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# COLLEGE of UNIVERSITY LIBRARIES & LEARNING SCIENCES

University of New Mexico (UNM)

Organization, Information, and Learning Sciences Program (OILS)

Academic Program Review (APR)

Fall 2009 - Spring 2018

### Prepared by

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oils.unm.edu

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### CRITERION O. INTRODUCTION AND BACKGROUND INFORMATION

### **0A. Executive Summary**

The Organization, Information and Learning Sciences program (OILS) addressed the three concerns identified by the 2009 Academic Program Review Team: (1) course proliferation and faculty workload; (2) curriculum enhancement; and (3) program identity and fit within the College of Education, by taking the bold step to move out of the College of Education into the University Libraries (UL&LS) in 2012. The program soon engaged in a revision of all three degree programs (B.S., M.A., and Ph.D.), and hired adequate faculty to make OILS a viable, robust, and well regarded program within the university and the state. While the current program continues to focus on adult learning, organizational learning, human resource development, instructional technology, and distance learning as it has done before, it has evolved to include learning sciences, learning analytics, design-based research, mobile learning, information science, and information management. Six years after the move to the Library, OILS faculty morale is high with hope for the future growth of the program.

Throughout its evolution, the program has prided itself in its interdisciplinary nature both in curriculum and student population. Academically and in practice, the OILS program is on the cutting edge of learning sciences, human resource development, distance learning/eLearning, and instructional technology. The program is unique among comparable programs in the country because it is an interdisciplinary program that integrates the fields of adult learning, organizational learning and human resource development, instructional design and technology, eLearning, learning sciences, socio-cultural understanding, and information management into a single program with the belief that competence in all these fields is necessary to solve complex problems in any twenty-first century organization that employs and trains adults. The move to UL&LS further enhanced the interdisciplinary nature of OILS by incorporating learning sciences and capitalizing on the expertise of library faculty to integrate information science, information literacy, and information management into the program. Comparison of the OILS program to similar programs in peer institutions nationwide shows that OILS continues to maintain the unique interdisciplinary nature identified by the 2009 Review Team.

The OILS program offers a Bachelor of Science in Instructional Technology and Training (a 2+2 degree), and a Master of Arts and Ph.D. in Organization, Information, and Learning Sciences. An Educational Specialist Certificate (transcripted) and several professional development (non-transcripted) certificates are also offered. At the end of the Spring 2018 semester (including Fall 2018 admissions), there were 78 undergraduate, 54 master's, and 50 Ph.D. students enrolled in classes in the program.

All three OILS degree programs were revised after the move to UL&LS was approved by UNM. Today, the 2+2 B.S. degree is a vibrant program, serving the needs of students in New Mexico and the economic development of the state. Those enrolled in the program from across the state take all of their undergraduate classes online. After several years of repeated requests, a tenure-track faculty member was hired to oversee the undergraduate program and a staff undergraduate advisor. The M.A. program revisions went into effect in Fall 2017, with three major changes: the minimum number of credit hours required was reduced, the concentrations (or emphasis areas) were brought back, and the Learning Officer concentration was introduced as a managed online program (MOP) which required all courses for this

concentration to be taught in an 8-week format entirely online. In the revised Ph.D. program, the number of credit hours for coursework was reduced to 60 from the previous 78 hours. The new program addressed OILS master's students' concerns about having to complete 24 credit hours outside the program for a thematic supporting area as well as addressed faculty concerns regarding adequate preparation in research. Although the total number of credit hours required was reduced to 60, the research requirement was increased from 15 to 18 credit hours. Under the new program, students will take a new research methods course early to gain initial exposure to collecting and analyzing data and planning their own studies. Another change that took place with the revision of the Ph.D. program was the introduction of the option to select 3 papers for the dissertation requirement instead of the traditional one study dissertation.

Most OILS faculty are well recognized nationally and internationally for their research and maintain a rigorous research agenda despite heavy advisement loads. Core faculty is currently comprised of three tenured and two tenure track full-time faculty members, and one tenured 40% faculty member. One senior faculty member who retired at the end of Spring 2018, was replaced by a junior full-time tenure track faculty member in Fall 2018. Supporting faculty and administrators from the University Libraries (UL) teach and advise OILS students, and one of them serves as the Administrative Director of OILS. Two faculty members outside the College (one in the Anderson School of Management and the other in the Honors College) hold secondary appointments and contribute their expertise to teaching and advising OILS students. OILS faculty and students are supported by the OILS Program Manager and undergraduate advisor (staff appointment), and one work-study student position.

For this Self-Study, information on OILS students was gathered from departmental records, UNM's institutional analytics, and surveys and interviews with current students and alumni. Admissions to the undergraduate program have grown exponentially since the 2009 review, the master's program saw the highest admission rates in 2014-2015, and the Ph.D. admissions have remained stable since 2009. It took OILS 2+2 undergraduates 2.9 years to finish their degrees with an average GPA of 3.424; master's students took 2.6 years to complete their degrees with an average GPA of 3.95; and Ph.D. students needed 8.9 years to finish their degrees; and graduated with an average GPA of 3.97.

Alumni were very satisfied with faculty advisement and depended on direct contact with faculty for advisement. Alumni of the M.A. and Ph.D. programs indicate that the OILS degree is extremely valuable in the workplace, and that OILS is strongest in the areas of using applied projects in classes, integrating theory and practice, and providing convenient class times. Alumni who hold high level positions in industry, military, and higher education indicated that they were well supported during their programs.

In terms of areas of improvement, current students in all three programs requested better mentoring. undergraduate and graduate students requested more technical skills, and Ph.D. students requested more opportunities in research. The program will address these areas of future growth identified by students. Strategic planning efforts among faculty have identified areas of growth in terms of faculty lines: adult learning, data sciences, and learning analytics. Further, faculty plan to build the reputation of the program nationally and internationally as an interdisciplinary program that advances the culture of innovation aligning with future trends as reported by the 2018 Horizon Report. Faculty plan to support students to develop increased capacity in OILS areas and work ethically for the common good.

### **0B.** History of the program and each degree/certificate

The Organization, Information, and Learning Sciences (OILS) program started out as the Technical and Occupational Education (TOE) Department in 1987 in the College of Education at the University of New Mexico. In 1990, it revised its overall mission to focus on the adult learner, training in the workplace, and instructional design and technology, and transitioned to the Training and Learning Technologies (TLT) Department. In 1994 the program underwent another revision and change of mission and changed the academic program's name to Organizational Learning and Instructional Technology (OLIT). With this revision, the program decided to focus on three areas of emphasis: organizational learning and training, multimedia technologies, and distance education. Subsequently, based on the recommendations of the 2002 Program Review, faculty integrated these three areas of emphasis to move toward an interdisciplinary program and began offering the master's degree online. On July 1, 2012, the OLIT program moved from the College of Education to the University Libraries (UL), a non-departmentalized college, to form a new school known as the College of University Libraries and Learning Sciences (UL&LS).

In Spring 2013, the OLIT program was renamed Organization, Information, and Learning Sciences (OILS) and incorporated informational studies including information management and information literacy, and leadership in organizations, into its curriculum. While the current program continues to focus on adult learning, organizational learning, human resource development, instructional technology and distance learning as it has done before, it has evolved to include learning sciences, learning analytics, design-based research, mobile learning, and performance improvement. Throughout its evolution, the program has prided itself in its interdisciplinary nature both in curriculum and student population. Academically and in practice, the OILS program is on the cutting edge of learning sciences, performance improvement, distance learning, and information technology. The program is unique among comparable programs in the country because it is an interdisciplinary program that integrates the fields of adult learning, organizational learning and development, learning sciences, instructional design and technology, distance learning/eLearning, and information management into 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 OILS program offers a Bachelor of Science in Instructional Technology and Training (a 2+2 degree), and a Master of Arts and Ph.D. in Organization, Information, and Learning Sciences. An Educational Specialist Certificate (transcripted) and several professional development (non-transcripted) certificates are also offered. At the end of the Spring 2018 semester (including Fall 2018 admissions), there were 78 undergraduate, 54 master's, and 50 Ph.D. students enrolled in classes in the program.

The OILS faculty is currently made up of three tenured (Charlotte "Lani" Gunawardena, Program Director, Victor Law, and Vanessa Svihla) and two tenure track (Sung "Pil" Kang, and Oleksandr "Alex" Tkachenko) full-time faculty members, and Gary Smith (tenured) who has a 40% appointment with the program. Amir Hedayati-Mehdiabadi will join the program as a full-time tenure track faculty member in Fall 2018. Patricia

Boverie, who served the program since 1990, retired at the end of Spring 2018. We additionally have supporting faculty and administrators from the University Libraries (UL) who teach and advise OILS students. Frances "Fran" Wilkinson, Senior Associate Dean of the College, serves as the Administrative Director of OILS. Two faculty members outside the College, Nick Flor from the Anderson School of Management and Chris Holden from the Honors College, hold secondary appointments in OILS and teach and advise our students and collaborate on research. Adjunct faculty (Temporary part-time faculty) teach master's level courses and graduate teaching assistants (TAs), who are predominantly doctoral students in the program, support OILS by teaching undergraduate courses and assist faculty with graduate courses. OILS faculty and students are supported by one staff position held by Christopher "Chris" Larrañaga, OILS Program Manager and undergraduate advisor, and one work-study student position held by Daniel Scott Albert.

### Bachelor of Science (B.S.): OILS 2+2 Program

The B.S. program was conceptualized in the early 1990s to address workforce needs in the state of New Mexico by helping those with technical backgrounds in areas such as the culinary arts, architecture, radiology, etc. to become proficient in teaching and training other technicians. The undergraduate program was one of the first 2+2 programs at the University of New Mexico that allowed students from community colleges to transfer credits or an associate degree (2 years) to a 4-year university program. Current students in the 2+2 program come from various academic backgrounds such as business, computer science, education, the visual arts, journalism, communication, and liberal arts as well as technical and vocational education fields. The OILS bachelor's degree is designed to nurture entry-level instructional technologists, trainers, and performance consultants in their current work or as they prepare for new careers. From its inception, the undergraduate program has forged alliances with community colleges, as well as 4-year colleges across the state, and developed memoranda of understanding (MOUs) and articulation agreements with ten 2-year institutions.

When the program moved to UL&LS from the College of Education, the first program to undergo faculty scrutiny was the 2+2 undergraduate program. In Fall 2012, a moratorium was placed on new admissions to the 2+2 undergraduate program for the 2012-2013 academic year as the viability of offering the program needed to be evaluated before it could be continued. The tenure track faculty line which coordinated the program did not transfer with the move, and the lack of both physical and human resources to grow the program had become a challenge. In addition, the curriculum had to be reviewed and revised. During summer 2013, the UL&LS Director of Instruction and Assessment along with an OILS doctoral student began conducting an evaluation of the 2+2 undergraduate program to determine if it should be continued and revitalized or discontinued.

The results of this program evaluation indicated that the 2+2 program was of great value to the state of New Mexico in terms of workforce development and should be funded and continued. Recognizing the importance of the program, the administrators of UL&LS assigned a library tenure-track faculty line to the 2+2 program. The moratorium on new admissions was lifted, and in 2014, the OILS faculty began to revise the 2+2 program to meet UNM's revised undergraduate core curriculum standards as well as add new courses to meet current employer demands. OILS faculty and the 2+2 staff advisor traveled to community

colleges throughout New Mexico to promote the 2+2 program. Presentations were made to student advisors at Central New Mexico Community College (CNM) in Albuquerque, Santa Fe Community College in Santa Fe, San Juan College in Farmington, UNM Taos campus, UNM Valencia campus and UNM Gallup campus. The objective was to improve awareness of the program and grow enrollment, as it was critical to market the program soon after the moratorium was lifted.

Today, the 2+2 B.S. degree is a vibrant program, serving students across the state; those enrolled in the program take all of their OILS classes online. These courses are offered in ways that engage students and promote both individual and group work, leveraging the experience and expertise of the OILS faculty and graduate teaching assistants. In Fall 2015, Kang was hired as a tenure-track faculty member to oversee the program, and he and OILS faculty member Smith began to develop a cadre of instructors by training the graduate teaching assistants who teach in the 2+2 program. The 2+2 program is rapidly growing because the program effectively serves the needs of students and the economic development of the state.

### Master of Arts (M.A.)

Students who graduate from the Master of Arts (M.A.) degree are able to design, teach, support, evaluate, lead, and manage programs for organizations and diverse audiences. The degree helps students to advance in their careers, including moving to managerial positions in their chosen field, or change careers. As the program developed in the early 1990s, the M.A. degree also underwent revisions and transformations. When the program transitioned from Training and Learning Technologies (TLT) to Organizational Learning and Instructional Technology (OLIT) in 1994, the M.A. degree was revised to focus on three emphasis areas: (1) organizational learning and training, (2) multimedia technologies, and (3) distance education. The revisions came into effect in Fall 1996. The number of minimum credit hours required for the degree was increased to forty-two (42), which included twenty-four (24) credit hours of core coursework and additional coursework in one of the selected emphasis areas. As a result of the 2002 Academic Program Review which recommended integrating the three emphasis areas into one integrated program, the OILS faculty submitted paperwork in January 2008 for a M.A. degree revision which replaced the three emphasis areas with an integrated core of required courses in organizational learning and instructional technology, providing interdisciplinary training to master's students. Another major change was reducing the number of minimum credit hours required for the degree to 36 credits for Plan I Professional Portfolio Option, and 39 credits for Plan II Thesis Option. The required core of 24 credit hours integrated the fields of adult learning, sociocultural context, organizational learning, instructional design, multimedia design, and distance learning, allowing 9 credits for electives, one of which could be taken outside the program. Students who selected the internship portfolio option enrolled in 3 additional credits while those who selected the thesis option enrolled in 6 credit hours of thesis and additional research courses. With this revision of the M.A. degree, students not only had the ability to enroll in an integrated interdisciplinary program but also had the opportunity to complete their degree entirely online.

