-57.
- Salisbury, M. (2003). “Putting Theory into Practice to Build Knowledge Management Systems,” *Journal of Knowledge Management* 7(2):128-141.
- Salisbury, M. (2009). “Creating an Innovative Learning Organization,” *International Journal on E-Learning* 8(4):
- Salisbury, M. (2009). “A Framework for Managing the Life Cycle of Knowledge in Organizations,” *International Journal of Knowledge Management* 5(1): 61-77.
- Salisbury, M. (2008). “A Framework for Collaborative Knowledge Creation,” *Knowledge Management Research and Practice* 6(3): 214-224.
- Salisbury, M. (2008). “A Framework for Reusing and Repurposing Knowledge Work in Organizations,” *Journal of Information and Knowledge Management* 7(2): 1-11.
- Salisbury, M. (2008). “From Instructional Systems Design to Managing the Life Cycle of Knowledge in Organizations,” *Performance Improvement Quarterly* 13(3): 202–219.

BS	Oregon College of Education	Secondary Education
MAT	Western Oregon State College	Economics
MS	University of Oregon	Computer & Info Science
Ph.D.	University of Oregon	Curriculum and Instruction

Patricia E. Boverie, Ph.D.
(505) 277-2408 work
pboverie@unm.edu

Academic Degrees

University of Texas at Austin 1984-1988 **Ph.D.** Educational Psychology
Specialty Area: Social and
Organizational Psychology

Professional Experience

Sept. 1990 - Present University of New Mexico/Organizational Learning & Instructional
Technologies, **Assistant, Associate, Professor/Department Chair**
Sept. 1988 - Aug 1990 Central Washington University/Psychology Department
Assistant Professor

Current Professional and Academic Association Memberships

American Evaluation Association American Society for Training and
Academy of Human Resource Development Development
American Educational Research Association National Speakers Association

Recent and Selected Publications

- Kroth, M. & Boverie, P. (submitted). Using the discovering model to facilitate transformational learning and career development. *Journal of Adult Education*.
- Boverie, P. (2008). The role of transformational mentoring for executive succession planning. 1st AERI Global Symposium on Education, Proceedings, November, Seoul, Korea, pps. 29-42.
- Boverie, P. (2008). The role of mentoring for executive and managerial succession planning. 2008 Global Human Resources Forum, Proceedings. November, Seoul, Korea, CDROM.
- Boverie P. (2008). Succession Planning for Leadership: The Role of Mentoring. Latin American Institute. UNM, CDROM.
- Boverie, P., Kroth, M. & Seung Il Na. (2008). My Passion and Work, and Happiness. Seoul, Korea, Sigma, Press.
- Boverie, P. (2008). Executive Excellence Leadership Mentoring Program: An Examination of the Value of Mentoring for Executive Development. 9th International Conference on Human Resource Development Research and Practice Across Europe, Proceedings. May, Lille, France, CD-ROM.
- Kroth, M. & Boverie, P. (2008). Creating Healthy, sustainable, and Motivating Work Environments: Implications for Humanistic Work Practices. 9th International Conference on Human Resource Development Research and Practice Across Europe, Proceedings. May, Lille, France, CD.
- Stringer, C. & Boverie, P. (2007) The Role of Meaning in Work: A Study of the Transformational Power of Meaningful Work. 7th International Transformational Learning Conference, Proceedings.

- Boverie, P., Crabb, J., Dominguez, N., Kloeppe, K., & Lester, D. (2007) 9/11 Transformative Learning Experiences, 7th International Transformational Learning Conference, Proceedings.
- Kroth, M., Boverie, P., and Zondlo, J., (2007). What Managers Do to Create Healthy Work Environments At Presbyterian Healthcare Services. MPAEA Journal of Adult Education, 1-12.
- Boverie, P. & Kroth, M. (2001). Transforming Work: The Five Keys to Developing and Sustaining Trust, Commitment and Passion in the Workplace . Cambridge, MA: Perseus Publishing.

Selected Presentations

- Altenberg, M. & Boverie, P. (2009). To serve those in need: Transformative learning, altruism, and public health dentistry. International Transformative Learning Conference. November, 2009, Bermuda.
- Boverie, P. & Portzline, B. (2009). The role of transformative learning in evaluation: Helping to increase the sustainability of programs. International Transformative Learning Conference. November, 2009, Bermuda.
- Gallegos, B. & Boverie, P. (2009). Transforming academic programs: Measuring the transformative change in programs and reviewers. International Transformative Learning Conference. November 2009, Bermuda.
- Boverie, P. (2008). The role of transformational mentoring for executive succession planning. 1st AERI Global Symposium on Education, Proceedings, November, Seoul, Korea
- Boverie, P. (2008). The role of mentoring for executive and managerial succession planning. Global Human Resources Forum, 2008. November, Seoul, Korea.
- Boverie, P. (2008). Executive Leadership Succession Planning Mentoring Programs: The Value of Mentoring for Executive Development. Presentation at the American Evaluation Association Conference, Denver, CO, November 5 – 8, 2008.
- Boverie, P. (2008). Succession Planning for Leadership: The Role of Mentoring. Presentation at the Latin American Network, September 11, 2008. Albuquerque, NM.
- Kroth, M. & Boverie, P. (2008) Creating Healthy, Sustainable, and Motivating Work Environments: Implications for Humanistic Work Practices. 9th International Conference on Human Resource Development across Europe, Lille, France May 21-23, 2008.
- Boverie, P. (2008) Executive Excellence Leadership Mentoring Program: An Examination of the Value of Mentoring for Executive Development. 9th International Conference on Human Resource Development across Europe, Lille, France May 21-23, 2008.

Teaching and Research Honors, Grants, and Awards

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|-------------------------|--|
| Spring 2009, 2006, 2005 | Nominated for Presidential Teaching Award, UNM |
| February 2009 | HRD Leadership Award – World HRD Congress |

Academic Administration Experience

Chair, Educational Leadership and Organizational Learning Department, 2007- present

Program Coordinator, Organizational Learning and Instructional Technology, 2000-2002, 2003-2004
Co-PI Star Schools Evaluation Grant, 2000-2006

National Service

Defense Language Institute, Board of Visitors, 2009 – present
Editorial Staff, Journal of Transformative Education, 2008 - present
Reviewer, Academy of Human Resource Development Annual Meeting 1999- 2009
Reviewer, 2008 American Evaluation Association conference, Denver, November.
Reviewer, 9th International Conference on Human Resource Development across Europe, Lille, France May 21-23, 2008.
Chair, 7th International Transformational Learning Conference, October 2007
Reviewer, *Educational Researcher*, 2004 -
Field Editors In Practice -Leadership for ASTD Links. 2004 - 2006
Reviewer, *Human Resource Development Review*, 2001 - 2009

Appendix F – Faculty Resumes and Workload

Appendix G -- Program Comparisons

Universities selected for comparison with OLIT's Organizational Learning (OL) area are:

- Texas A&M University, Human Resource Development, <http://eahr.tamu.edu/articles/hrd>
- University of Georgia, Athens, Georgia, Human Resource and Organizational Development Program (HROD), <http://www.coe.uga.edu/leap/adulted/hrod/index.html>
- University of Illinois at Urbana-Champaign, Human Resource Education Program, <http://education.illinois.edu/hre/programs/masters.htm>
- University of Minnesota, Human Resource Development Program, <http://www.cehd.umn.edu/WHRE/HRD/default.html>

Universities selected for comparison with OLIT's Instructional Technology (IT) area are:

- Arizona State University, Educational Technology, <<http://education.asu.edu/edtech/>>
- Florida State University, Instructional Systems, http://saint.coe.fsu.edu/departments/epls/Instructional_Systems_Website/index.htm
- Pennsylvania State University, Instructional Systems, <http://www.ed.psu.edu/educ/in-sys>
- University of Georgia, Athens, Georgia, Instructional Technology, <http://it.coe.uga.edu/program.htm>