After the move to the UL&LS, OILS faculty began revising the M.A. degree to: (1) Address the recommendations of the newly formed External Advisory Group (EAG) (2014-2015), (2) align the M.A. with the Managed Online Program (MOP) requirements, (3) differentiate further the requirements of the undergraduate and master's degrees, and (4) align the degree with employment opportunities in the

current market. The EAG critiqued the OILS M.A. for not being specific enough to communicate to potential employers about the precise skills/knowledge of our graduates. In addition, the EAG also suggested increasing the number of focused courses in the area of concentration and reducing the core required courses. As a result, the OILS faculty considered revising the M.A. curriculum to incorporate different concentrations and increase the total number of electives from three courses to five in the new curriculum.

With this revision, which went into effect in Fall 2017, three major changes occurred: (1) the minimum number of credit hours required for the M.A. in Organization, Information, and Learning Sciences was reduced: **Plan I**: Thesis (36 credit hours), or **Plan III**: Coursework (30 credit hours); (2) the concentrations (or emphasis areas) were brought back and increased to five: Adult Education and Professional Development; eLearning; Instructional Design and Technology; Learning Officer; Organization Development and Human Resource Development; (3) the Learning Officer concentration was introduced as a managed online program (MOPs) which required all courses for this concentration to be taught in an 8 week format entirely online. (For the other four concentrations, students have the option of taking the program entirely online or in a hybrid format with some face-to-face classes.) The program is currently in the process of monitoring and evaluating the new concentrations, which was included in the current student surveys discussed in Criterion 4 of this report.

OILS master's degree students come from diverse academic backgrounds and typically bring strong field experiences to the learning context. Faculty leverage this diversity in their teaching by asking students to share their experiences providing new points of view to their classroom colleagues. Faculty teach theoretical concepts, and students are asked to apply these concepts to real-world problems. Many of the OILS faculty have worked with local, national, and international organizations and use these relationships to cultivate authentic projects for their classes. Because roughly 70% of OILS classes are offered in an online format, the M.A. students complete their degrees entirely online or as a hybrid configuration.

### Doctor of Philosophy (Ph.D.)

The Ph.D. in OILS is a research degree. It is designed to develop the candidate's ability to design, conduct, and report original theoretical and applied research in learning, organizations, instructional design and technology, and eLearning. A comprehensive content foundation in theory and research is strengthened through an interdisciplinary support area. The Program of Studies and the dissertation reflect an emphasis on theoretical concepts, inquiry skills, and original research.

The Ph.D. program that existed at the time of the 2009 APR and when the program moved to the UL&LS in 2012 required students to complete 78 credit hours of coursework and 18 credit hours of dissertation. This program included three prerequisite master's level courses: adult learner, instructional design, and survey of research methods in education that were not applied to the 78 credit hours; a doctoral core of 18 credit hours; a doctoral concentration of 15 credit hours; a research requirement of 15 credit hours; and an interdisciplinary thematic supporting area of 30 credit hours which allowed for 18 credit hours of transfer credit from a master's degree outside OILS and 6 credit hours of OILS courses, thus technically requiring

only 24 credit hours outside the program for the thematic supporting area. After the program moved to UL&LS, the OILS faculty decided to review and revise the doctoral program to address students and faculty concerns with the program. For students who had completed an OILS master's degree, one concern was the thematic supporting area, which required 24 credit ours outside the program, whereas students who had completed a master's degree elsewhere were able to transfer in 18 credit hours of their master's program into the thematic minor. Those who had completed an OILS master's degree would transfer 18 credit hours from their master's into the doctoral core and concentration thus bypassing the doctoral level seminars which would have been more useful to them. From the faculty perspective, the research requirement had to be strengthened and the time to degree shortened. Thus, a revised Ph.D. program was developed and approved by UNM for Fall 2016.

In this revised program, the number of credit hours for coursework was reduced to 60 from the previous 78 hours. Thus, students complete 60 credit hours of coursework and 18 credit hours of dissertation. All doctoral students complete the required (1) core courses (18 credit hours), (2) concentration courses (24 credit hours) which includes 6 credit hours which must be taken outside of OILS to develop an interdisciplinary lens on the concentration, and (3) research courses (18 credit hours). The new program addressed OILS master's students' concerns about having to complete 24 credit hours outside the program for a thematic supporting area, and it addressed faculty concerns regarding adequate preparation in research. The new program included the former pre-requisites in the total number of credit hours required. Although the total number of credit hours required was reduced to 60, the research requirement was increased from 15 to 18 credit hours. Under the new program, students will take a new researchmethods course early in their Program of Studies to gain initial exposure to collecting and analyzing data and planning their own studies. Later in their Program of Studies, they will repeat part of the course once they have collected data and need guidance on analyzing it. Each semester, a different research method is taught as the focal method (e.g., learning analytics and design- based research). Focal research methods rotate so each method can be taught every two years.

Another change that took place with the revision of the Ph.D. program was the introduction of the option to select 3 papers for the dissertation requirement as is common at other research universities and in other programs on campus, instead of the traditional one study dissertation. OILS students can now follow the hybrid dissertation path, which results in 3 papers. This serves our students well by helping them craft papers that can have impact in the range of career paths they choose to pursue.

### **Education Specialist Certificate (transcripted)**

As a program that started out in the College of Education, we have offered a transcripted Education Specialist Certificate (Ed.S.) for those individuals who desire a credential representing a specialization area beyond the master's degree. The Education Specialist Certificate (Ed.S.) in Organization, Information, and Learning Sciences is not a degree program, nor a pre-doctoral program. The Ed.S. Certificate requires a minimum of thirty-three (33) semester hours beyond the master's degree. Individuals who want to be educators in their disciplines take this Certificate to secure an education credential. At one point, the School of Medicine at UNM expressed an interest in this Certificate to provide an educational credential to physicians who plan to

be educators. Sometimes, doctoral students who decide not to continue their doctoral program opt to transfer to the Ed.S. Certificate.

### **Professional Development Certificate (non-transcripted)**

The OILS Professional Development Certificate Program was established while OILS was in the College of Education to offer an opportunity for working professionals to upgrade their skills and knowledge. This non-transcripted Certificate, which is awarded by the program, 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 qualification and therefore, does not require admission into the OILS 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 12 credit hours of approved OILS 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. Currently, Certificates are offered in 5 areas: Adult Learning; Culture and Adult Learning; eLearning; Instructional Technology; and Organizational Learning. These certificates also serve as feeders into the degree programs.

### **0C.** Organizational Structure and Governance of the Unit

The Organization, Information, and Learning Science (OILS) Program resides in the College of University Libraries and Learning Sciences (UL&LS). The UL&LS is a non-departmentalized college and incudes three distinct areas: the University Libraries (consisting of four libraries: Fine Arts and Design Library, Centennial Science and Engineering Library, Parish Memorial Library, and Zimmerman Library), the OILS program, and the University Press.

See Figure 0C.1 College Organizational Chart.

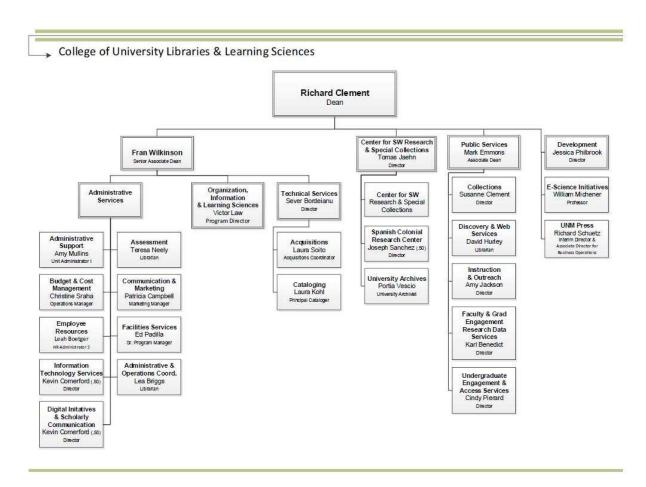


Figure 0C.1. College Organizational Chart

The OILS program reports to Wilkinson, Senior Associate Dean who is also the OILS Administrative Director. Wilkinson oversees administrative matters, budget, human resources, and all faculty (6.4 FTE) and staff (2.0 FTE) report to and are evaluated by her. Law is the OILS Program Director starting July 1, 2018; he was previously the OILS Associate Program Director and he replaced Boverie who retired on June 30, 2018. Law oversees admissions, advisement, scheduling, scholarships, and day-to-day operations, as well as curriculum matters in consultation with the College's Curriculum Committee. The OILS program holds formal monthly meetings – with core OILS faculty, the Administrative Director, faculty with secondary appointments in the Program, and faculty in the UL&LS who teach in the Program – to discuss departmental issues and to vote upon action items. In addition, individual core OILS faculty and OILS staff meet monthly with the Administrative Director to discuss progress on goals, ideas, and areas of concern. OILS faculty also attend the College's monthly faculty meeting.

See Figure 0C.2 OILS Organizational Chart.

College of University Libraries & Learning Sciences

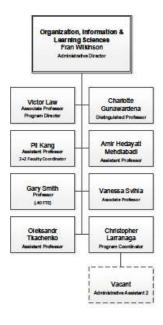


Figure 0C.2. OILS Organizational Chart

### **OD. Specialized/external Program Accreditation(s)**

The OILS program does not have a specialized/external program accreditation. While the program was in the College of Education, it participated in the accreditation process for the National Council on the Accreditation of Teacher Education (NCATE) as a program within the College of Education.

When OILS faculty develop or revise curriculum, the courses that comprise the program have been matched with the recommended competencies and guidelines that have been developed by the Association for Talent Development (ATD) (formerly American Society for Training and Development (ASTD)), the International Society for Performance Improvement (ISPI), Academy of Human Resource Development (AHRD), The International Society of the Learning Sciences (ISLS), and the Association for Educational Communications Technology (AECT). For example, OILS curriculum areas are reflected in AECT's Divisions: culture, learning, and technology; design and development; distance learning; international interactions; organizational training and performance, and research and theory

(<a href="https://www.aect.org/">https://www.aect.org/</a>) OILS is a member of NAPLES—the Network of Academic Programs in the Learning Sciences (<a href="http://isls-naples.psy.lmu.de/">http://isls-naples.psy.lmu.de/</a>); membership includes submitting syllabi for review.

## **0E.** Previous academic program review, findings, and action plan that addressed recommendations

The previous academic program review (APR) of the OILS program, then named OLIT was conducted in October 2009. The review team comprised of Barbara Grabowski (Pennsylvania State University); Alexandre Ardichvili (University of Minnesota); Jerry W. Gilley (Colorado State University); and Ann Cunliffe (internal reviewer from the Anderson School of Management, University of New Mexico) submitted their evaluation report on December 1, 2009. This report is hereafter referred to as the OLIT 2009 Program Review.

At the time of the 2009 review, there were 35 undergraduate students, 70 master's students, and 50 doctoral students enrolled in the program. These students were served by three full time faculty members: FengFeng Ke (assistant professor), Lani Gunawardena (full professor), and Mark Salisbury (full professor). They were assisted by two part-time faculty: Bill Bramble (full professor who also taught in the Educational Psychology program), and Bruce Noll (lecturer) who also taught part-time in the Educational Leadership program. Bruce Noll served as the OLIT undergraduate program coordinator and taught courses in OLIT. Full professor Patricia Boverie was the Chair of the Educational Leadership and Organizational Learning Department, yet carried a heavy load of doctoral advisees, and occasionally taught an OLIT course. Attempts by the OLIT program since September 2006 to get approval for a faculty hire to replace Hallie Preskill (full professor and graduate program coordinator) did not meet with success. Therefore, at the time of the 2009 review OLIT had not been able to replace the two senior tenure track faculty positions held by: Hallie Preskill, and associate professor and undergraduate program coordinator, Chuck Taylor.

After a thorough review of the program, the 2009 APR Review Team concluded:

"The unique interdisciplinary nature of the OLIT program, its ongoing and potential contribution to the mission of UNM and to the economy of the state of New Mexico, and the viability of the program through the number of credit hours generated through their resident, online degree and certificate programs (1,927 credit hours with 3 FTE), situates the OLIT program as viable, ongoing and a very central and needed contribution to the mission of the University and the local community" (OLIT 2009 Program Review, p. 12-13).

Further, the Review Team noted that OLIT students appreciated the interdisciplinary nature of the program which gave them a unique combination of strengths to analyze and solve learning problems in organizations from multiple perspectives, and observed:

"The fact that adult learning theory, organizational learning, instructional design, instructional technology, distance learning, evaluation and socio-cultural understanding are taught to their graduates is a unique strength as compared to other programs nationwide. These courses in other

degree programs reside in separate departments or programs, which leaves the unique combinations offered in OLIT to advising or student initiative. These skills make the UNM program offering a very unique and important program in the field" (OLIT 2009 Program Review, p. 8).