1. The OLIT Revised Master's Program Compared to Other Organizational Learning/HRD Master's Programs

	Univ. of New Mexico	Texas A&M University	Univ. of Georgia	Univ. of Illinois at Urbana-Champaign	Univ. of Minnesota
Name of Program/Dept	Organizational Learning and Instructional Technology Program within the Department of Educational Leadership and Organizational Learning	Human Resource Development Program within the Department of Educational Administration and Human Resource Development	Human Resource and Organizational Development (HROD) program within the Adult Education Program in the Department of Lifelong Education, Administration and policy	Department of Human Resource Education	Human Resource Development (HRD), in the Department of Work and Human Resource Education (WHRE) in the College of Education and Human Development (CEHD).
Program Overview	Combines aspects of adult learning, organizational learning and development, instructional technology including multimedia design and distance	The process of improving learning and performance in individual, group, and organizational contexts through domains of expertise such as lifelong learning, career	Designed for working professionals interested in doing human resource development, training and development, and/or	Designed to meet the academic and professional interests of individuals preparing for careers as adult educators, researchers, and practitioners in	Focuses on training of human resources and organizational change issues. This graduate-level, practitioner-based program

	learning, principles of knowledge management, and the design, development, and evaluation of training.	development, training and development, and organizational development.	organization development in a variety of settings, including business and industry, non-profit organizations, government agencies, educational setting, and communities.	human resource education.	can be tailored to meet the needs of individual students.
Degree title	Master of Arts in Organizational Learning and Instructional Technology	Master of Science in Human Resource Development	M. Ed in Human Resource and Organizational Development	Master of Science (M.S.) or Master of Education (Ed.M.) with a concentration in Human Resource Development	M.A. and Master of education (M.Ed.)
Degree requirements	Plan I Professional Portfolio Option (36 credits) -or- Plan II Thesis	Professional Portfolio evaluated by student's advisory committee	Professional Portfolio and a corresponding oral presentation	The M.S. degree involves completing a master's thesis as well as a minimum of 2 thesis credit hours (factored under	The M.A. is offered under Plan B. Students in either plan complete a minimum of 34 credits of 5xxx courses,

	Option (39 credits)			elective credit).	including 14 credits in the major and 6 credits in the related field. Plan B students complete a 3- to 6-credit project or paper, with remaining credits taken in either the major or related field.
Online Offerings	The master's program can be completed entirely online, or, with a combination of online and f2f classes, or entirely f2f on campus	The master's program can be completed entirely online, a combination of online and face-to-face or entirely in a traditional face-to-face classroom setting	The master's program is conducted with a combination of online and face-to-face offerings which varies by semester.	The master's program can be completed entirely online or entirely face-to-face.	The majority of the master's courses are available in face-to-face.
Entrance Requirements/ Admission Criteria	A Bachelor's Degree from an accredited college or university, at least a 3.0 GPA in the last sixty (60) hours of undergraduate work, 3 positive	A Bachelor's Degree from an accredited college or university with at least a 3.0 in the last 60 hours of undergraduate study, 3 positive	A Bachelor's degree from an accredited college or university with at least a 2.6 GPA, GRE test results of 850+, Millers Analogies	A Bachelor's Degree from an accredited college or university with a min. of 3.0 in the last 2 semesters of undergraduate	Undergraduate GPAs of 3.0 or higher, and post-baccalaureate GPAs of 3.4 or higher. GRE score of 450 or higher on the

	<p>recommendations, a writing sample, and goals or objectives that can be reasonably achieved through a degree in this program.</p>	<p>recommendations from professors or supervisors, current resume, statement of intent including goals and objectives, GRE test results. An interview and writing exercise are also required.</p>	<p>Test score of 44+ (or 402+), 3 positive letters of recommendation from professors or supervisors, current resume/CV, and a letter of intent and goals for the degree program.</p>	<p>coursework, letter of intent including past/current/future goals, affiliated organizations, membership, honors and publications, 3 positive letters of reference, and current resume</p> <p>-Int. Students who speak English as a second language must submit TOEFL scores min: 590 (paper), 243 (computer) or 96 (iBT)</p>	<p>verbal and quantitative components (a preferred performance level has not yet been set for the analytical writing component). [Note: International students who did not complete the bachelor's degree in the U.S. are not required to submit GRE scores]. For international students, a TOEFL score of 550 (213 on the computer-based test), a MELAB score of 80, or an IELTS score of 6.5.; professional goal statement and</p>
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					resume; Dept. may request letters of recommendation and/or interview.
Number of Credits Required	<p>Required Core Courses (24 credits)</p> <p>Electives (9 credits)</p> <p>- plus -</p> <p><i>Plan I - Professional Portfolio (3 credits)</i></p> <p>- or -</p> <p><i>Plan II - Thesis (6 credits)</i></p>	<p>37 credits</p> <p>Core: 19 credits Electives: 18 credits</p> <p>plus Professional Portfolio</p>	<p>33 credits</p> <p>Core: 15 credits</p> <p>Research: 3 credits</p> <p>Area of emphasis: 12 credits Applied Project: 3 credits</p> <p>with at least one elective</p>	<p>36 credits</p> <p>Required core: 20 hours</p> <p>Foundations requirement: 8 hours</p> <p>Electives: 8 credits</p> <p>*Students are encouraged to take an internship although it does not count towards the 36 credit req.</p>	<p>34 credits</p> <p>Core: 23 credits plus electives necessary to complete 34 credits depending on which plan the student chooses</p> <p>Plan A: Thesis option (10 credits)</p> <p>Plan B: Project or Paper (3-6 credits)</p>
Core/Required Courses	<p>24 Credits (each course listed below is 3 credits)</p> <p>OLIT 514. Theory and Practice of</p>	<p>19 credits, all are 3 credits except EHRD 681 (1 credit)</p> <p>EHRD 603:</p>	<p>15 Credits (each course listed below is 3 credits)</p> <p>EADU 8190:</p>	<p>20 hours (each course listed below is 4 credits)</p> <p>HRE 400:</p>	<p>22/23 Credits</p> <p>HRD/ADED 5001: Survey of Human</p>