In their evaluation, the Review Team highlighted the strengths as well as concerns of the OLIT program and provided recommendations for going forward. They are discussed below.

### **OLIT Program Strengths Identified in the 2009 Review**

The review team identified six areas of strength:

- 1. The integrated content of the program (which integrates principles of adult learning theory, organizational learning, instructional design, instructional technology, distance learning, evaluation and socio-cultural understanding; where each degree program builds on the other while maintaining the difference required by each level of study).
- 2. The relationship to the University of New Mexico's mission, vision and strategy.
- 3. Program quality (a conceptually sound and theory/research-based framework that underlies the design of the curriculum, clear and decisive student learning outcomes, rigorous academic standards and graduation requirements, and continuous monitoring to assess effectiveness).
- 4. OLIT student profile and employability (diverse student profile and employable skills in many organizational contexts).
- 5. Faculty (diversity and range of expertise, record of scholarship, and high level of collegiality and collaboration which ensures program effectiveness, growth, and innovation).
- 6. Differentiation between programs (healthy overlap between degree programs and certificates, with one building upon the other).

Regarding number 6 above, the reviewers noted that they were initially concerned about the differentiation between the undergraduate and master's degree program in terms of focus and content, but after the site visit, the team felt the "initial concern about differentiation between degree programs proved to be unfounded" (OLIT 2009 Program Review, p. 8).

### **OLIT Program Concerns Identified in the 2009 Review**

Three major concerns were identified in the 2009 review:

- Course proliferation and faculty workload (concerns about the reputation of the OLIT program
  because of the insufficient number of faculty members to achieve the mission of the program,
  student concerns with research collaboration and mentoring in the Ph.D. program, demands of the
  small undergraduate degree, and relationship and access to courses outside the College of
  Education.)
- 2. Curriculum enhancement (a suggestion to consider adding coursework in performance management, performance consulting, organizational development and change management taking into consideration faculty workload and duplication of courses offered in other Departments in the university.)

3. Program identity and fit within the College of Education (while the program's fit within the core mission of the University of New Mexico is clear, it is less so with the College of Education which plays into a perceived lack of support in relation to funding and faculty positions.)

The review team noted that these concerns are complicated by the fact that OLIT offers high quality undergraduate and graduate degrees that complement each other and serve the state of New Mexico. The Review Team put forward the idea of positioning the OLIT program as an interdisciplinary program outside a particular school and within potential school homes. "This repositioning of the OLIT program also may provide a unique opportunity to enhance the OLIT curriculum to make it even stronger and more responsive to current trends in HRD and human performance training" (OLIT 2009 Program Review, p. 12).

### Recommendations made in the 2009 Review

Given the above concerns, and in particular the 'fit' of the OLIT program within the College of Education, the Review Team made the overall recommendation to form a task force to carry out a study on the future focus, role and position of OLIT within the University. The following five specific recommendations were made:

- 1. Increase the number of faculty by at least one position, preferably two, so that the quality and high academic standards that currently exist are maintained. Over time, the added faculty will maintain the image, reputation, and position of the OLIT program.
- 2. Provide advising, mentoring and financial support for OLIT graduate students (e.g. assistantships and graduate student travel).
- 3. Establish an advisory board that consists of critical stakeholders within the University and community employers, and HRD leaders. This should be done so that the OLIT program has access to relevant, current, and just-in-time advice, expertise, and recommendations useful in improving the quality of the program as well as access to additional financial support.
- 4. Expand the curriculum to include a greater focus on performance management, change management, organizational development, and performance consulting by capitalizing on the positioning of the program within the University so as not to result in duplication of courses or curriculum across the University.
- Develop an aggressive promotional strategy to inform, persuade, and remind administrators of the OLIT programs value-added proposition to the College of Education in achieving its mission and goals.

### Action Plan and How OILS Addressed Recommendations

The OLIT program developed an Action Plan to address the recommendations made by the 2009 Review Team, which can be found in Appendix 1-0E.1. A summary of how the OLIT program addressed each of the recommendations made by the 2009 Review Team is discussed below.

The overall recommendation asked OLIT faculty to determine the future focus, role, and position of the OLIT program within the University. Therefore, the OLIT program began consultations with the Dean of

the College of Education, the Graduate School, the Provost's Office, the Anderson School of Management, Department of Public Administration, and the College of University Libraries to determine the best fit for the program. After approximately two years, the program was fortunate to find a good fit with the University Libraries that welcomed the OLIT program to its new home. The OLIT program moved to the University Libraries in July 2012. Six years after the move, the program faculty feel that the move was a good decision for the future growth of the program.

Recommendation 1: Action Items 1 and 2 in the Action Plan in Appendix 1-0E.1., address recommendation 1.

The OLIT program faculty had tried – without success – for eight years to secure approval for two tenure-track faculty positions the program lost due to a resignation and retirement. (When the OLIT program was in full bloom in years prior to the 2009 review, it had 6.5 FTE and one visiting lecturer position. The program had only 4.5 FTE faculty and one lecturer at the time of the 2009 review with one faculty member also serving as the Chair of the Department.) Therefore, the faculty took a different path to accomplishing the recommendation by requesting a lecturer position instead of a tenure track position, which was granted by the Dean of the College of Education. While not an ideal solution, it provided some relief to faculty members in the program. With the move to the University Libraries, the program was able to convert the lecturer position into a tenure track position. This was crucial as the challenge was advisement and lecturers cannot serve on doctoral Program of Studies committees. In addition, the UL&LS gave one of their own tenure track positions in the University Libraries to the OILS program to hire a faculty member to oversee, coordinate, and teach in the undergraduate program. The UL&LS also added a staff undergraduate program coordinator position, which was later upgraded to a Senior Academic Advisor, and in FY18, it was upgraded to a Program Manager. Therefore, the move to UL&LS positioned OILS for future growth.

Recommendation 2. Provide advising, mentoring and financial support for OLIT graduate students (e.g., assistantships and graduate student travel).

The program addressed this recommendation using several approaches expanding the strategies stated in Action Item 3 in Appendix 1-0E.1., which included:

- a) Using distance education funds allocated to the program as a result of online teaching to hire graduate teaching assistants (TAs), which increased the number of assistantships from 2 in Spring 2012 to a total of 10 assistants, (9 as TAs funded by OILS and 1 as a graduate assistant (GA) funded by the Graduate School) in the 2017 fiscal year.
- b) Seeking external funds to support graduate student research.
- c) Mentoring graduate students regardless of funding to build their capacity to conduct research by participating in research labs and co-publishing and co-presenting with faculty. (Appendix 16-5C.1 contains a list of presentations and publications that OILS students have completed in collaboration with faculty since 2009).

- d) Encouraging the OILS Graduate Professional Student Association (GPSA) to fund student travel to conferences and professional development (OILS GPSA provided approximately \$2,200 to OILS Students for travel to conferences and professional development in 2016).
- e) Awarding the Deborah K. LaPointe Scholarship, which is offered exclusively to OILS students majoring in distance education.
- f) Encouraging students to apply for the Graduate Success Scholarship as well as other scholarships available from the Office of Graduate Studies.
- g) Facilitating the Doctoral Community of Practice (Doc CoP) which provides doctoral students with opportunities to socialize, be advised by a faculty sponsor as well as to have near peer mentoring.
- h) Organizing the annual picnics and holiday parties during the Fall semester to provide the opportunity for all students to socialize and build community and
- i) Conducting the OILS Expo every Spring semester which provides a safe venue for students to learn how to present research professionally.

Through increased quality of advisement, we identified a gap in student self-efficacy and ability to apply research methods based on lack of alignment with the disciplines. OILS addressed this by taking ownership of teaching initial research methods courses while expecting students to take advanced research methods courses externally.

Recommendation 3. Establish an advisory board that consists of critical stakeholders within the university and community employers and HRD leaders. This should be done so that the OLIT program has access to relevant, current, and just in-time advice, expertise, and recommendations useful in improving the quality of the program to the quality of similar HRD programs as well as access to additional financial support.

OILS faculty approved an external advisory group (EAG) as part of the process for redesigning the 2+2 undergraduate and M.A. curriculums. Bob Grassberger (OILS faculty) developed a charter for the EAG, and the charter was approved by Dean Clement (UL&LS) in 2014. As chartered, the group is comprised of five (or more) representatives from large employers who hire OILS graduates. EAG members serve on rotating two-year terms. The six members of the EAG (three of whom were former OILS graduates) met for the first time in the summer of 2015 and again in September 2016. The next meeting of the EAG is scheduled for August 2018. Therefore, Action Plan Item 4 was achieved in 2014-2015.

Recommendation 4. Expand the curriculum to include a greater focus on performance management, change management, organizational development, and performance consulting by capitalizing on the positioning of the program within the university so as not to result in duplication of courses or curriculum across the University.

The program used many strategies to address this recommendation expanding the approaches detailed in the 2009 OLIT Action Plan. We created a new concentration to prepare Learning Officers at the M.A. level, which incorporated the suggested curriculum areas. The Learning Officer program was approved for Fall 2017. We developed and offered new courses to address the suggested curriculum areas:

1. 549. Building Social Capital in Learning Organizations

- 2. 556. The Business of Learning
- 3. 557. Human Performance Improvement
- 4. 558. Leading Change
- 5. 554. Consulting and Project Management

We also proceeded to recruit faculty members from other partner programs within UNM who have expertise in areas that our students can benefit from. We were successful in establishing Secondary Appointments with Flor, Anderson School of Management, and Holden, Honors College. Supporting Faculty members from the University Libraries, Wilkinson and Emmons who have expertise in some of suggested areas incorporated them in the courses they teach at the doctoral level, such as the seminar in Leadership in Organizations (OILS 642). Further, the OILS 641 course on Advanced Organizational Development was revised to incorporate suggested curriculum areas. Another strategy was to keep these areas in mind for our new hires. Kang, who was hired to oversee the undergraduate program in Fall 2015 brought in expertise in human performance technology and change management; and Tkachenko hired in Fall 2017 brought in expertise in organization development, international HRD, and employee engagement which were incorporated into the courses they teach.

Recommendation 5. Develop an aggressive promotional strategy to inform, persuade, and remind administrators of the OLIT programs value-added proposition to the College of Education in achieving its mission and goals.

With the shift from the College of Education (COE), the OILS scope no longer shares the K-12 mission of the COE. Therefore, there has not been an expansion of the K-12 focus, but we have expanded the scope and focus of our program to the learning sciences, which includes learning from K-12 to adult, organizational, informal, socio-cultural, life wide, and life deep learning. We have always welcomed K-12 professionals (media specialists, school librarians, technology coordinators/facilitators, and teachers), to our program. Many of these professionals already have – or are seeking – positions as teachers and technology coordinators in schools.

#### Note:

The 2009 Self Study, Review Team Report, OLIT program's response to the Review Team Report and Action Plan are available from: http://digitalrepository.unm.edu/provost\_acad\_program\_review/50/

### CRITERION 1. STUDENT LEARNING GOALS AND OUTCOMES

# 1A. Overview of the vision and mission of OILS and how each degree program addresses this vision and mission

### Mission

The mission of the Organization, Information & Learning Sciences (OILS) program is to provide quality education for individuals interested in improving the learning experiences of adults in school, business, government, military, healthcare, and nonprofit organizations through the application of instructional practices and organizational technologies that advance individual, group, and organizational learning.

### Vision

The OILS program is based on a belief that learning is a lifelong 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 OILS 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 manage change and 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.

How each degree program addresses the OILS mission & vision:

The Bachelor of Science in Instructional Technology and Training primarily serves students with an existing associate's degree. As many of these students are nontraditional, the program develops these students as lifelong learners and prepare them as junior professionals in the fields of instructional design, workplace learning, human performance technology and human resources development so that they can add value to colleagues, organization, and society.

The Master of Arts in Organization, Information, & Learning Sciences serves students who primarily are full-time working professionals seeking to enhance their careers or change career direction. Students put adult learning theory into practice and learn up-to-date skills in design, development, delivery, and evaluation of training, eLearning and organization and human resource development. While theory-based, most courses engage students in applied projects.

The Doctor of Philosophy in Organization, Information, & Learning Sciences serves students who are more advanced in their careers and seeking further opportunities to learn about theory and its applications, and to further research in the OILS fields. While most students continue to work full-time during their degree programs, they benefit from courses that begin engaging them in theory and research.

Figure 1A.1 presents a concept map of the three degree programs developed by OILS faculty with student input.

Organization, Information & Learning Sciences (OILS)

#### athing Leads to Pos Wisdom Engaged Scholarship Lifelong Inquiry **Undergraduate** Ph.D. Community Engaged Learning Support for Excellence and Growth Develop skills for the workplace Develop research Interdisciplinarity and evaluation capacity Ethical Decision-Making Program Foci Program Foci Global Mindset Adult Learning Learning Design (Instructional Design) Diversity Adult Learning Learning Design (Instructional Design) Training & Development Family Learning Sciences Applied Technical Specialty Organizational Development/Leadership (welding, plumbing, etc.) Learning technologies Instructional technology eLearning/Online learning eLearnina/Online learnina Masters Performance Improvement Information Management Develop theory informed practice Human Resource Development Performance Improvement Organizational Leadership Program Foci Areas of Employment Culture (Sociocultural Context) Areas of Employment Adult Learning Instructional Designer eLearning Products Specialist Learning Design eLearning Designer Areas of Employment Training Specialist (Instructional Design) Learning Officer Assistant Professor/Adjunct Professor Instructional Technology Support Learning technologies Training Manager Research Scientist Training and Development Specialist eLearning/Online learning Talent Developer Director of Organizational Learning Learning and Development Specialist Performance Improvement Curriculum Developer Instructional Design Staff Support Human Resource Development Professional Development Specialist Chief Learning Officer Human Resource Specialist Organizational Development Education Specialist Organizational Consultant Culture (Sociocultural Context) Faculty Development Coordinator Chief Human Resources Officer Consulting Organizational Consultant Educational Technology Director Evaluation Evaluator Learning Technologist eLearning Development Specialist Director of Online Course Development Assessment Specialist Chief Online Learning Officer Department Administrator eLearning Analyst Evaluator Program/Project Manager Distance Education/Professional Change Manager Development Program Director

Figure 1A.1. Overview of OILS Degree Programs

As observed in Figure 1A.1, the program focuses on learning in a variety of contexts and how it leads to positive change. Central to the program and all three degrees are our core values illustrated in the center of the Figure. OILS program faculty cherish these values and work toward their development in the students they graduate. Each of the degrees is differentiated by their program foci and areas of employment sought by graduates. One of the unique characteristics of the OILS program is that students gain the skills to work in any type of organization, such as K-12, higher education, nonprofit, corporate, state, and military. Often our students come from these sectors with the goal of career advancement or to gain knowledge and skills to change their careers.

### 1B. Relationship of the unit's vision and mission to UNM's vision and mission

UNM's Mission is to provide students with:

"the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives. Faculty, staff, and students create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life and promote economic development; and they advance our understanding of the world, its peoples, and cultures. Building on its educational,

research, and creative resources, the University provides services directly to the city and state, including health care, social services, policy studies, commercialization of inventions, and cultural events."

The OILS program contributes to this mission in the following primary ways:

The undergraduate program helps those with an associates' degree from a community college or a collection of lower level undergraduate courses gain a bachelor's degree and develop skills for the workplace. They are able to design and develop courseware and utilize technology for training adults in diverse organizations. Our master's degree enables students to put theory into practice and develop learning solutions and instructional technology systems for organizations in order to facilitate individual, team, and organizational learning. Both the undergraduate and the master's degrees align with the mission of UNM to develop citizens prepared to contribute to the economy. In these programs, students learn useful skills that make them career-ready and appealing to prospective employers.

OILS faculty and doctoral students contribute to the mission of creating new knowledge. The OILS faculty members are engaged in extramurally funded research and collaborative, interdisciplinary research across OILS fields, which span areas such as eLearning, mobile learning, design learning, and human resource development. Because these areas are so useful in the world, and because we implement what we study in our teaching, our students have opportunities to apply this knowledge.

As most of our students come from New Mexico, our programs have real impact in the state and not just in Albuquerque. Our curriculum addresses the sociocultural context of learning and the strengths and challenges of implementing learning solutions in this state. As some of the first fully online undergraduate and graduate programs, we are able to reach busy working adults across the state and contribute to their development and the growth of the state's economy.

In order to promote UNM's international and diversity goals, the OILS program has sought to increase minority, differently abled, and international students in the undergraduate and graduate programs. One way OILS has done this is by making a culture/diversity course a core requirement both in the undergraduate and masters' programs. Another approach was to develop both the undergraduate and graduate programs online to provide access to those students who would not be able to physically come to campus. However, both the institutional change in tuition rates for out-of-state online courses and U.S. immigration policies stand in the way of recruiting international students to an online program. According to the U.S. Office of Immigration, international students must maintain their legal status by not enrolling in more than one three-credit hour online/distance education course per semester. For a master's program like OILS that is mostly online with only a few face-to-face classes, this policy is a challenge. However, OILS has developed a practice to monitor international students who are enrolled in six or more online courses at UNM. According to the Global Education Office, OILS is the first program at UNM to do so. Yet another approach that OILS has adopted to address UNM's international goals is to engage students in international projects and research and develop Memorandums of Understanding (MOU) with international institutions.

# 1C. Program goals and student learning outcomes (SLOs) for each degree/certificate program

UNM has adopted three SLOs to ensure student development of aptitudes and habits of mind during the course of their degree programs. They are:

- 1. KNOWLEDGE of human cultures and the natural world, gained through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts.
- 2. SKILLS, both intellectual and applied, demonstrated in written and oral communication, inquiry and analysis, critical and creative thinking, quantitative literacy, information literacy, performance, teamwork and problem solving.
- 3. RESPONSIBILITY, both personal and social, that will be manifested in civic knowledge and engagement, multicultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning.

These three general SLOs were taken into consideration in the development of goals and SLOs for each OILS degree program and are also evident in the values of the OILS program illustrated in Figure 1A.1.

### **Undergraduate Program Goals and SLOs**

### Goals

Prepare graduates to:

- 1. Design and develop instructional applications for training adults in diverse organizations
- 2. Develop skills in utilizing instructional technologies to facilitate learning
- 3. Conduct training face-to-face and online
- 4. Assess the success of educational and training programs

### **SLOs**

The graduates will be able to:

- Utilize design principles to develop instructional applications
- Develop and facilitate adult learning using a variety of teaching/training delivery methods
- Analyze training needs
- Evaluate instructional applications at various levels
- Integrate the key concepts taught in the program during an internship

### M.A. Program Goals and SLOs

#### Goals

Prepare graduates to:

- 1. Consistently draw upon adult learning theory/principles and design theory
- 2. Develop and manage change for learning organizations
- 3. Engage in human resource development within local, national, and global organizations
- 4. Create and manage innovative learner-centered learning environments
- 5. Mentor and coach individuals through the process of their personal and professional development

6. Advocate for ethical environments that are inclusive of individuals with diverse cultural and linguistic backgrounds, including those with special learning needs

### **SLOs**

Since the master's program has five concentrations, students are also assessed according to the skills developed in each of these concentrations. Therefore, depending on the student's individualized program of study, he or she will be assessed on whether they are able to:

- Recognize and address (un)intended impacts of designs on individuals from diverse backgrounds (all concentrations)
- Recognize and address the ethical implications of learning and organizational designs (all concentrations)
- Identify a need and opportunities for and plan organizational change (OD/LO)
- Design, develop, implement, and evaluate processes for developing human resource capacity within local, national, or global organizations (OD/LO)
- Lead individual, group, and organizational learning (OD/LO)
- Design, develop, implement, and evaluate innovative eLearning and multimedia learning environments (eLearning)
- Administer and manage learning systems (eLearning)
- Design, develop, implement, and evaluate innovative learning environments (ID&T)
- Design, develop, implement, and evaluate professional development plans and processes (AE&PD)

Note: OD: Organizational Development and Human Resource Development; LO: Learning Officer; ID&T: Instructional Design and Technology; AE&PD: Adult Education & Professional Development.

### Ph.D. Program SLOs and Goals

#### Goal

The Ph.D. in OILS is a research degree which aims to develop the graduate's competency to design, conduct, and report original theoretical and applied research in learning sciences, adult learning, eLearning, organizational learning and development, and instructional technology.

### SLOs

Graduates will be able to:

- Demonstrate understanding of research methods through the planning, implementation, analysis, and dissemination of research studies.
- Develop a strong theoretical foundation and understanding of the research literature by constructing a coherent scholarly argument and conceptual framework.
- Communicate complex ideas through oral formal and informal presentations.
- Communicate complex ideas coherently and clearly through writing, using the mechanics of writing.

### 1D. Primary Constituents and Stakeholders

Our primary constituents and stakeholders are our students, alumni, External Advisory Group, and employers who hire our graduates. Across programs, our students are primarily working full or part-time and engaged in busy lives. Few of our students are full-time students. Our students attain jobs in

professional sectors that focus on training, instructional design, instructional technology, eLearning, organizational learning, and human resource development. Prospective employers in these fields need graduates who are capable and skilled life-long learners regardless of the degree, in part because everchanging technologies are involved, and in part, because when the discipline is about learning, the context and content of learning will continue to evolve.

## How goals and outcomes of programs are communicated to students, constituents, and stakeholders

We communicate to all audiences especially our students via our program website, which includes information for prospective and current students. In addition, we maintain 3 listservs for undergraduate, graduate, and doctoral students to communicate program information and updates. The events we organize such as the doctoral community of practice (Doc CoP) and the Expo, are venues where we communicate the goals and objectives of our program to stakeholders.

One major stakeholder is our External Advisory Group (EAG) established in 2014. The mission of the advisory group is to provide insight into the knowledge, skills, and abilities they expect from those they hire. OILS faculty may choose to use this information or not – the advice offered does not bind the faculty or the Dean. The group is also invited to OILS events and to visit classrooms with the desire to better integrate OILS students with local employers.

In order to get input for the revision of our programs and to determine what we are doing well and what needs to change, we conduct surveys of both our alumni and current students. The recent alumni surveys were conducted in 2015 and 2016-2017, and current student surveys were conducted in 2015 and 2017. Results from these surveys are discussed in Criterion 4.

Given its new direction in the learning sciences, the OILS program joined the Network of Academic Programs in the Learning Sciences (NAPLeS), thus extending our stakeholders to the national and international level. (NAPLeS, <a href="http://isls-naples.psy.lmu.de/members/programs/index.html">http://isls-naples.psy.lmu.de/members/programs/index.html</a>) NAPLeS is a network of academic programs in the learning sciences that reviews/hosts syllabi, webinars, and video resources from learning sciences programs. NAPLeS has an annual meeting at conferences hosted by the International Society of the Learning Sciences (ISLS). Svihla submitted the application in 2014 and OILS was added to the NAPLeS membership in 2015. Svihla is the OILS campus liaison. Membership depends on maintaining at least three members of ISLS, one of whom may be a student. In addition to providing OILS faculty and students with high quality curated materials, having UNM listed on an international website of learning sciences programs has elevated our profile.

## How satisfaction of goals and outcomes in each degree supported students' academic/professional aspirations

Data from the OILS alumni survey conducted in Spring 2016 show how each degree supported students' academic/professional aspirations. Figure 1D.1 illustrates the results of the survey question "In what ways did the program advance your career?" for each degree.

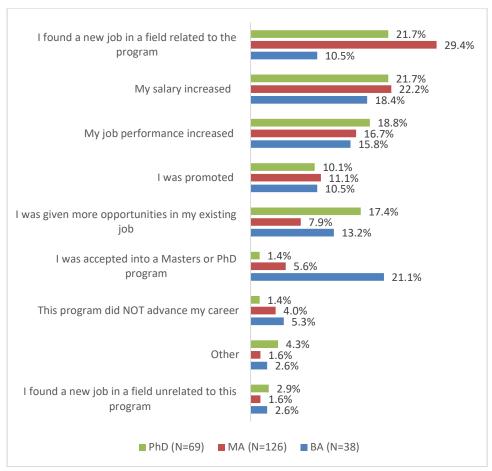


Figure 1D.1. Undergraduate, Master's, and Ph.D. alumni Career Advancement

# 1E. Outreach and Community Activities (local, national, and international) offered by the OILS Program and how they relate to academic and professional success of students

Outreach and community activities are discussed under two sections: Community engagement and global outreach and international cooperation.

### **Community Engagement**

### OILS Curriculum and Courses

The OILS program prides itself in putting theory into practice especially at the master's and undergraduate levels and extending learning by having students apply the theory they learn in authentic environments. Rather than using testing to assess learning, most OILS classes employ project-based learning (PBL) experiences, where students are expected to work individually or in teams to solve a complex problem for an organization or a performance problem. One of the ways OILS engages the community is through project-based courses, particularly in the master's level courses. These courses provide students with authentic and realistic contexts to apply and develop core disciplinary practices. Therefore, involving the community in the learning experience both face-to-face and online is a hallmark

of the OILS curriculum, and faculty spends considerable time making community connections. Many of the class projects come directly from business and industry, non-profits, K-12 or higher education often through relationships with program alumni or from local employers familiar with the OILS program.

For example, in the master's level fall 2015 instructional design course, two student teams were hired for the semester to design instruction for a local hospital; one team designed a leadership refresher course, and the other designed training to help call-center staff become more empathetic. Past clients have included: Intel, Presbyterian Hospital, Progress for Science, a bilingual school in California serving low income families, New Mexico Department of Veterans' Services, and Sandia National Labs. In OILS 544, the evaluation course, students commonly design an evaluation plan for a client in the community. In Spring 2018, a group of students in the eLearning course design class developed an eLearning educational program for the Water Resource Action Program (WRAP), whose goal is to educate middle school students in the Middle East (Israel, Jordan, Palestine) and America about water use to facilitate international middle school students' learning about water resources in their area. Students have also found that local nonprofits and government organizations are willing sites for classroom projects. As benefactors of the work of OILS students, representatives of these organizations participate in classes throughout the semester, learning from the OILS program and thus extending the reach of the program beyond the registered student and into the larger community. In addition, in their internship, many students make contributions as unpaid interns serving 200 hours and meeting community needs while gaining additional experience in their chosen career area.

### OILS Expo

One of the ways in which OILS faculty supports undergraduate and graduate students is through the OILS Expo. Kang (Undergraduate Program Coordinator) has led the organization of the OILS Expo with the assistance of Larrañaga (Program Manager) and Scott Albert (Work Study). The Expo is an annual event held during the spring semester where students showcase their research and class projects developed over the academic year. Projects are presented via poster sessions and round table sessions. During the Expo attendees are asked to cast votes for the best Instructional Technology and the best Organizational Development posters. Approximately 100 people attend the Expo. In addition to OILS students and faculty, visitors include faculty from other programs, potential employers, representatives from TEDxABQ, New Mexico Evaluators, and international visiting scholars.