	<p>Organizational Learning -or- OLIT 540. Foundations of HRD and Instructional Technology</p> <p>OLIT 561. The Adult Learner -or- LEAD 529. The Adult Learner</p> <p>OLIT 501. Instructional Design</p> <p>OLIT 505. Contemporary Instructional Technologies -or- OLIT 525. Instructional Multimedia</p> <p>OLIT 535. Theory and Practice of Distance Learning</p> <p>OLIT 507. Designing Knowledge</p>	<p>Applied Theoretical Foundations in HRD</p> <p>EHRD 681: Seminar (1 credit)</p> <p>Student chooses 3 out of 4:</p> <p>EHRD 612: Training and Development in Human Resource Development</p> <p>EHRD 613: Career Development in Human Resource Development</p> <p>EHRD 621: Communication in Human Resource Development</p> <p>EHRD 625: Organizational Development and Performance in</p>	<p>Human Resource Development</p> <p>EADU 7020: Adult Learning and Instruction</p> <p>EADU 8200: Theory and Practice of Educational and Organizational Change</p> <p>EADU 8140: Race and Gender in the Workplace</p> <p>EOCS 7110: Strategic Human Resource and Organizational Development</p>	<p>Principles of Human Resource Education</p> <p>HRE 411: Instructional Design</p> <p>HRE 472: Learning Technologies</p> <p>HRE 530: Organization Development</p> <p>HRE 585: Program Evaluation</p> <p>Foundations Requirements:</p> <p>EPSY 407: Adult Learning and Development -or- EPSY 408: Learning and Human Development</p>	<p>Resource Development and Adult Education</p> <p>HRD 5201: Training and Development of Human Resources</p> <p>HRD 5301: Organizational Development</p> <p>HRD 5196: Internship: Human Resource Development</p> <p>HRD 5105: Strategic Planning Through Human Resource Development</p> <p>ADED 5101: Strategies for Teaching Adults</p>
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	<p>Management Solutions</p> <p>OLIT 508. Program Evaluation -or- an advisor approved research course for those planning to do a thesis</p> <p>OLIT 546. Cross Cultural Issues in Adult Learning -or- OLIT 537. Culture and Global eLearning</p>	<p>Human Resource Development</p> <p>Either: EHRD 627: Research and Development in Human Resource Development -or- EHRD 628: Research and Publishing in Human Resource Development</p> <p>Either: AGED 610: Principles of Adult Education -or- EHRD 630: Adult Learning</p>		<p>with Educational Technologies -or- 2 hours in Psychological Foundations of Learning (EPSY 400, 401, 402) and 2 hours of Psychological Foundations of Personality and Development (EPSY 404, 405, 406)</p> <p>EPS 415: Information Technology Ethics -or- 2 hours in Social Foundations (EPS 400, 402, 403, 404, 420, 421, 423, 424, 426) and 2 hours in Philosophical Foundations (EPS 401, 410, 411, 412, 413, 414)</p>	<p>WCFE 8915: Ethical Responsibility in Research (1 credit) -plus- WCFE 5901: Using Research in Work, Community and Family Education -or- WCFE 8911: Foundations of Inquiry -or- WCFE 8912: Quantitative Research</p> <p>WCFE 8913: Interpretive Research WCFE 8914: Critical Science Research</p>
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				<p>Online required courses listed below vary slightly:</p> <p><u>HRE 400:</u> Principles of Human Resource Education</p> <p><u>HRE 411:</u> Instructional Design</p> <p><u>HRE 495 I:</u> Research in Organizations and Institutions (2 hours)</p> <p><u>HRE 472:</u> Learning Technologies</p> <p><u>EPS 500:</u> History of Work and Educational</p>	
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				<p>Policy</p> <p>EPSY 407: Adult Learning and Development</p> <p>HRE 530: Organization Development</p> <p>HRE 585: Program Evaluation</p> <p>HRE 532: Strategic Human Resource Development</p> <p>HRE 495 II: Capstone Project (2 hours)</p>	
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<p>Electives</p>	<p>Electives (9 credits)</p> <p>Students choose courses to strengthen their preparation in specific areas of their choosing such as: adult learning, instructional design, organizational learning, multimedia design, distance learning, knowledge management, etc.) Six of these 9 credits should be from the OLIT program.</p> <p>Electives (Courses listed below are 3 credits each)</p> <p>OLIT509 Collaborative Knowledge Creation OLIT 511. Knowledge Dissemination and Application</p>	<p>Electives (18 credits)</p> <p>Students choose courses to strengthen a particular area of study in HRD and must be approved by their advisory committee chair</p>	<p>Electives (12 credits)</p> <p>Students choose an area of emphasis: either Technology and Development or Organization Development and at least one additional elective to complete Program of Studies</p> <p>Technology and Development:</p> <p><u>EADU 7030:</u> Program Development</p> <p><u>EADU 8610:</u> Delivery and Facilitation of Training</p> <p><u>EADU 8610:</u> On-line Learning</p>	<p>For the Ed.M., 8 credits of electives are needed.</p> <p>Students select one course from the following (each 4 credits):</p> <p><u>HRE 412:</u> Instructional Techniques -or- <u>HRE 414:</u> Facilitation Skills -and- <u>HRE 532:</u> Strategic HRD -or- <u>HRE 535:</u> Consulting in HRD -or- <u>HRE 536:</u> International HRD</p> <p>Other electives may be taken at</p>	<p>Electives can be taken as needed to fulfill the mandatory 34 credits in a major-related field of study.</p>
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	<p>OLIT 521. Presentation Technologies OLIT 522. Digital Video Techniques for Instruction OLIT 528. Management of Learning Systems OLIT 533. Instructional Use of Computer Simulations OLIT 536. Instructional Television: Principles and Applications OLIT 538. Distance Education Course Design OLIT 543. Training Techniques OLIT 562. Team Development OLIT 593. The Role of Wisdom in Adult Learning and Culture</p>		<p>EADU 8610: Career Development Organization Development: EADU 8610: Change in Organization EADU 8610: Leading Individual Change EADU 8610: Leading Group Change EOCS 7130: The Art and Practice of Consulting</p>	<p>the discretion of the advisory committee chair and dependent upon the program goals and objectives for the student.</p>	
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<p>Research/Evaluation Methods</p>	<p>A Program Evaluation course is required-or- an advisor approved research course for those planning to do a thesis</p>	<p>A research methods class is required. Either: <u>EHRD 627</u>: Research and Development in Human Resource Development -or- <u>EHRD 628</u>: Research and Publishing in Human Resource Development</p>	<p><u>EADU/ERSH 6200</u>: Methods in Research in Education is a requirement for the master's degree.</p>	<p>A Program Evaluation course is required. M.S. students are also required to take at least 2 thesis hours which can be used to fulfill elective requirements.</p>	<p>Students are required to take <u>WCFE 8915</u> Ethical Responsibility in Research as well as an additional qualitative, quantitative or inquiry course.</p>
<p>Field Experiences</p>	<p>Students who select the Portfolio/Internship option must complete a field experience. Those who do the thesis option may do an internship.</p>	<p>Students may take <u>EDHRD 684</u> : Internship for 1-6 credits as an elective.</p>	<p>Students who do not work in an HR field are directed to take an internship for 3 credits.</p>	<p>Students are recommended to take <u>HRE 492</u>: Internship; however credits do not count towards the 36 credit requirement.</p>	<p>Students must complete an internship (<u>HRD 5196</u>: Internship: Human Resources Development) as part of the core curriculum for both Plan A and Plan B students.</p>

Courses Outside the Program	One course is permitted outside the program		Students must complete at least 1 elective- can be from an outside program with advisor consent.		
Capstone Requirement/ Culminating Experience (Comprehensive Exam/Portfolio/ Thesis)	Students can choose between an Internship/Portfolio which is more applied, or a thesis that focuses on research	A Professional Portfolio is required that documents degree progress as well as program goals.	<u>EADU 7650</u> : Students must complete an Applied Project in Adult Education	M.S. candidates have a thesis requirement.	Both Plan A and Plan B have capstone requirements although they are not worth the same. Plan A: Thesis (10 credits) Plan B: Project or Paper (3-6 credits)

Please Note: Most of the information reported in this table was collected and compiled based on information provided on the websites of the following universities/institutions.

2. The OLIT Revised Master's Program Compared to Other Instructional Technology Master's Programs

	Univ. of New Mexico	Arizona State Univ.	Florida State Univ.	Penn State Univ.	Univ. of Georgia
Name of Program/Dept	Organizational Learning and Instructional Technology Program within the Department of Educational Leadership and Organizational Learning	Educational Technology	Instructional Systems Program in the Dept. of Educational Psychology and Learning Systems	Instructional Systems program in the College of Education	Instructional Technology in the College of Education
Program Overview	Combines aspects of adult learning, organizational learning and development, instructional technology including multimedia design and distance learning, principles of knowledge management, and the design, development, and	Educational Technology is a program area in the Division of Psychology in Education in the Mary Lou Fulton College of Education. The focus of the MEd program is on the design, development, and evaluation of instructional	Draws upon the fields of psychology, communications and management in order to improve human performance. Within the Instructional Systems Program, there are three choices of majors:	Designing, developing, and evaluating the impact of technology based learning experiences. M. Sc. is a research degree in instructional systems and technology, and the M.Ed. is designed for those who plan	Programs emphasize instructional design and development, materials production and utilization, computer-based education, school media services, technology integration, and research.

	evaluation of training.	systems and on educational technology applications to support learning.	Instructional Systems, Open and Distance Learning (ODL), and Performance Improvement and Human Resource Development (PI&HRD).	careers as instructional designers and technologists	
Degree title	Master of Arts in Organizational Learning and Instructional Technology	Master of Education Educational Technology	Master of Science in Instructional Systems	Master of Education, and Master of Science in Instructional Systems	Master of Education of Instructional Design and Development
Degree requirements	Plan I Professional Portfolio Option (36 credits) -or- Plan II Thesis Option (39 credits)	Minimum of 30 credit hours beyond a bachelor's degree. Each student develops a program of study in consultation with a faculty advisor.	Minimum of 36 credits beyond a bachelor's degree with a culminating comprehensive exam and professional portfolio.	Students must complete 27 core credits as well as 6-elective credits to complete the minimum 33 credits beyond the bachelor's degree as well as have completed a culminating	Students must complete 37 credits to fulfill Ed. M. requirements as well as complete a professional portfolio and an oral comprehensive exam.