### TEDxABQ.

The OILS program continued its affiliation with TEDxABQ. In 2013, one faculty spoke at the TEDxABQ Education event. OILS doctoral students have also spoken at the event. Along with the leadership of CNM's Workforce Training Center, OILS was instrumental in the development of the TEDxABQ Future of Work Salon and two follow-up events hosted by CNM. An OILS M.A. student spoke at the Salon. Graduates of the OILS program co-facilitated the Salon and the follow-up events with CNM staff. UNM is a sponsor of the annual TEDxABQ event. Held at Popejoy Hall, the event is attended by 2,000 people. In 2013, as part of a service learning project for an OILS class, students studied and developed recommendations for the leadership of TEDxABQ. These recommendations resulted in improvements to the organizational structure and in the retention of volunteers.

#### **Guest Speakers**

The OILS program has partnered with the OILS Graduate and Professional Student Association (GPSA) to organize events that are of benefit to both OILS students and the community. For example, on September 24, 2015, the GPSA sponsored a talk at UNM by Dr. Michael Kroth, Associate Professor in the department of Adult and Organizational Learning and Leadership in the College of Education, University of Idaho, an alumnus of the OILS program and a nationally recognized speaker to present on "Lives that Matter: Reflections on Profound Learning and Living." Because of Svihla's secondary appointment in Chemical & Biological Engineering, she has gained access to opportunities to join speaker series. When relevant, she has shared the invitation with the OILS program students and faculty. This has included guest speakers who discussed faculty change and development, digital/open badging, and modern teaching/training techniques. On every occasion that Svihla invited members of the OILS community, OILS students attended.

#### Visiting International Scholars

OILS has encouraged visiting international scholars to join the program. These scholars have often engaged with students and faculty on research projects and presented their expertise to students, UNM, and the community. Professor Dutra Oliveira, our visiting scholar from the University of Sao Paulo Brazil during Spring 2016, conducted a workshop for students on "Bibliometric Analysis Using Free Software," and presented his research on "Open Education Resource (OER) Utilization in the Global South: A research study of 9 countries" to UNM and the community on March 9, 2016.

#### **Global Outreach and International Cooperation**

#### Ghana Mobile and eLearning Project

Under the mentorship of Gunawardena, the OILS program has engaged graduate students in international projects, including research, and developed memorandums of understanding (MOU) with international institutions. OILS signed an MOU with the Central University College in Accra, Ghana in 2013 to help deliver a physician assistant program at a distance via mobile and eLearning technologies. Four graduate students worked as a virtual team with Canadian partners to develop a grant proposal on behalf of Central University College and Accra, Ghana. The team obtained funding from Grand Challenges Canada to offer a physician assistant program to rural communities in Ghana. This program began in June 2013 enabling students to understand a specific cultural context and design and deliver an academic program through distance learning technologies in Ghana. Two OILS students and a faculty member visited Ghana to set up the project and carried out successful student orientation programs on how to learn at a distance, as well as trained instructional designers and faculty on how to design for mobile and eLearning platforms. OILS students collected and analyzed data on this program and presented a paper at the 2014 mLearn conference in Istanbul, Turkey. They published an article on the design-based research framework used for implementing this transnational mobile and blended learning solution in the International Journal of Mobile and Blended Learning in 2015. This research group further extended their work and published a paper on "Negotiating cultural spaces in an international mobile and blended learning project" in the proceedings of the 15th World Conference on Mobile and Contextual Learning, mLearn in 2016.

#### Sri Lanka eMentoring Project

In another project, as part of an online faculty development program conducted for the Ministry of Higher Education in Sri Lanka, 10 OILS students volunteered to serve as e-mentors for faculty in Sri Lanka to assist them in conducting inquiry-based interactive online activities in the Moodle Learning Management System. Virtual research collaboration was established between OILS and the Open University of Sri Lanka to analyze the data from this cross-cultural e-mentoring program. OILS students presented results from this project at several conferences between 2007 and 2013. This initial collaboration has now extended to the Department of Nursing and the Center for Technology and Media at the Open University in Sri Lanka (OUSL), which culminated in the signing of an MOU with OILS in June 2018 (discussed below) to collaborate on developing the Open University's Master's in Nursing degree online.

# Nepal Science Project on Water Resources

In another collaboration with the Nepal Study Center UNM, a group of graduate students enrolled in the OILS culture and global e-learning course designed and implemented a cross-cultural science project over several semesters between a school in Albuquerque and a school in Katmandu, Nepal involving middle-school and high-school students who participated in science clubs in their respective schools. OILS students developed the web portal for this project along with the Facebook page and engaged students in an experiment to test water samples from their respective rivers as they shared and analyzed data across the two countries. Students evaluated this project using a developmental evaluation approach and presented findings on how informal science education can be conducted through digital cross-cultural collaboration at the American Evaluation Association meeting in 2014.

#### Brazil MOU

OILS successfully executed a MOU with the School of Business and Engineering at the University of São Paulo, Ribeirão Preto, Brazil for faculty and student exchanges and collaborative research. Subsequent to this MOU, Gunawardena was invited to Brazil in July 2014 to teach a graduate-level course in online collaborative learning. After this faculty exchange, a faculty member from Brazil, Professor Dutra came to UNM in the spring of 2016 to work on collaborative research and teaching projects.

#### South Korea MOU

Assistant Professor Pil Kang was successful in leading the effort to sign a MOU between OILS and the Global Human Resource Development Institute at Pusan National University in South Korea in May 2018, to collaborate on research and education in HRD and organizational learning. Pusan National University is a flagship university in Busan (formerly Pusan), the second-largest city in South Korea. GHRDI focuses on HRD research and practices in various organizations including, but not limited to, corporate, military, higher education, government, and non-profit organizations.

#### Sri Lanka MOU

On June 14, 2018, UL&LS, signed a MOU with the Open University of Sri Lanka (OUSL) to collaborate on the design and development of the online component of OUSL's Master's Degree in Nursing. This MOU also paves the way for eLearning evaluation and research, faculty exchanges, and student exchanges. Gunawardena led this effort and will serve as the lead on the project. In December 2017, she was sponsored by OUSL to train its nursing faculty in the development of online courses. Both undergraduate and graduate OILS students have participated in this collaboration prior to the signing of the MOU to work with OUSL faculty to design nursing courses online in the Moodle platform thus gaining valuable cross-cultural

international design experience. In Spring 2018 students in the OILS eLearning course design course designed the Population Health course for OUSL on the Moodle platform. This project also involves collaboration with the College of Nursing at UNM, thus increasing the scope of this international collaboration.

In looking to the future, OILS will continue to build on these existing relationships and develop new collaborations to provide opportunities for students to gain experience in designing, developing, implementing and researching instructional design, online learning, organizational development, and human performance technology in varied cultural contexts. This will support OILS's strategic goals to build partnerships internationally to support research and teaching missions, and promote international and interdisciplinary perspectives among students.

# 1F. Strategic Planning Efforts

#### Strategic Planning Efforts: Program and Student Learning Goals

OILS engaged in the strategic planning efforts of the College (UL&LS) and developed 2 strategic goals for the program from 2017 to 2020. The first goal is to build our reputation as interdisciplinary and innovative in the OILS focus areas. Four objectives will support this goal. The second goal is to support students to develop increased capacity in OILS focus areas, and work ethically for the common good. Two objectives will support this goal:

- 1. Build our reputation as interdisciplinary and innovative in the OILS focus areas
  - 1. Complete APR to develop future directions.
  - 2. Advance research that matters in NM as a future-ready context, as a diverse Research 1 university.
  - 3. Appoint UNM faculty from other programs as secondary faculty to extend our disciplinary reach.
  - 4. Build partnerships regionally, nationally, and internationally to support research and teaching missions.
- 2. Support students to develop increased capacity in OILS focus areas and work ethically for the common good
  - 1. Deliberately include wisdom and ethics discussions and reflections in OILS courses.
  - 2. Continually review, assess and improve our programs, from admission to graduation.

Our plans for the future also include the following:

- 1. Continue to review and revise the B.S., M.A., and Ph.D. Programs, using advisory board member input to guide program development, particularly for the undergraduate and master's programs.
- 2. Review and assess criteria for OILS Student Learning Outcomes.
- 3. Discuss and implement measures to maintain healthy student enrollment in the OILS program with a reasonable faculty to student ratio.
- 4. Create a research culture in the doctoral program and continue to provide research opportunities and mentor students to present and publish research.

- 5. Promote international and interdisciplinary perspectives among students by hosting international post-doctoral researchers.
- 6. Explore ways to market the program.
- 7. Evaluate the outcomes of the managed online program (MOPs) for the Learning Officer concentration.

### **Internal/External Challenges**

We list some of the internal and external challenges the program has experienced in the past years as our strategic planning efforts have evolved.

#### *Internal Challenges:*

- 1. High student to faculty ratio. Enrollment in the undergraduate program has increased significantly but without additional faculty, staff, or revenue. Doctoral advising load for senior faculty is significantly high along with a high teaching load. Therefore, more faculty lines are desirable for the health of the program.
- 2. High teaching load. Teaching load is high for R1 university, especially when coupled with a high advisement load. College of Education has a 2-2 load which is a standard, and we exceed this mark. This means our load is above national and local trends.
- 3. Inadequate staff support. The program has experience difficulty in hiring staff. Our graduate Program Coordinator left in Spring 2017, and we have not been able to hire a replacement. We have finally been approved to hire at a lower ranking staff position.
- 4. One challenge the program has experienced is the difficulty in developing an accurate student database for the program. We hope our new hire will have the skills to take on this task.
- 5. Improving image of the Program. There is a perception present across all three degree programs that the program lacks rigor. Therefore, faculty are trying to improve the image of the program. As a start, we have integrated more rigor by removing programs that were using OILS enrollment numbers, such as the Management Academy, and removing undergraduate courses that lacked rigor. Further, Kang has begun to conduct workshops to train TAs who teach in the undergraduate program. Rigor also comes from 604 research courses introduced at the doctoral level. We have also instituted the annual review for doctoral students and have been selective in our admissions to the doctoral program. MOPS courses go through an external review which introduces an element of rigor to online courses.
- 6. Improving writing skills across the board, especially for doctoral students. Lack of good writing skills is a challenge specifically at the doctoral level. Often there is a lack of resources for improving writing on campus. We have considered talking to the English Department about establishing a writing course for our students. Another option is to help train instructors regarding how to improve the writing of their students. Other options could be co-teaching and utilizing the language expertise of Library faculty who have the expertise to teach writing classes. There is a need for writing at the undergraduate level as well.
- 7. Cost of educational materials such as software. Since we are a predominantly online program, we cannot take advantage of labs with mass licenses. The tools we can use in class are limited because of this. This prevents one-to-one application of software because we are working with freeware.

#### External Challenges:

- 1. Immigration policies related to international students. The current immigration policy stands in the way of recruiting international students to a predominantly online bachelors and master's program. According to the US Office of Immigration, international students must maintain their legal status by not enrolling in more than one three-credit hour online/distance education course per semester. For a master's program like OILS that is mostly online with only a few face-to-face classes, this policy is a challenge. This means we cannot encourage international students to enter our program at the undergraduate and master's levels.
- 2. Decreasing budget from the state level. Reduced support from Santa Fe. Increased enrollment and budgets have not kept pace with this growth.
- 3. Marketing has not been up to the mark to keep up with competition from other online education programs. The external market actually presents an opportunity for us if we can utilize it effectively as the economy is improving. We had a great demand for our professional development certificates (non-transcripted), but that demand has died down because of a lack of marketing. We hope we can develop an effective marketing program for these Certificates. We are hoping that Extended University will engage in marketing our MOPS Learning Officer program to out-of-state and international audiences who would benefit from the low tuition offered by MOPS to such students.

#### *Maximizing Strengths:*

- 1. Our move to the UL&LS has enabled us to maximize the resources available in our own college to strengthen our academic program:
  - a. Utilizing technical resources of the library. We have been successful in partnering with the Information Technology division of the library to have an instance of Moodle installed and updated so students can develop their eLearning courses using the Moodle platform.
  - b. Utilizing the marketing arm of the library. The marketing manager for the library has helped us market our program by producing newsletters and brochures.
  - c. Library faculty teach our undergraduate information literacy courses (101, 320) as part of their load. In addition, Digital Information Management (OILS 513) and Introduction to Spatial Data Management (OILS 515) are taught by library faculty at the graduate level.
  - d. Library faculty attend our faculty meetings and provide us with diverse perspectives that we benefit from.
- 2. Offering an ethics course with an OILS prefix taught by Bill Gannon, a member of the UNM IRB board, which is a required training for graduate researchers engaged in funded research.
- 3. Articulation agreements with community colleges and attending career fairs and other events have helped to conduct outreach for our undergraduate programs.
- 4. Building relationships with international universities have provided many learning opportunities for our students.
- 5. NSF Grants have brought in student research opportunities.
- 6. Recruiting working professionals to teach our courses. We have experts from the field who serve as adjuncts and teach our courses.
- 7. Our internationally and culturally diverse faculty contributes a global mindset and engages in international collaborations.