				professional paper.	
Online Offerings	The master's program can be completed entirely online, or, with a combination of online and f2f classes, or entirely f2f on campus		Master's programs in the three focus areas are offered via the Internet	The master's of education is offered completely online or completely face-to-face. The M.S. is offered either completely face-to-face or with a blended online/face-to-face program.	
Entrance Requirements/ Admission Criteria	A Bachelor's Degree from an accredited college or university, at least a 3.0 GPA in the last sixty (60) hours of undergraduate work, 3 positive recommendations, a writing sample,	A 4-year undergraduate grade point average (GPA) of 3.0 or above, and Scores of either 500 or above on the verbal section of the Graduate	An undergraduate grade point average of 3.0 in the final 2 years of undergraduate coursework. GRE scores, verbal and quantitative	To enter this program, students must have access to a classroom environment in order to contribute to course activities. Student must	A f-year undergraduate grade point average of 2.6+ GRE scores: 850+ verbal and quantitative with no less than 400 in each section

	<p>and goals or objectives that can be reasonably achieved through a degree in this program.</p>	<p>Record Examination (GRE) or a scaled score of 400 or above on the Miller Analogies Test (MAT). A score of 550 (paper-based) or 213 (computer-based) or 79 (internet-based) or above on the (TOEFL) for students who do not speak English as their first language. Two letters of reference Statement of professional goals; Resume</p>	<p>sections must total 1,000+. Each section must be 500 or above. TOEFL (or equivalent) scores must exceed University requirement of 550 A statement of intent including goal and objectives as well as 3 positive letters of recommendation are also required.</p>	<p>have at least a 3.0 in his/her junior/senior year of undergraduate coursework. Statement of purpose Writing Sample 3 positive letters of recommendation Test scores from either MAT or GRE. TOEFL if necessary: 550+ on paper 213+ computer 80 with a 23 on speaking- iBT</p>	<p>Letter clarifying goal statements 3 positive letters of recommendation TOEFL if necessary: 213+ computer 550+ paper 80 with a 20+ on speaking- iBT</p>
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Number of Credits Required	<p>Required Core Courses (24 credits)</p> <p>Electives (9 credits)</p> <p>- plus -</p> <p><i>Plan I - Professional Portfolio (3 credits)</i></p> <p>- or -</p> <p><i>Plan II - Thesis (6 credits)</i></p>	<p>Minimum 30 credit hours</p> <p>Core 18 credit hours</p> <p>Electives 12 credit hours</p>	<p>Minimum 36 credits</p> <p>Core 15 credit hours</p> <p>Electives 18 credit hours</p> <p>Capstone 3 credit hours</p>	<p>Minimum 33 credits</p> <p>Core 15 credits plus a required advanced core of 12 credits</p> <p>Electives 6 credits</p>	<p>Required core credits (37 credits)</p> <p>no electives necessary</p>
Core/Required Courses	<p>24 Credits (each course listed below is 3 credits)</p> <p>OLIT 514. Theory and Practice of Organizational Learning -or- OLIT 540. Foundations of HRD and</p>	<p>18 credits (each course listed below is 3 credits)</p> <p>EDT 501 Foundations and Issues in Educational Technology</p>	<p>15 credits (each course listed below is 3 credits)</p> <p>EME 5601 Introduction to Instructional Systems</p> <p>EME 5608</p>	<p>27 credits (3 credits each)</p> <p>STAT 897A Introduction to Applied Statistics</p> <p>INSYS 415 Systematic Instructional</p>	<p>37 credits</p> <p>EDIT 6100 Introduction to Instructional Technology</p> <p>EDIT 6150 Introduction to Computing for Educators</p>

	<p>Instructional Technology</p> <p>OLIT 561. The Adult Learner -or- LEAD 529. The Adult Learner</p> <p>OLIT 501. Instructional Design</p> <p>OLIT 505. Contemporary Instructional Technologies -or- OLIT 525. Instructional Multimedia</p> <p>OLIT 535. Theory and Practice of Distance Learning</p> <p>OLIT 507. Designing Knowledge Management Solutions</p> <p>OLIT 508.</p>	<p>EDT 502 Design and Development of Instruction</p> <p>EDT 503 Instructional Media Design</p> <p>EDT 504 Development of Computer-Based Instruction</p> <p>EDP 540 Theoretical Views of Learning</p> <p>EDT 584 Internship (or EDT 580 Practicum)</p>	<p>Trends and Issues in Instructional Design and Technology</p> <p>EDP 5216 Theories of Learning and Cognition for Instruction</p> <p>EME 5603 Introduction to Systematic Instructional Design</p> <p>Inquiry and Measurement Course</p> <p>Plus a 3 credit capstone internship and examination</p>	<p>Development</p> <p>EDPSY 421 Learning Processes in Relation to Educational Practices</p> <p>EDTEC448 Using Internet in the Classroom</p> <p>EDTEC 561 Measuring the Impact of Technology on Learning</p> <p>INSYS 415 Systematic Instructional Development</p> <p>EDTEC 562 Effective Technology Use in the Classroom</p>	<p>(Preparation for the Design Studio)</p> <p>EDIT 6170 Instructional Design</p> <p>EDIT 6190 Design and Development Tools (taken twice by M.Ed. students; taken once by Ed.S. students)</p> <p>EDIT 6200 Learning Environments Design I</p> <p>EDIT 6210 Learning Environments Design II (M.Ed. students only)</p> <p>EDIT 6400 Emerging</p>
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	<p>Program Evaluation -or- an advisor approved research course for those planning to do a thesis</p> <p>OLIT 546. Cross Cultural Issues in Adult Learning -or- OLIT 537. Culture and Global eLearning</p>			<p>EDTEC 566 Computers as Learning Tools</p> <p>EDTEC 567 Technology and Higher-Order Thinking</p> <p>INSYS Individual Studies (Work with faculty on final paper)</p>	<p>Approaches in Teaching, Learning, & Technology</p> <p>EDIT 6900 Research in Instructional Technology</p> <p>EDIT 7550 Project Management</p> <p>EDIT 8350 Evaluation (for students in business & industry) or EDIT 7500 Technology Enhanced Classroom Environments (for students in K-12 education)</p> <p>EDIT 7460 Internship (1 credit; Ed.S.</p>
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					students only)
Electives	<p>Electives (9 credits)</p> <p>Students choose courses to strengthen their preparation in specific areas of their choosing such as: adult learning, instructional design, organizational learning, multimedia design, distance learning, knowledge management, etc.) Six of these 9 credits should be from the OLIT program.</p> <p>Electives (Courses listed below are 3</p>	<p>12 credit hours of elective courses selected from a variety of specialty areas such as instructional design technology, media development, training and performance improvement, technology integration, and distance education.</p> <p>EDT 505 Multimedia Presentation</p>	<p>18 credit hours of electives relevant to Instructional Systems can be taken either in or outside of the EPLS department with advisor approval.</p>	<p>6-12 credits</p> <p>These credits can either be taken as online or residential courses.</p> <p>EDTEC 440 Educational Technology Integration</p> <p>ADTED 470 Introduction to Distant Learning</p> <p>ADTED 532 Course Design and Development in Distance Education</p>	<p>Optional- none required by program</p>

	credits each) OLIT509 Collaborative Knowledge Creation OLIT 511. Knowledge Dissemination and Application OLIT 521. Presentation Technologies OLIT 522. Digital Video Techniques for Instruction OLIT 528. Management of Learning Systems OLIT 533. Instructional Use of Computer Simulations OLIT 536. Instructional Television: Principles and Applications OLIT 538. Distance Education	Technologies EDT 506 Educational Evaluation EDT 507 Trends in Performance Improvement EDT 511 Technology Applications in Education EDT 520 Educational Technology and Training EDT 523 Distance Education Theory and Practice EDT 525 Web Resources for Educators		ADTED 532 Course Design and Development in Distance Education EDTEC 449 Video and Hypermedia in the Classroom EDTEC 461 Designing Computer Networks for Education EDTEC 462 Coordinating Technology Use in Education	
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	<p>Course Design OLIT 543. Training Techniques OLIT 562. Team Development OLIT 593. The Role of Wisdom in Adult Learning and Culture</p>	<p>EDT 528 Development of Web-Based Instruction</p>			
<p>Research/Evaluation Methods</p>	<p>A Program Evaluation course is required-or-an advisor approved research course for those planning to do a thesis</p>	<p>An evaluation course or research course is not required</p>	<p>An Inquiry and Measurements course is required by this program</p>	<p>An evaluation course or research course is not required by this program.</p>	<p>EDIT 6900 Research Methods in Instructional Technology is required by this program</p>
<p>Field Experiences</p>	<p>Students who select the Portfolio/Internship option must complete a field experience. Those who do the thesis option may do an internship.</p>	<p>A three credit hour internship or practicum is required as a core class</p>	<p>A three credit hour internship is required as a core class.</p>	<p>Students are expected to be in a classroom environment upon registering but may do an additional internship as an elective.</p>	<p>Internship is not required.</p>

Courses Outside the Program	One course is permitted outside the program	A maximum of six hours from another institution may be applied as elective credit to a program of study	18 credits of electives may be taken outside of the EPLS department but must be deemed relevant to the student's coursework by the chair of his/her advisory committee	Student can take the statistics requirement from another department or another accredited university	Students are not required to take courses outside of the program
Capstone Requirement/ Culminating Experience (Comprehensive Exam/Portfolio/ Thesis)	Students can choose between an Internship/Portfolio which is more applied, or a thesis that focuses on research	Comprehensive exam	Student must complete an internship which will lead to the completion of a professional portfolio and comprehensive exam.	Student must complete INSYS 594 working with a faculty member to write a professional paper	Students must construct a professional portfolio based on coursework throughout the program and then present in an oral comprehensive examination.

Please Note: Most of the information reported in this table was collected and compiled based on information provided on the websites of the following universities/institutions.

3. The OLIT Doctoral Program Compared to Other Organizational Learning/HRD Doctoral Programs

	Univ. of New Mexico	Texas A&M University	Univ. of Georgia	Univ. of Illinois at Urbana-Champaign	Univ. of Minnesota
Name of Program/Dept.	Organizational Learning and Instructional Technology Program (OLIT) in the Dept. of Educational Leadership and Organizational Learning (ELOL)	Human Resource Development (HRD) in the Department of Educational Administration and Human Resource Development	Human Resource and Organizational Development (HROD) program within the Adult Education Program in the Department of Lifelong Education, Administration and Policy	Department of Human Resource Education	Human Resource Development (HRD) in the Department of Work and Human Resource Education (WHRE) in the College of Education and Human Development (CEHD).
Degree title	Ph.D.	Ph.D.	Ph.D.	Ph.D.	Ph.D.
Degree Requirements	The OLIT Ph.D. is a research degree. It is designed to develop the candidate's competencies to design, conduct and report original theoretical and applied research in learning and human	The HRD Ph.D. requires a minimum of 64 credit hours with a Master's degree or 96 credit hours without a Master's degree. This degree prepares individuals for professional work settings as	The HROD Ph.D. program is designed to prepare students for leadership and research careers related to the education of adults. All phases of the program, from advisement to dissertation,	The Doctor of Philosophy (Ph.D.) in Human Resource Education is intended to prepare individuals for leadership roles and faculty positions that require the use of the tools and concepts of inquiry	The Ph.D. degree is awarded through the University of Minnesota Graduate School and requires a minimum of 84 semester credits (which includes 24 credits of thesis) beyond the baccalaureate.

	<p>performance technologies. A comprehensive content foundation in theory and research is strengthened through the requirement of an interdisciplinary supporting area. The Program of Studies and the Dissertation reflect an emphasis on theoretical concepts, inquiry skills, and original research.</p>	<p>well as faculty positions in research universities. It also offers a variety of courses in which a student may choose to emphasize in areas essential for the knowledge and skills necessary to meet your goals.</p>	<p>encourage and support the acquisition of advanced knowledge and skills for conducting research and analyzing and reporting findings. The program provides classroom as well as experiential opportunities for students to develop research skills.</p>	<p>and analysis in activities such as research, evaluation, and curriculum development. Its primary intent is to prepare individuals for conducting research. It is earned through the completion of at least 64 hours beyond the master's degree, in addition to other requirements specified by the College of Education and the HRE Department.</p>	<p>While this degree has specific course expectations, there is considerable flexibility in developing a doctoral program. The HRD degree prepares the student for a career in developing and unleashing human expertise through organization development and personnel training and development.</p>
<p>Entrance Requirements</p>	<p>Master's Degree with a 3.5 GPA, positive recommendations, minimum M.A.T. test results of 400 or minimum G.R.E. test results of 900 (verbal & quantitative combined), goals or</p>	<p>Master's degree with a minimum of 3.0 or 3.0 in the last 2 years of undergraduate coursework.</p> <p>GRE test results</p> <p>3 Positive recommendations</p>	<p>Master's degree from an accredited university with a minimum of 3.0 GPA.</p> <p>GRE scores of at least 1050 with no less than 500 in each section.</p>	<p>3 letters of recommendation</p> <p>Minimum GPA of 3.0 from an accredited college or university</p> <p>Personal statement declaring goals and intent of the HRE</p>	<p>Master's degree from an accredited college or university with a minimum of 3.0 undergraduate GPA and 3.4 Graduate GPA</p> <p>Applicant must meet with the HRD program advisor to</p>

	objectives that can be reasonably achieved through a degree in this program, and interview by a panel of at least three regular OLIT faculty members.	<p>from supervisors or professors.</p> <p>A one-page statement of intent for the program including goals and accomplishments along with a current resume.</p> <p>Interview by HRD faculty with a writing exercise</p>	<p>MAT scores of 44+ (402)</p> <p>3 positive letters of recommendation</p> <p>Current resume/CV</p> <p>Letter of Intent/Goals</p>	<p>program as well as relevance of the program to work experience and career goals along with a current resume/CV.</p> <p>GRE test scores</p> <p>TOEFL scores: 590-paper 243-comp 96-iBT</p>	<p>discuss objectives and goals prior to applying.</p> <p>GRE scores 450+ on verbal, quantitative and analytical.</p> <p>Professional goals and objectives statement along with a current resume/CV.</p> <p>Dept may request recommendations and interviews.</p>
Number of Credits Required	<p>Minimum of 78 Coursework Hours</p> <p>plus -</p> <p>18 Dissertation Hours</p>	<p>Minimum of 64 credits with Master's and 96 credits with only a Bachelor's including 12 hours of research.</p>	<p>Minimum of 67 credits including a minimum of 10 dissertation hours</p>	<p>Minimum of 64 hours plus research specialization (16 hours)</p>	<p>Minimum of 84 hours including 12 credits of a required graduate level minor and a minimum of 24 dissertation hours.</p>
Pre-requisites	Prerequisites are not applied to the seventy-eight (78)			Prerequisite credit is not applied to the 64 hour minimum	

	<p>coursework hours required.</p> <p>OLIT 501. Instructional Design</p> <p>OLIT 561. The Adult Learner</p> <p>EDPY 500. Survey of Research Methods in Education, or equivalent course.</p>			<p>hours of coursework required.</p> <p>HRE 400 Principles of HRE</p> <p>HRE 401 Training in Business/Industry -or- HRE 411 Instructional Design</p> <p>HRE 530 Organizational Development</p>	
Core Courses	<p>Doctoral Core (18 hours)</p> <p>OLIT 600. Science, Technology, and Society</p> <p>OLIT 601. Advanced Instructional Design</p> <p>OLIT 696. Internship (focused on research, to be taken</p>	<p>Doctoral Core (15 hours)</p> <p>EHRD 601 Foundations of Human Resource Development</p> <p>EHRD 612* Training and Development in Human Resource Development</p> <p>EHRD 613*</p>	<p>Adult Education Core (15 credits)</p> <p>EADU 8020 Adult Education in Social Context</p> <p>EADU 9020 Adult Learning Theory and Research</p> <p>EADU 9030 Program Planning Theory and</p>	<p>Doctoral Core (20 hours)</p> <p>HRE 580 Principles of Human Resource Education</p> <p>HRE 582 Designing Research Studies</p> <p>HRE 509 Advanced Theories in Human Resource</p>	<p>General Aspects Core (minimum 12 credits plus 6 outside the department)</p> <p>WCFE 8141 History and Philosophy of Work, Community, and Family Education</p> <p>WCFE 8142 Work, Community</p>