- 8. Law's service on the editorial boards of ETR&D ((Educational Technology Research and Development), IJPBL (Interdisciplinary Journal of Problem-Based Learning), and TK&L (Technology, Knowledge and Learning) can increase the visibility of the program in the field of learning sciences and instructional design. In addition, this service enables Law to be current in the latest trends in the field, which can not only strengthen his teaching and research but also support student research.
- 9. A potential area for growth could be marketing our expertise as the keepers of good pedagogy as many new instructors need to know how to teach.
- 10. Faculty working across campus and making the program visible.
- 11. External Advisory Group is a source of tremendous feedback for our academic programs.
- 12. Many faculty work with community engaged teaching thus making a needed connection between the program and community.
- 13. The offering of an undergraduate minor in Instructional Technology and Training should increase undergraduate enrollments. This minor focuses on providing students with the background needed to design and develop online and face-to-face training. The 18 credit-hour program consists of undergraduate level courses that address how adults learn, training design, program evaluation, and the use of technology to manage learning programs.

#### Serving the University of New Mexico

From its inception, despite the fact that OILS is as small program, it has continuously contributed to the wellbeing of the university in many areas. Additional resources such as faculty lines will enable the program to contribute in a greater sense. OILS' value as an academic program in light of its contributions to UNM are highlighted below:

- OILS undergraduate courses are taken by many non-OILS majors. Currently, approximately 40% of OILS' undergraduate courses are filled by non-OILS students.
- OILS' undergraduate minor in the College of Arts and Sciences serves students of that college.
- OILS' graduate level courses such as the Adult Learner, Instructional Design, Cross-Cultural Issues in Adult Learning, Team Development, and Culture and Global eLearning are popular courses with non-OILS students, faculty, and staff.
- OILS contributes to the professional development of UNM employees as faculty and staff have enrolled in OILS' M.A. and Ph.D. programs.
- OILS trains online instructional designers and trainers who are hired by UNM's Extended University.
- OILS 583 Graduate Teaching I is a graduate level course on teaching techniques that is offered to all Teaching Assistants at UNM through the OILS program.
- OILS 593-T Social and Ethical Research Issues in Nanotechnology is a research ethics course for research assistants at UNM that is offered through the OILS program.

OILS faculty and staff contribute to the university as follows:

- Svihla is chairing a task force on redesigning the university. Fran Wilkinson and Gary Smith are members of this task force.
- Smith serves as ex-oficio member of the School of Medicine's curriculum committee.
- Gunawardena serves as reviewer for the Distinguished Professor Selection Committee.

•	Larrañaga participates in UNM's University Libraries Deans Team which meets monthly to designate duties and timelines for events being held at the Library and the new Diversity, Equity, and Inclusion Task Force which will be reviewing micro-macro aggressions, retention of faculty of staff, safety and security, tangible issues that can divide staff and faculty, and diversity within faculty and staff hires.

### CRITERION 2. TEACHING AND LEARNING: CURRICULUM

# 2A. Detailed description of the curricula for each degree/certificate program

We provide detailed information on current curricula for OILS degrees and certificates in this section. Section 0B discussed the history and development process of each degree.

# B.S. Degree in Instructional Technology and Training (Undergraduate 2+2 Program)

The Bachelor of Science (B.S.) Instructional Technology and Training (a 2+2 program) allows students to use their technical education, often from a community college, and add additional coursework in OILS, Communication and Journalism (C&J), Management, & other courses to complete their undergraduate degree. The coursework provides students with a well-rounded education that focuses on instructional technology, 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 Kang (Assistant Professor) who is assisted by the OILS Program Manager and undergraduate advisor, Larrañaga.

#### OILS Undergraduate Program Admissions Requirements

This program enables students who have completed an associate degree or an approved program of studies in a technical discipline at a community college to complete a bachelor's degree (B.S.) at UNM. Admission requirements include:

- Earned Associate degree in an approved technical discipline or a completed, approved program of studies demonstrating a specific technical emphasis
- 2.75 overall GPA
- Letter of intent
- As of Fall 2018, English 120

Since the OILS program moved to the College of University Libraries and Learning Sciences, the Bachelor of Science Program has been on moratorium for one and a half years. During the moratorium, a study was conducted to understand the needs of the program. The moratorium was lifted in Spring 2014. One key recommendation from the study was the hiring of a new faculty to support the program. In 2015, Kang was hired as the undergraduate program coordinator to oversee the advisement and operations of the B.S. program, and Larrañaga was hired as a staff member to coordinate the program and advise students.

In addition, the OILS faculty recommended three changes to the B.S. program which were implemented. First, there was a change in the name of the program from "Technology and Training" to "Instructional Technology and Training" to highlight the focus on instructional technology, rather than "Technology" which could also be interpreted as vocational technologies. Second, the Program of Study of the B.S. program was revised to include courses that are relevant to the field of instructional technology and training. Finally, the admission requirements of the B.S. program were changed. A description of the changes are listed below:

The Program of Study was changed to (1) lower the total number of credit hours needed to graduate with a B.S. in OILS to 121 credit hours (to align with the UNM 2020 plan), (2) update the UNM Core requirements (to align with the current UNM Core Requirements), and (3) create a more relevant program for the current job market by offering three new courses: Management of eLearning Systems, Survey of Human Resource Development and Instructional Technology, and Leading the Training Organization. The total number of management/communication skill credit hours was decreased from 21 hours to 12 hours to accommodate the three new OILS courses as well as align with the lowering of the total number of credit hours for the degree.

#### Program of Study for Instructional Technology & Training - 121 Semester Hours

Students majoring in Instructional Technology & Training complete a minimum of 37 semester hours of University Core Requirements with a grade of 'C' or better, 9 semester hours of Management/ Communication Skills, 30 semester hours of Technical Core, and 45 semester hours of OILS undergraduate courses. Within the 45 semesters hours of OILS courses, we address the foundational knowledge and skills, instructional technologies, and training.

#### Why 121 Hours?

We reduced the total number of credit hours from 130 to 121 in 2014 to accommodate UNM's requirement of 120 hours for an undergraduate degree. When we aligned the program with UNM's required 120 hours, we found it difficult to fit the reduction to 120 hours because of two reasons: the 3 credit hour format of OILS courses, and the UNM general education requirement of a lab (1 credit hour) for the physical science requirement. Therefore, we had to require 1 credit hour more than the UNM stipulated 120 credit hours.

Table 2A.1 provides an overview of the undergraduate 2+2 program's curriculum.

Table 2A.1. Undergraduate 2+2 B.S. Program (This table extends to two pages)
\*\* minimum credit hours

	Credit Hours		Credit Hours		Credit Hours
UNM Core General Education	37	Management/Communication Skills	9	Instructional Technology and Training	45
Writing and Speaking	9	CJ 314 Intercultural Communication		Theoretical Foundations	12
ENGL 110 (or ENGL 112; or ENGL		Select an additional 6 credit hours from the		OILS 102 Online Learning and Strategies for Success	
113)		following:			
				OILS 440 Survey of Human Resources Development and Instructional Technology	
ENGL 120		CJ 221 Interpersonal Communication		OILS 466 Principles of Adult Learning	
ENGL 219		CJ 323 Nonverbal Communication		OILS 481 Technological Change and Society	
Mathematics	3	CJ 327 Persuasive Communication		Instructional Technology	15
(M.A.TH 121 and above)		CJ 332 Business and Professional Speaking		OILS 320 Information Management for Professionals	
Physical and Natural Science	7 **	CJ 333 Professional Communication		OILS 405 Management of eLearning Systems	
see Core Curriculum list		CJ 340 Communication in Organizations		OILS 420 Creativity and Technical Design	
Social and Behavioral Sciences	6	CJ 344 Interviewing		OILS 421 Production and Utilization of Instructional Materials	
PSY 105 (Recommended)		CJ 446 Organizational Analysis and Training		OILS 483 Instructional Applications: Computer Technology	
SOC 101 (Recommended)		MGMT 113 Management: An Introduction		Training	18
Humanities	6 **	Technical Course Work	30	OILS 457 Leading the Training Organization	
see Core Curriculum list; choose two		(30 credit hours of community college		OILS 470 Workplace Training	
from:		technical coursework) *			
AMST 186; CLST 107, 204, 205;				OILS 471 Designing Training	
COMP 224; ENGL 150, 292, 293; HIST					
101; 102, 162; MLNG 101; PHIL 101,					
201, 202; RELG 107					
Second Language	3 **			OILS 472 Training Techniques	
see Core Curriculum list				OILS 473 Measuring Performance in Training	
Fine Arts	3 **			OILS 495 Field Experience	
see Core Curriculum list				Total	121

\* OILS advisor approval required to transfer technical community college courses. 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	Trades and Service
Administrative Assistant	Air Conditioning, Heating & Refrigeration
Business Graphics & Communication	Automotive Technology
Legal Assistant	Commercial Printing
Microcomputer Management	Construction Technology
Health	Criminal Justice
Respiratory Therapist	Diesel Equipment Technology
Technologies	Electrical Trades
Architectural/Engineering Drafting	Environmental Technology
• Computing	Fire Science
Design Drafting Engineering	Food Service Management
Electronics Engineering	Machine Tool Technology
• Electronics	Mechanical Technology
Manufacturing	Metals Technology

#### M.A. Degree in Organization, Information, and Learning Sciences

The OILS program offers a Master of Arts (M.A.) degree that gives students an opportunity to combine aspects of adult learning, learning sciences, organizational learning and development, and instructional technology that includes multimedia design and eLearning, principles of knowledge management and data management, and the design, development, and evaluation of training. OILS students can expect to develop a diverse skill set that helps them hit the ground running when they enter the workforce. They are 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, learning design, crosscultural issues in learning, principles of knowledge management, instructional technology, eLearning, and program evaluation. Knowledge and information management courses give students the conceptual and practical hands-on training that allows them to effectively design, manage, analyze, visualize, and preserve data and information. Students who are knowledgeable in these areas are at a significant competitive advantage as they pursue further academic and professional efforts. OILS courses require students to apply their learning in real world contexts. Not only do OILS graduates have the flexibility to choose where they work, they also enjoy diverse and rewarding employment options which include adult learning, instructional design and technology, organizational development, training and development, distance education, eLearning, online learning, knowledge management, information management, project management, 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. Students may take Plan I: Thesis Option (36 credits) or Plan III: Coursework Only Option (30 credits).

# OILS Master of Arts Program Admissions Requirements

Requirements to be admitted into the OILS master's 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.
- Required documentation, including a letter of intent, a resume, three letters of recommendation, and one writing sample.
- A completed interview either over the phone or in person with an OILS faculty member.
- Goals or objectives that can be reasonably achieved through a degree in this program.

*Non-Degree Students:* Up to twelve (12) non-degree-seeking UNM graduate-level credit hours may be applied to the M.A. degree program with the approval of the advisor.

Table 2A.2 provides an overview of the master's program.

Table 2A.2. Program of Study for Master of Arts in OILS (This table extends to 4 pages)
The M.A. in Organization, Information, and Learning Sciences is offered under two options: Plan 1(thesis) and Plan III (Coursework)

Plan I: Thesis (36 credit hours)	Credit Hours	Plan III: Coursework (30 credit hours)	Credit Hours
Required Core (12 credit hours)		Required Core (15 credit hours)	
OILS 535 Culture and Global eLearning I -and- OILS 536 Culture and Global eLearning II	2	OILS 535 Culture and Global eLearning I  -and- OILS 536 Culture and Global eLearning II  -or-	1 2
-or- OILS 545 Cross-Cultural Issues in Adult Learning	3	OILS 545 Cross-Cultural Issues in Adult Learning	3
OILS 541 The Adult Learner	3	OILS 541 The Adult Learner	3
OILS 544 Program Evaluation	3	OILS 544 Program Evaluation	3
OILS 546 Framing Designs for Learning	2	OILS 546 Framing Designs for Learning	2
OILS 547 Prototyping Designs for Learning	1	OILS 547 Prototyping Designs for Learning	1
<b>Area of Focus</b> (12 credit hours) Students will work with their advisors to select relevant courses to strengthen their preparation in specific areas of their choosing.	12	OILS 597 Capstone	3
Research Methods (6 credit hours) Research methods courses, such as OILS 570 and/or OILS 604, with advisor permission.	6	OILS Concentration (15 credit hours)  Choose one of the following:  1. Adult Education and Professional development 2. Organization Development and Human Resource Development 3. Instructional Design and Technology 4. eLearning 5. Learning Officer	15
Master's Thesis (6 credit hours) OILS 599 two semesters	6		
Plan I Total	36	Plan III Total	30

# **OILS Concentrations (5)**

1. Adult Education and Professional Development Required Courses	Credit Hours
OILS 551 Training Techniques	3
OILS 555 Mentoring Adult Career Development	3
OILS 559 Positive Psychology in Organizations	3
Electives (choose from):	6
OILS 500 Contemporary Instructional Technologies: Survey	3
OILS 533 Management of Learning Technology	3
OILS 534 Mobile Learning: Introduction to Mobile Learning and Mobile Learning Design	3
OILS 540 Foundations of HRD and Instructional Technology	3
OILS 545 Cross-Cultural Issues in Adult Learning	3
OILS 552 Team Development and Facilitation	3
OILS 553 The Role of Wisdom in Adult Learning Across Cultures	3
OILS 661 Seminar: Transformational Learning	3

2. Organization Development and Human Resource Development Required Courses	Credit Hours
OILS 540 Foundations of HRD and Instructional Technology	3
OILS 542 Theory and Practice of Organizational Learning	3
OILS 551 Training Techniques	3
Electives (choose from):	6
OILS 557 Human Performance Improvement	3
OILS 558 Leading Change	3
Other OILS courses	3