	<p>after EDPY 501 and 505 or concurrently)</p> <p>OLIT 690. Dissertation Proposal Seminar</p> <p>- plus -</p> <p>Doctoral Seminar (6 Hours) Selected from doctoral level seminar courses from the following three (3) credit hour seminars:</p> <p>OLIT 608. Advanced Seminar in Organizational and Program Evaluation</p> <p>OLIT 635. Research in Distance Education</p> <p>OLIT 639. Advanced Instructional Technology</p>	<p>Career Development in Human Resource Development</p> <p>EHRD 621* Communication in Human Resource Development</p> <p>EHRD 625* Organizational Development and Performance in Human Resource Development</p> <p>*-3 out of 4 required</p> <p>EHRD 630 Adult Learning</p>	<p>Research in Adult Education</p> <p>EADU 8010 History and Philosophy of Adult Education</p> <p>-or- EADU 8190 Human Resource Development</p> <p>EADU 8620 Adult Education Administration</p> <p>-or- EADU 8200 Theory and Practice of Educational Change</p>	<p>Development</p> <p>HRE 590 Seminar for Advanced Students (Advanced Adult Learning)</p> <p>HRE 492 Supervised Internship in Human Resource Education* **</p> <p>*contributes to research credits as well</p> <p>** May be waived with prior experience</p>	<p>and Family Education Comparative Systems</p> <p>-plus- 12 credits of electives, 6 of which must be within the WCFE dept and 6 must be outside the WCFE dept.</p>
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	<p>Seminar</p> <p>OLIT 641. Advanced Seminar on Organization Development and Consulting</p> <p>OLIT 661. Seminar: Transformational Learning</p>				
Area of Specialization (emphasis areas)	<p>Doctoral Concentration (15 hours)</p> <p>These hours are chosen from the OLIT 500 and 600 level courses. The courses selected will be chosen in concert with the student's advisor and will reflect the student's particular programmatic interest. For example, if students were particularly</p>	Students may take electives and specialization courses of up to 21 hours.	<p>Research in Adult Education (12 hours)</p> <p>EADU 9601 Foundations of Adult Education Research</p> <p>EADU 9630 Critique of Literature in Adult Education</p> <p>EADU 9640 Prospectus Development in Adult Education</p>	Specialization requires a minimum of 32 hours, 8 of which may be outside of the HRE field with approval of advisory committee	<p>Human Resources Specialization (24 credit hour minimum)</p> <p>HRD/AdEd 5001 Survey of Human Resource Education and Adult Education</p> <p>AdEd 5105 Strategies for Teaching Adults</p> <p>HRD 5105 Strategic Planning through Human</p>

	interested in the use of multimedia and distance learning technologies, they would choose a set of courses that would help them develop these areas of expertise. Students may select a combination of adult learning, organizational learning, and instructional technology courses to suit their goals.		EADU 9602 Research Practices in Adult Education		Resource Development HRD 5196 Internship: Human Resource Development HRD 5201 Training and Development of Human Resources HRD 5301 Organization Development HRD/AdEd 8001 Advanced Theories in Human Resource Development and Adult Education
Electives		18 credits required. 9 must be within EADU and the other 9 outside EADU			At least 6 credits must be outside WCFE and at least 1 course for an HRD elective is required.
Research Courses	(15 hours) EDPY 511.	(18 hours) EHRD 651	HROD requires 12 semester hours of research methods.	Research Specialization -requires a	(20 credit minimum)

	<p>Introductory Educational Statistics</p> <p>EDPY 505. Conducting Quantitative Educational Research</p> <p>EDPY 603. Applied Statistical Design and Analysis</p> <p>LLSS 502. Naturalistic Inquiry or equivalent course</p> <p>Plus an additional 600 level research course (3 hours)</p> <p>Please select from the following, pertaining to the particular emphasis of study:</p> <p>For a Qualitative Dissertation, an additional</p>	<p>Models of Epistemology and Inquiry in EHRD</p> <p>EHRD 690 Theory of EHRD Research- Statistics I</p> <p>EHRD 690 Theory of EHRD Research- Statistics II</p> <p>Introductory Qualitative Methodology Course (EDAD 690N, EHRD 655, or equivalent)</p> <p>Statistics/Research Methodology Specialize Course (2 courses)</p>	<p>There must be at least one statistics based course and at least one non-statistics based course.</p>	<p>minimum of 16 hours plus HRE 580 choices:</p> <p>*Evaluation -HRE 580 -evaluation methods -evaluation methods -evaluation theory -evaluation practice</p> <p>*Interpretive -HRE 580 -methods course -specialization -specialization -Complementary research requirement: Introductory stats course</p> <p>*Qualitative -HRE 580 -Introductory course -Methods course -Specialized/ Advanced -Complementary research</p>	<p>WCFE 8911 Foundations and Inquiry</p> <p>WCFE 8915 Ethics and Responsible Research</p> <p>WCFE 8990 Research Seminar</p> <p>Graduate level statistics course -plus- electives to round out 20 hour minimum</p> <p>WCFE 8912 Quantitative Research</p> <p>2nd Graduate level statistics course -and either-</p> <p>WCFE 8913 Interpretive Research</p>
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	<p>qualitative course is recommended (eg. LEAD/LLSS 605)</p> <p>For a Quantitative Dissertation, an additional quantitative course is recommended (eg. EDPY 604 or 606)</p>			<p>requirement: Introductory stats course</p> <p>*Quantitative -HRE 580 -Introductory statistics -Specialization -Specialization -Complementary research requirement: qualitative research course</p>	<p>-or- WCFE 8914 Critical Science Research</p>
Minor	<p>Interdisciplinary Supporting Area or Thematic Minor (30 hours). Courses should be selected in consultation with the student's Program of Studies Chairperson to support an interdisciplinary course of study. For example, if students choose "Cross-cultural</p>				<p>The doctoral requirement must be 12 credits in an area of specialization approved by the student's advisor and office of graduate studies</p>

	<p>Communication" as a thematic area of study, they could choose courses from the Departments of Communication, Anthropology, and Language, Literacy and Sociocultural Studies for the minor.</p> <p>Students may include six (6) OLIT credit hours in the thematic minor. Twenty-four (24) credit hours must be outside of OLIT.</p>				
Transfer Credits	<p>A maximum of eighteen (18) credit hours may be transferred into the Ph.D. program from a student's Master's program. The final decision on which courses are accepted is made by the student's Program of</p>	<p>A maximum of 12 credit hours are allowed to be transferred with restrictions including the type of credit and where it was earned. If the credits were earned outside of Texas A&M, OGS needs</p>		<p>Maximum of 12 credits outside of Urbana-Champaign graduate college that were not applied to a previous degree and were: -graduate level classes taken during undergraduate at</p>	<p>Credits must have been earned at a graduate level and taught by faculty approved to teach graduate level courses. Final decision as to what credits and how many credits are at the discretion of the</p>

	Studies Committee.	to evaluate the source to determine whether or not it is comparable.		another institution -non-degree study credits -guided individual study	Graduate Program Faculty
Program Review Checkpoints	Mid-Point Review. After the student completes a minimum of 12 hours (including a minimum of 6 hours from the OLIT concentration), and before 30 hours are completed following admission to the Doctoral Program.	Students must take a preliminary examination: This exam must be taken within 6 hours of completion of coursework with a degree plan submitted. This is both written and oral. There is no formal meeting prior to the preliminary exam.	Students must take competency exam. The exam is set up as a month long take home examination which concludes with an oral exam. There is no formal meeting prior to the competency exams.	Students must take a qualifying exam including a general field examination as well as a specialized field examination. There is no formal meeting prior to the qualifying exams.	Students must take a written preliminary examination prior to dissertation research and a final exam which is both written and oral. There is no formal meeting prior to the preliminary examination.
Dissertation Requirements	18 hours. These hours are taken under the student's Dissertation Committee Chair.	A minimum of 12 hours of research.	After formal admission to candidacy, a student must register for a minimum of 10 hours of credit while completing the dissertation to be eligible to graduate. At least 3	Students must take a minimum of 4 semester hours and must not exceed a maximum of 32 hours.	Students must enroll in WCFE 8888: Doctoral thesis credit for a minimum of 24 credit hours.

			hours of this credit must be EADU 9300. Because of the Adult Education Program Area continuous enrollment requirement (see next page), most students exceed the minimum.		
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Please Note: Most of the information reported in this table was collected and compiled based on information provided on the websites of the following universities/institutions.

4. The OLIT Doctoral Program Compared to Other Instructional Technology Doctoral Programs

	Univ. of New Mexico	Arizona State Univ.	Florida State Univ.	Penn State Univ.	Univ. of Georgia
Name of Program/Dept.	Organizational Learning and Instructional Technology Program (OLIT) in the Dept. of Educational Leadership and	Educational Technology	Instructional Systems Program in the Department of Educational Psychology and Learning Systems	Instructional Systems program in the College of Education	Learning, Design and Technology (LDT)

	Organizational Learning (EOL)				
Degree title	Ph.D.	Ph.D.	Ph.D.	Ph.D.	Ph.D.
Degree Requirements	<p>The OLIT Ph.D. is a research degree. It is designed to develop the candidate's competencies to design, conduct and report original theoretical and applied research in learning and human performance technologies. A comprehensive content foundation in theory and research is strengthened through the requirement of an interdisciplinary supporting area. The Program of Studies and the Dissertation reflect an emphasis on theoretical concepts, inquiry</p>	<p>The Educational Technology PhD program focuses on the design, development, and evaluation of instructional systems and on educational technology applications to support learning. The doctoral program emphasizes research using educational technology in applied settings and prepares students for a variety of professional positions. The Ph.D. program in educational technology requires a minimum of 84 semester hours</p>	<p>The field of Instructional Systems is concerned with the improvement of educational and training programs through the application of research and technology. Instructional Systems is a relatively new area of specialization which draws upon the fields of psychology, communications and management in order to improve human performance. Those master's graduates who choose to continue in the doctoral program are joined</p>	<p>The Ph.D. degree typically prepares students for the professorate or research posts within labs or think tanks. The Ph.D. is focused on research and will train students to become researchers capable of adding new knowledge within the field of Instructional Systems. Upon completion of the Program, the graduate will be able to</p> <ul style="list-style-type: none"> -discuss learning processes and implications for the development of effective instruction, -conduct comprehensive needs assessments identifying important 	<p>The Ph.D. program enables students to produce new knowledge, generate solutions to problems, and disseminate information through teaching, research, and publishing in the professional literature. The mission of the LDT Ph.D. program is to prepare the next generation of scholars who will lead fields such as Educational Technology and the Learning Sciences. The program's research agenda is designed to solve real world problems while also contributing to the theoretical</p>

	<p>skills, and original research.</p>	<p>beyond a bachelor's degree. Each student develops a program of study in consultation with a faculty advisor and the chair of the student's doctoral committee.</p>	<p>by master's graduates from various related academic areas. The doctoral program builds upon the practitioner skills learned in the master's program and includes emphasis on research and management skills.</p>	<p>learner, environmental, and task characteristics, -develop effective instructional materials for a variety of learning tasks, student characteristics, and learning environments, -evaluate the effectiveness of educational materials, practice instructional design skills in a variety of settings, -apply these skills to a variety of environments, -interpret and conduct research with statistical and qualitative interpretations, -develop professional positions and argue for those positions, -demonstrate strong written and oral communication</p>	<p>foundations needed for future innovations.</p>
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				skills, -and provide leadership resulting in the extension of the professional knowledge base.	
Entrance Requirements	Master's Degree with a 3.5 GPA, positive recommendations, minimum M.A.T. test results of 400 or minimum G.R.E. test results of 900 (verbal & quantitative combined), goals or objectives that can be reasonably achieved through a degree in this program, and interview by a panel of at least three regular OLIT faculty members.	Master's degree with a minimum GPA of 3.2 or equivalent GRE scores of 500 or above on both quantitative reasoning and verbal and a score of 4 or above on the analytical writing section. 2 positive references from professors or supervisors Statement of intent including professional goals Current resume TOEFL scores: 600 paper 250 computer 100 Internet	Master's degree with a 3.25 GPA Minimum combined GRE score of 1100 on verbal and quantitative. Both verbal and quantitative scores must total 400 or more. Statement of purpose with a current resume or CV. 3 positive letters of recommendation TOEFL score of 80 or more (Internet)	Master's degree with a minimum 3.0 GPA. Student must have access to a classroom environment upon applying for the program. Statement of purpose including goals and accomplishments 3 positive letters of recommendation Writing samples GRE test scores TOEFL if necessary 550- paper based 213- comp based 80 with a 23 on	Master's degree with a 3.0 undergraduate GPA and a 3.5 graduate GPA. Minimum combined GRE score of 1000 with a minimum 450 on each section (excluding analytical) Goal statement including -why student wants Ph.D. -Plans for using Ph.D. - Why LDT? -Current research interests -Advisor preference? -Does this advisor have comparable research goals?

				speaking section- internet based -or- a minimum score of 6.5 on IELTS	3 positive letters of recommendation.
Number of Credits Required	Minimum of 78 Coursework Hours plus - 18 Dissertation Hours	84 hours beyond a bachelor's degree with at least 54 taking place at ASU	92 credit hours including dissertation	There is no minimum number of credit hours. The program is competency based and is generally completed around 90 credit hours.	Minimum of 67 credits including dissertation hours
Pre-requisites	Prerequisites are not applied to the seventy-eight (78) coursework hours required. OLIT 501 . Instructional Design OLIT 561 . The Adult Learner EDPY 500 . Survey of Research Methods in Education, or		Prerequisites not counted towards 92 credits EDF 5400 Basic Descriptive and Inferential Statistics Applications	Prerequisites not counted for graduate credit EDPSY 400 Introduction to Statistics in Education Research or equivalent EDPSY 421 Learning Processes in relation to Educational Practices or equivalent	Prerequisites not counted towards 67 credit hour minimum EDIT 6100 Introduction of Instructional Technology EDIT 6170 Instructional Design EDIT 6190 Design and Development Tools

	equivalent course.			<p>INSYS 415 Systematic Instructional Development</p> <p>INSYS 522 Analyzing Outcomes and Learners -plus-</p> <p>INSYS 525 Instructional Design Models, Strategies and Tactics -or- INSYS 527 Designing Constructivist Learning Environments</p>	ERSH 6300 or equivalent (statistics)
Core Courses	<p>Doctoral Core (18 hours)</p> <p>OLIT 600. Science, Technology, and Society</p> <p>OLIT 601. Advanced</p>	<p>36 credits</p> <p>EDT 501 Foundations and Issues in Educational Technology</p> <p>EDT 502</p>	<p>29 units</p> <p>EME 5601 Introduction to Instructional Systems</p> <p>EME 5603 Systematic</p>	<p>core- 6 credits, (3 credits each, students take 2 out of 3)</p> <p>INSYS 581 Theoretical Foundations of Instructional Systems</p>	<p>30 credits</p> <p>EDIT 7460 Internship in Instructional Technology</p> <p>EDIT 8990 Doctoral Seminar</p>