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3. Instructional Design and Technology	Credit Hours
Required Courses	
OILS 502 Instructional Multimedia	2
-or- OILS 504 Instructional Use of Computer Simulations and Games	3
OILS 505 Management of eLearning Systems	3
OILS 554 Consulting and Project Management	3
Electives (choose from):	6
OILS 500 Contemporary Instructional Technologies: Survey	3
OILS 501 Presentation Technologies	3
OILS 502 Instructional Multimedia	3
OILS 503 Digital Video Techniques for Instruction	3
OILS 504 Instructional Use of Computer Simulations and Games	3
OILS 506 Exploring Virtual Worlds and Virtual Reality in Online Learning Environments	3
OILS 533 Management of Learning Technology	3
OILS 534 Mobile Learning: Introduction to Mobile Learning and Mobile Learning Design	3
OILS 537 E-learning Course Design I	1
OILS 538 E-learning Course Design II	2

4. eLearning	Credit Hours
Required Courses	
OILS 505 Management of eLearning Systems	3
OILS 534 Mobile Learning: Introduction to Mobile Learning and Mobile Learning Design	3
OILS 537 E-learning Course Design I	1
OILS 538 E-learning Course Design II	2
Electives (choose from):	6
OILS 501 Presentation Technologies	3
OILS 502 Instructional Multimedia	3
OILS 503 Digital Video Techniques for Instruction	3
OILS 504 Instructional Use of Computer Simulations and Games	3
OILS 506 Exploring Virtual Worlds and Virtual Reality in Online Learning Environments	3
OILS 510 Designing Knowledge Management Solutions	3
OILS 533 Management of Learning Technology	3
OILS 554 Consulting and Project Management	3

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5. Learning Officer Managed Online Program (MOP) All courses are 8 weeks and delivered online Required Courses	Credit Hours
OILS 537 E-learning Course Design I	1
-and- OILS 538 E-learning Course Design II	2
OILS 542 Theory and Practice of Organizational Learning	1
OILS 554 Consulting and Project Management	2
OILS 557 Human Performance Improvement	3
OILS 558 Leading Change	3
Electives (choose from):	3
OILS 500 Contemporary Instructional Technologies: Survey	3
OILS 552 Team Development and Facilitation	3

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#### **OILS Concentrations Descriptions**

The five OILS M.A. concentrations presented in Table 2A.2 and described below are intended to help OILS M.A. students choose an area of focus at the time of admission to the program. However, students work with their advisors to adjust the concentration requirements for their unique individual needs. In the future, the OILS program will consider offering an interdisciplinary concentration where students can select from courses across program concentrations.

#### Adult Education and Professional Development

This practitioner-oriented track is suited for those who want to work with adult learners, and are interested in a career in teaching adults, and designing and developing educational and training programs for them. Coursework focuses on adult learning theory, cultural influences on learning, instructional design, development, and evaluation, instructional methods and techniques, mentoring and career development, and distance learning. The courses develop skills in professionals who can design, teach, support, evaluate, lead, and manage programs for diverse adult audiences and contribute towards the continuing professional development of adults. Project-based assignments enable participants to gain real-world experience and skills that can be immediately applied on the job. In addition, participants will contribute their own experiences and expertise in designing and developing learning environments for adults. The program pays special attention to addressing cultural issues in adult learning in a changing global workplace. Careers targeted by this concentration include career development officer, college readiness officer, adult education and training instructor, and educational developer in organizations such as schools, government, higher education, the military, or the corporate sector.

### Organization Development and Human Resource Development

The modern knowledge economy has changed the nature of organizations, careers, and jobs. These changes necessitate the continuous development of individuals' knowledge and skills as well as developing the organizations where they work. Organization-development and human-resource-development professionals help to create the work settings that are attentive to both organization and human needs as well as prepare individuals for their current and future careers. This concentration prepares students to:

- Design, develop, and evaluate the learning initiatives in organizations
- Provide both training and non-training solutions to organization problems
- Create environments that are attentive to both individual and organizational needs

Graduates typically work at Human Resource Development, Talent Development, Organization Development, Training, or Learning and Development departments in a broad range of public and private, for-profit and nonprofit organizations.

#### Instructional Design and Technology

With global trends like personalized learning and data-driven decision making, and increased opportunities for learning outside of university settings, the need to create meaningful, lasting, and relevant learning experiences has never been more important.

Informed by the science of learning, the instructional design and technology concentration prepares students to design learning experiences for a broad range of settings (e.g., face-to-face and online, formal and informal, higher education, workplace, personal). This concentration prepares students to:

- Frame learning design problems by identifying learning needs from multiple and diverse stakeholder points of view and understanding design requirements
- Prototype, test, and refine designs for learning that are based on research on how people learn and that meet real-world learning needs
- Thoughtfully incorporate technologies and innovations that are beneficial to learning
- Evaluate impacts of their designs

Graduates typically work as ID/learning consultants and as instructional or learning designers in a range of organizations, including higher education.

#### eLearning

The eLearning concentration develops knowledge, skills, and attitudes 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 and facilitated by internationally recognized faculty the program is accessible entirely online. The program emphasizes a learner-centered, community-centered, interactive approach to online learning, where participants engage in hands-on activities and work collaboratively on complex, authentic real-world projects to develop products for immediate, practical use in the work environment. Participants interested in research explore Interaction Analysis and Social Learning Analytics to determine how online interactions and online learning communities can be improved. Careers include eLearning development specialist, faculty eLearning talent developer, and eLearning designer.

#### Learning Officer

The Learning Officer concentration offers a path for professionals to quickly develop a competitive edge in this expanding field of employment. The Learning Officer concentration provides broad preparation to both develop and manage training and development programs that are integrated into organizational needs and change processes. Learning Officers and Chief Learning Officers work in nearly every field to manage and ultimately lead these processes. The OILS Learning Officer concentration is offered only through UNM's Managed Online Program, with all courses delivered online at a standard per credit hour fee rate, regardless of a student's residency status.

#### Ph.D. in Organization, Information, and Learning Sciences

The Doctor of Philosophy (Ph.D.) in Organization, Information, and Learning Sciences is a research degree. It is designed to develop the candidate's competency to design, conduct, and report original theoretical and applied research in the selected area of study. The Program of Studies and the dissertation reflect an emphasis on theoretical concepts, inquiry skills, and original research.

The Ph.D. degree cultivates students' research capabilities related to a specific area in the OILS fields. Students are expected to obtain and exhibit substantial research skills, including reviewing and synthesizing current literature, conducting empirical research, and analyzing and interpreting empirical data. The skills must be displayed in their dissertation and in the oral defense of their dissertation. Recently, the dissertation requirements were modified. Students have the option of writing a traditional dissertation or choose a 3-paper format, with each paper being written for a specific audience or academic journal. Most current OILS Ph.D. students work full-time while pursuing the Ph.D. degree to advance

their careers. Faculty advisors work closely with their students to tailor a program of study and dissertation or a three-paper plan that meets their specific aims. For instance, student may study pragmatic organizational problems or use design-based research to test new theories of learning.

#### OILS Ph.D. Program Admissions Requirements

The following are required to be admitted into the OILS doctoral program:

- 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).
- Goals or objectives that can be reasonably achieved through a degree in this program.
- When the file is complete, applicants for admission to the OILS Doctoral Program are interviewed by a panel of regular OILS program faculty members.

#### Program of Study for Ph.D. in OILS

An Organization, Information, and Learning Sciences Ph.D. candidate must complete an approved program of studies of no less than 60 graduate credit hours of coursework plus 18 credit hours of dissertation. All candidates complete the required core courses (18 credit hours), concentration courses (24 credit hours), and research courses (18 credit hours).

Candidates for the Ph.D. are required to demonstrate inquiry skills appropriate to conducting scholarly research. The identification and certification of the inquiry skills are completed by the student's Program of Studies Committee on Studies prior to the candidate starting work on a dissertation.

The dissertation for the degree of Doctor of Philosophy must demonstrate an ability to conduct independent research and competence in scholarly exposition. Both traditional and non-traditional (hybrid) dissertation options are accepted. Students should choose an option in consultation with their committee members. 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 of the major field. A non-traditional (hybrid) dissertation consists of a collection of related articles prepared and/or submitted for publication or already published. Each dissertation must include "introduction" and "conclusion" sections. The student must meet the general manuscript format criteria set forth in the UNM Catalog on manuscript guidelines. Students must adhere to copyright policies for obtaining permission to use a previously published manuscript.

There are two faculty committees that assist doctoral students during the course of their studies: the Program of Studies Committee which guides their selection of coursework and conducts the comprehensive exam, and the Dissertation Committee which guides their dissertation research. Both these committees can be comprised of the same faculty members, or students can opt to change faculty members in their dissertation committee based on the direction of their research. When students are admitted, they must meet with the Chair of their Program of Studies Committee (advisor) during the first semester in the program to begin planning their program of studies. This Chair conducts the annual review of progress toward the degree with input from OILS faculty, and the Program of Studies Committee (3 faculty members) conducts the formal midpoint review ideally after the student has

completed between 12-21 credit hours, but not more than 24 credit hours (including a minimum of 6 credits in doctoral level seminars in OILS, 3 credits in a research methods course, and 3 credits with the minor advisor), following admission to the doctoral program. When the student has completed coursework, a written and oral comprehensive exam is held by the three members of the Program of Studies Committee, and if successful, the student is advanced to candidacy and will start enrolling in dissertation hours. The Dissertation Committee oversees the dissertation proposal hearing and the final dissertation defense exam. The Ph.D. planning grid which doctoral students use to plan their course of study detailed below is in Appendix 9-4C.5.

#### Doctoral Core (18 credit hours)

OILS 570 must be taken in the first semester of coursework. OILS 541 and 543 must be taken in the first year, as these courses are prerequisites to many other courses. Students who have already taken OILS 541 and/or OILS 543, or equivalent courses may transfer those courses.

*Table 2A.3. Doctoral Core (18 credit hours)* 

	Credit Hours
OILS 541 The Adult Learner	3
OILS 546 Framing Designs for Learning	2
OILS 547 Prototyping Designs for Learning	1
-or- OILS 543 Instructional Design	3
OILS 570 Research Foundation in Social and Learning Sciences	3
OILS 601 Advanced Instructional Design	3
OILS 690 Dissertation Proposal Seminar	3
OILS 696 Research Practicum	3

#### Doctoral Concentration (24 credit hours)

The courses selected are chosen in concert with the student's advisor and reflect the student's particular programmatic interest. For example, if students are particularly interested in the use of multimedia and distance learning technologies, they choose a set of courses that help them develop these areas of expertise. Likewise, if students are interested in training and organization development knowledge and skills, they choose courses that develop these areas of expertise.

Students must take 9 credit hours of doctoral-level seminar courses to be selected from the following 3 credit hour seminars:

*Table 2A.4. Doctoral Concentration (24 credit hours)* 

	Credit Hours
OILS 600 Science, Technology and Society	3
OILS 608 Advanced Seminar in Organizational and Program Evaluation	3
OILS 635 Research in Online Education (this course carries prerequisites that may be taken as part of the core and concentration)	3
OILS 639 Advanced Instructional Technology Seminar	3
OILS 641 Advanced Seminar on Organization Development and Consulting	3
OILS 661 Seminar: Transformational Learning	3
OILS 642 Advanced Seminar in Organizational Leadership	3

Six credit hours must be taken outside of OILS to develop an interdisciplinary lens on the concentration. An additional 9 credit hours of graduate coursework in OILS may include 500-level courses taken to meet prerequisites for 600-level courses, other 500- and 600-level OILS coursework, and OILS 698 Directed Readings in Organization, Information, and Learning Sciences.

#### Research Requirement (18 credit hours)

Students must complete at least one quantitative and one qualitative course. These courses must be approved by the advisor. Students must enroll in OILS 604 for at least 9 credit hours.

OILS 604 Current Research Methods for the Study of Learning

Students should take at least two advanced research courses, based on the qualitative, quantitative, or mixed-methods focus of the dissertation, such as from the list below. Other courses may be approved by the student's Program of Studies Committee Chairperson.

Table 2A.5. Doctoral Research Requirement (18 credit hours)

	Credit Hours
CJ 609 Mixed Methods Research Designs	3
EDPY 607 Structural Equation Modeling	3
EDPY 651 Advanced Seminar in Quantitative Educational Research	3
LLSS 605 Advanced Qualitative Research Methods	3
LLSS 606 Case Study Research Methods	3

LLSS 623 Ethnographic Research	3
NURS 613 Mixed Methods Research	3
STAT 565 Stochastic Processes with Applications	3
STAT 577 Introduction to Bayesian Modeling	3
STAT 586 Nonparametric Curve Estimation and Image Reconstruction	3
STAT 590 Statistical Computing	3

#### Transfer Credit Hours

Students who have previously completed graduate coursework outside OILS from UNM may request to transfer in up to 6 of those credit hours for the doctoral concentration requirement of taking courses outside OILS. The final decision of which courses are accepted is made by the student's Program of Studies Committee. For more information on the transfer of courses, see Transfer Credit in the *Graduate Program* section of the Catalog.

Ph.D. students are provided with the planning grid that explains the Ph.D. Program (see Appendix 9-4C.5) so that they can plan their studies with the chair of their Program of Studies Committee.