	<p>Instructional Design</p> <p>OLIT 696. Internship (focused on research, to be taken after EDPY 501 and 505 or concurrently)</p> <p>OLIT 690. Dissertation Proposal Seminar</p> <p>- plus -</p> <p>Doctoral Seminar (6 Hours) Selected from doctoral level seminar courses from the following three (3) credit hour seminars:</p> <p>OLIT 608. Advanced Seminar in Organizational and Program Evaluation</p> <p>OLIT 635.</p>	<p>Design and Development of Instruction</p> <p>EDT 503 Instructional Media Design</p> <p>EDT 504 Development of Computer-Based Instruction</p> <p>EDT 506 Educational Evaluation</p> <p>EDP 540 Theoretical Views of Learning</p> <p>EDP 552 Multiple Regression and Correlation Methods</p> <p>EDP 554 Analysis of Variance Methods</p>	<p>Instructional Design</p> <p>EDG 6925 Instructional Materials Development</p> <p>EDP 5216 Theories of Learning and Instruction</p> <p>EME 5608 Trends/Issues</p> <p>Instructional Systems Doctoral Colloquium (.5 unit course, taken 4 times)</p>	<p>INSYS 583 Survey of Research in Instructional Systems and Technology</p> <p>INSYS 586 Diffusion and Adoption of Innovations</p> <p>Communication requirement:</p> <p>1 applied statistics analysis course (preferably a course that includes analysis of variance) -and either- 1 course in advanced statistics (multivariate preferred) -or- (if student has a qualitative emphasis) 1 course in advanced qualitative methods (ADTED 597)</p>	<p>EDIT 9600 Educational Research in Instructional Technology</p> <p>EDIT 9990 Doctoral Topical Seminar I</p> <p>-and-</p> <p>EDIT 9000 Doctoral Research</p> <p>EDIT 9300 Doctoral Dissertation</p>
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	<p>Research in Distance Education</p> <p>OLIT 639. Advanced Instructional Technology Seminar</p> <p>OLIT 641. Advanced Seminar on Organization Development and Consulting</p> <p>OLIT 661. Seminar: Transformational Learning</p>	<p>EDT 701 Research in Educational Technology</p> <p>EDT 780 Advanced Instructional Development</p> <p>EDT 792 Advanced Educational Technology Research</p>			
<p>Area of Specialization (emphasis areas)</p>	<p>Doctoral Concentration (15 hours)</p> <p>These hours are chosen from the OLIT 500 and 600 level courses. The courses selected will be chosen in concert with the</p>		<p>Student must take 12 additional credits in an instructional systems focus area</p>	<p>Student must take 9 credits or more in an INSYS core</p> <p>INSYS 594 Research Apprenticeship (12 or more credits) Students take a Research apprenticeship with a</p>	<p>Students must take 9 credits in cognate courses in Educational Psychology, Higher Education, Adult Education, Psychology, Human Resources, or Business Administration/</p>

	<p>student's advisor and will reflect the student's particular programmatic interest. For example, if students were particularly interested in the use of multimedia and distance learning technologies, they would choose a set of courses that would help them develop these areas of expertise. Students may select a combination of adult learning, organizational learning, and instructional technology courses to suit their goals.</p>			<p>faculty member who works in his/her focus area. They work closely together on a specific line of ongoing research.</p> <p>Students may also take an additional internship INSYS 595: Instructional Systems Internship</p>	<p>Management</p>
<p>Electives</p>		<p>Students select a minimum of 36 credit hours in courses approved by student's advisor</p>			<p>Students must take 9 additional credits EDIT 9630 Critique of Research in Literature in Instructional Technology</p>

					(strongly recommended as an elective class selection)
Research Courses	<p>(15 hours)</p> <p>EDPY 511. Introductory Educational Statistics</p> <p>EDPY 505. Conducting Quantitative Educational Research</p> <p>EDPY 603. Applied Statistical Design and Analysis</p> <p>LLSS 502. Naturalistic Inquiry or equivalent course</p> <p>Plus an additional 600 level research course (3 hours)</p> <p>Please select from the following,</p>		<p>Quantitative Data Analysis/ Methods</p> <p>EDF 5401 General Linear Models -and- one course from</p> <p>EDF 5402 ANOVA -or- EDF 5406 Multivariate Analysis -or- EDF 6937 Meta Analysis -or- EDF 5409 Casual Modeling</p> <p>3 credits of Qualitative Data Analysis/Methods</p>	<p>12 credit minimum</p> <p>2 qualitative classes and 2 quantitative classes</p> <p>2 Qualitative:</p> <p>ADTED 550 Qualitative Research in Adult Education or equivalent</p> <p>INSYS 574 Applied Qualitative Research for Work Practice, Innovation and Systems Design</p> <p>2 Quantitative:</p> <p>INSYS 575 Research in Instructional Systems or EDPSY 475</p>	<p>12 credit minimum</p> <p>QUAL 8400 Qualitative Research Traditions</p> <p>ERSH 8310 Applied Analysis of Variance Methods in Education</p> <p>ERSH 8320 Applied Correlation and Regression Methods -or- QUAL 8410 Designing Qualitative Research</p> <p>plus one more QUAL or ERSH course dependent upon direction of dissertation research</p>

	<p>pertaining to the particular emphasis of study:</p> <p>For a Qualitative Dissertation, an additional qualitative course is recommended (eg. LEAD/LLSS 605)</p> <p>For a Quantitative Dissertation, an additional quantitative course is recommended (eg. EDPY 604 or 606)</p>		<p>3 credits in Measurement (EDF 5432 Measurement Theory)</p> <p>Instructional Systems Research Methods</p> <p>EDF 5481 Methods of Educational Research</p> <p>EME 6362 Instructional Systems Research Seminar</p> <p>EME 6363 Practicum in Experimental Design and Analysis</p> <p>Research Apprenticeship EDF 5906</p> <p>1 Additional</p>	<p>INSYS 545 Research in Instructional Computing</p>	
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			<p>Course in Inquiry, Foundations of Inquiry (e.g. EDF 5710)</p> <p>Evaluation Course (e.g. EDF 5461 Program Evaluation EDF 5464 Qualitative Methods of Evaluation)</p> <p>Depending on proposed method of dissertation research, students select an additional Quantitative or Qualitative Data Analysis Course</p>		
Minor	Interdisciplinary Supporting Area or Thematic Minor (30 hours). Courses should be selected in consultation with the student's Program of Studies Chairperson to support an		<p>12 units in an outside area of interest</p> <p>-must be approved by advisor</p>	9 credits or more outside of the INSYS field	

	<p>interdisciplinary course of study. For example, if students choose "Cross-cultural Communication" as a thematic area of study, they could choose courses from the Departments of Communication, Anthropology, and Language, Literacy and Sociocultural Studies for the minor.</p> <p>Students may include six (6) OLIT credit hours in the thematic minor. Twenty-four (24) credit hours must be outside of OLIT.</p>				
Transfer Credits	A maximum of eighteen (18) credit hours may be transferred into the Ph.D. program from	Graduate level courses are subject to approval from the supervisory committee who		A maximum of 15 advanced study credits may be applied to the 66 credits of doctorate	Transfer credits cannot exceed 9 hours and must be approved by chair professor, student's

	a student's Master's program. The final decision on which courses are accepted is made by the student's Program of Studies Committee.	will determine what and how many credits to allow. Even if transfer credits are accepted, student must complete 54 graduate level credits at ASU		level coursework (not including dissertation hours)	advisory committee and the Dean of the Graduate School
Program Review Checkpoints	Mid-Point Review. After the student completes a minimum of 12 hours (including a minimum of 6 hours from the OLIT concentration), and before 30 hours are completed following admission to the Doctoral Program.	Students must meet with their committee members prior to filing their program of study. Students must also, prior to beginning work on their dissertation must submit and publish a written report of research and study. This will be evaluated by the student's committee. Competency exams are taken after all coursework has been completed	Qualifying Review: Near the end of the 2 nd semester of the doctoral program faculty from the INSYS program meet with student to evaluate the student's: Portfolio, Written critique of research paper, Curriculum Vitae, Student's self-assessment Proposed program of study and assessments made by faculty members	Candidacy Exam: Used to help faculty predict the ability of the student to successfully complete a doctoral program Exam occurs after a minimum of 18 credits of post-baccalaureate work has been completed and must be completed within 3 semesters.	1 st Year Review: After the student completes his/her First Year Review Dossier (web-based) the LDT faculty assesses the dossier. Dossier consists of: -Professional Development Statement Career Goals CV Writing Samples Doctoral Research Ideas Draft Program of Study Program Assessment Self-Assessment

		excluding dissertation.	Faculty members deem from this meeting and evaluation of materials whether or not the student should continue or discontinue the INSYS program		Staff evaluates student and chooses: <ol style="list-style-type: none"> 1. Student continues 2. Student conditionally continues 3. Student should not continue with the doctoral program
Dissertation Requirements	18 hours. These hours are taken under the student's Dissertation Committee Chair.	12 hours Taken under the student's Dissertation Committee Chair	24 credits Independent design, research, development, analysis and interpretation under advice of committee chair	INSYS 601 or 611 No minimum or maximum number of hours due to nature of the program but generally around 15-20 hours.	Minimum of 9 credits taken under the student's Dissertation Committee Chair.

Please Note: Most of the information reported in this table was collected and compiled based on information provided on the websites of the following universities/institutions.