Doctoral students are supported by seven OILS core faculty plus other tenured or tenure-track faculty from the College (UL&LS). In part because of student interest in learning analytics, gaming, and human—computer interaction, two faculty members from other colleges have been appointed as secondary faculty. Students usually take two to five years to complete the required coursework, inasmuch as many of them work full time and can take only two courses per semester. Once coursework has been completed, the dissertation process usually takes one to two years. However, students have up to five years to complete the dissertation once they have advanced to candidacy after completing the comprehensive examination.

Ph.D. students who wish to gain teaching or research experience receive support in the form of graduate or teaching assistantships when funding is available. These typically include tuition and fees. Table 6A.1 shows the number of TAs supported by the program from 2016-2018. After advancing to candidacy, Ph.D. students may also be offered the chance to teach in the program as instructors, gaining both financial support and teaching experience.

# **Educational Specialist Certificate in Organization, Information, and Learning Sciences** (transcripted)

The OILS program 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. 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. The applicant's master's degree and work experience are expected to be related to the area of interest for the Ed.S.

- 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 three OILS 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)
    - OILS 604 Quantitative research methods
    - OILS 604 Qualitative research methods
    - o OILS 544 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) OILS 595: Field Experience
  - II. Professional Portfolio (6 credit hours) OILS 596: Internship Both of these options require a three-person faculty committee.

#### Additional Guidelines

- OILS 546 & 547 Instructional Design (3 credits) and OILS 541 The Adult Learner (3 credits) 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 OILS as part of the Ed.S. Certificate.
- No more than 12 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 OILS may enroll for a maximum of 3 credits of Problems (OILS 591) and 3 credits of Directed Readings (OILS 598).

#### **OILS Professional Development Certificates (non-transcripted)**

The OILS Professional Certificates were 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 OILS 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 OILS 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. OILS offers the following five professional certificates:

- 1. The Adult Learning & Training Professional Development Certificate
- 2. The Culture and Adult Learning Professional Development Certificate

- 3. The Professional Development Certificate in eLearning
- 4. The Professional Development Certificate in Instructional Technology
- 5. The Professional Development Certificate in Organizational Learning

A description of each certificate and the courses required are provided in Appendix 5-2A.4.

# 2B. Significance of the unit's contributions to and/or collaboration with other internal units within UNM

#### Undergraduate

Although the OILS program does not offer any courses that are part of the general education core courses, we have various courses that may contribute to college student success. Specially, OILS 101: Introduction to Information Studies, and OILS 102: Online Learning and Strategies for Success provide two key competencies for student success (e.g. information literacy and online learning strategies and skills). Students from various departments are currently taking those courses. In addition, three of our courses, OILS 420: Creativity and Technical Design, OILS 466: Principles of Adult Learning, and OILS 481: Technological Change and Society, are approved courses for UNM Innovation Academy. Besides OILS students, the OILS undergraduate courses are often taken by students from other majors such as Bachelor of Liberal Arts, Psychology, Business, etc.

#### Graduate

OILS works with other departments at the graduate level. For example, 500- or 600-level OILS courses can satisfy the electives of the Educational Linguistics Ph.D. program. Currently, OILS is working with the Physical Education Faculty in the College of Education to offer technology related courses to students in the Physical Education Program. We also offer one cross-listed class with Geography, OILS 515/GEOG 522: Introduction to Spatial Data Management.

Besides offering courses to other departments, OILS also collaborates with other faculty. For instance, OILS has two faculty with secondary appointments, Flor from the Anderson School of Management, and Holden from the Honors College. In addition, the OILS faculty member, Svihla also holds a secondary appointment in the Chemical and Biological Engineering Department.

# 2C. Efficiency and necessity of the unit's mode(s) of delivery for teaching courses.

OILS offer courses in various modes, face-to-face, hybrid, and online to accommodate the needs of our students and specific program requirements such as in the managed online program.

#### Undergraduate

The undergraduate program is taught 100% online. OILS 101: Introduction to Information Studies is offered in a hybrid format. In Spring 2018, we offered one hybrid section of OILS 420: Creativity and Technical Design, to allow students to engage with creativity tools such as 3D printers. We are

considering offering a few more face-to-face classes at the undergraduate level so that students who need or prefer face-to-face experience can have the option.

#### Master's

The OILS M.A. program is offered in face-to-face, hybrid, and online format. About 75% of our 500-level classes are offered in an online format. However, we offer the core courses in both face-to-face and online formats. Currently offered face-to-face courses are OILS 551 Training Technique, OILS 502 Instructional Multimedia, OILS 545 Cross Cultural Issues in Adult Learning, OILS 555 Mentoring Career Development, and OILS 559 Positive Psychology. Face-to-face offerings provide an option for students who prefer face-to-face learning experiences and international students who must be enrolled in at least 2 face-to-face courses per semester.

#### Ph.D.

The OILS Ph.D. program is offered mainly in a face-to-face format. Students have the option to take the OILS 541: Adult Learner and the instructional design course OILS 546 and OILS 547 online or face-to-face. They also can take master's level OILS concentration courses in an online format. However, all OILS doctoral level seminars and OILS method courses are offered in a face-to-face format.

#### **MOPS**

OILS has participated in the Managed Online Programs (MOPS) offered by the Extended University at UNM since Fall 2017. MOPS has specific requirements concerning how courses are offered. Because of the requirements of MOPS, OILS converted the majority of the M.A. level courses to an 8-week format. Two of the classes that take a project-based approach are split into two 8-week classes. For example, previously known as OILS 543: Instructional Design is split into OILS 546: Framing Designs for Learning (2 credits), and OILS 547: Prototyping Designs for Learning (1 credit). A few other non-MOPS courses are also offered in the 8-week format. We are currently evaluating student perceptions of the MOPS program. Preliminary feedback from the 2017 M.A. Current Student Survey indicate that students are split when it comes to their preference for either an 8 or 16-week course format. The results of a question asking students their preference for course length are presented in Figure 2C.1.

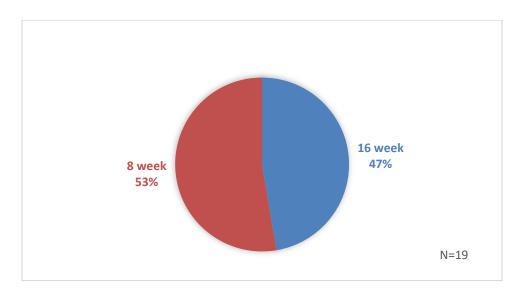


Figure 2C.1. Current M.A. Student 8 or 16-week Course Preference

The 2017 M.A. Current Student Survey also asked students what they thought about the delivery mode of courses. The results are presented in Figure 2C.2.

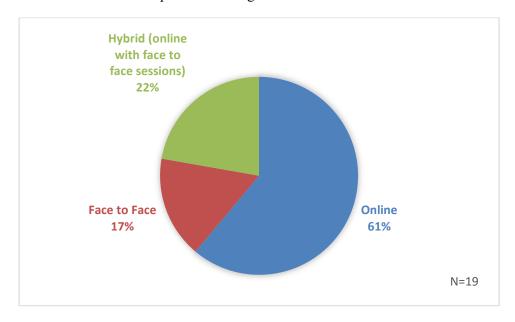


Figure 2C.2. M.A. Current Student Delivery Mode Preference

The majority of the M.A. students who responded to the survey indicated that they prefer online courses to any other option. Therefore, OILS has effectively met the needs of its students by engaging in furthering its online course offerings.

#### **Summer Courses**

OILS also offer summer courses. Every summer, we offer three to four undergraduate courses and three to four graduate level courses. Some of these classes are offered in an 8-week format, and some of these classes are offered in a 4-week format.

# 2D. Unit's strategic planning efforts going forward for identifying, changing and/or examining areas for improvement in its curricula.

The scheduled External Advisory Group (EAG) meeting in August 2018 and the APR Review Team's site visit in September 2018 will provide recommendations for improving OILS curricula. In addition, the program will carefully review the suggestions for improvement that students have made in the alumni and current student surveys discussed under Criterion 4.

One area that emerged from the surveys conducted with current students in 2017 is the need to provide more technical courses in the undergraduate and graduate programs. This recommendation needs to be delved into further to determine exactly the type of technical courses students are requesting. Doctoral students requested more opportunities to engage in field research and this is one area that will be explored further before a decision is made on how to implement a solution.

OILS faculty have identified MOPs as an area for future evaluation and research. OILS will conduct surveys and in-depth interviews to determine how students are engaging in MOPs courses and how they can be improved to serve the needs of online learners who are required to follow the 8-week format for course delivery.

To align OILS with future strategic goals, the program will consider how to internationalize the curriculum and develop international collaborations to improve both the curriculum and opportunities for student cross-cultural exchanges.

# CRITERION 3. TEACHING AND LEARNING: CONTINUOUS IMPROVEMENT

OILS faculty have developed and tested different assessment protocols for each program. OILS collects, analyzes and aggregates data about SLOs from key milestones: (1) Technology & Training bachelor degree program from the student culminating practicum, (2) master students' portfolios from their capstone and internship, and (3) doctoral student core courses, comprehensive examinations, and dissertation proposal hearings and defenses.

OILS decided to assess learning outcomes under a three-year plan. In the first year, we collected and analyzed data to measure the SLOs. In the second and third year, we continued collecting data and implemented necessary changes. The assessment process and evaluation of student learning outcomes for each degree/certificate program (3.A.), and the impact of the annual assessment activities (3.B.) are discussed below.

# Undergraduate: Bachelor of Science in Technology and Training (2+2 Program)

# 3A.1 Assessment and Evaluation of SLOs for the Undergraduate Program

Each undergraduate student develops a Final Project which serves as a capstone culminating experience that provides evidence of the students' progress through the program. Typically, the Final Project is a part of their internship experiences. The Final Project consists of two major activities, a 100-hour Internship and a self-reflection paper of the internship learning experience. The Internship provides students with professional learning experiences in applied settings. The Final Project is meant to be a purposeful collection of student work to exhibit one's effort, achievements, and learning outcomes. All of the SLOs are measured using students' Final Projects.

Beginning in 2015-2016, the faculty Undergraduate Program Coordinator evaluated and scored each capstone project. The performance benchmark for the program is that 90% of all students will score an "acceptable or better" on each Student Learning Outcome (achieving at least 3 points on a 5 point scale). 100% of the students reached performance benchmark in each year since then. Students' scores were aggregated (students scored a 3.72 out of a 5 point scale; showing that the average score was better than the benchmark by 0.72 point). The aggregated results were shared with the program core faculty (seven in total) at the faculty meeting to consider the accuracy and effectiveness of the assessments. Changes in program procedures, instruction, and assessment usually result from a discussion of results.

After discussion with all OILS faculty, the Faculty Undergraduate Coordinator shares the results of the undergraduate assessment at the College level. The College Assessment Review Committee (CARC) meets regularly to examine college-wide assessment procedures. At the end of every calendar year, the chair of CARC and the Associate Dean in charge of assessment meet with Departments and programs to help evaluate and develop ongoing assessment systems that are manageable, effective, and meaningful.

As a result of this process, the OILS faculty realized that the current assessment process needs improvement. As a first step, the OILS faculty decided to improve the goals and SLOs for the undergraduate program so that it can fit better with the program foci and skills for the workplace. OILS undergraduate students are assessed according to the Student Learning Outcomes (SLOs) established for the program. The goals, SLOs, and the evaluation rubric for the B.S. program are listed below.

#### Goals

Prepare graduates to:

- 1. Design and develop instructional applications for training adults in diverse organizations
- 2. Develop skills in utilizing instructional technologies to facilitate learning
- 3. Conduct training face-to-face and online
- 4. Assess the success of educational and training programs

#### SLOs:

The graduates will be able to:

- Utilize design principles to develop instructional applications
- Develop and facilitate adult learning using a variety of teaching/training delivery methods
- Analyze training needs
- Evaluate instructional applications at various levels
- Integrate the key concepts taught in the program during an internship

#### The undergraduate evaluation rubric is presented as follows:

Learning Outcomes	Excellent	Proficient	Not acceptable
Utilize design principles to develop instructional applications	Demonstrate understanding and use of ID models/processes/princip les effectively and appropriately when instructional design tasks are given (e.g. ADDIE process and sub- components)	Demonstrate understanding and use of components/parts of ID models/processes/princip les when instructional design tasks are given	Do not demonstrate knowledge and skills of ID principles and their applications
Develop and facilitate adult learning using a variety of teaching/training delivery methods	Demonstrate skills and knowledge to create a training module using delivery methods and software typically used in the industry for the given instructional module content (e.g. Captivate, Storyline, Lectora)	Demonstrate skills and knowledge to create a training module using software typically used in the industry for F2F training for the given instructional module content (e.g. MSWord, MSPowerPoint, PDF)	Do not demonstrate knowledge and skills of training development methods and tools
Analyze training needs	Demonstrate skills and knowledge to conduct various analyses accurately and effectively for training	Demonstrate skills and knowledge to conduct an analysis for training and performance when	Do not demonstrate knowledge and skills of training analysis

Learning Outcomes	Excellent	Proficient	Not acceptable
	and performance when performance/ training issues or opportunities are given. (e.g. performance analysis, gap analysis, cause analysis, training needs analysis, learner analysis, task analysis)	analysis tasks are provided. (e.g. performance analysis, gap analysis, cause analysis, training needs analysis, learner analysis, task analysis)	
Evaluate training courses and students at various levels	Demonstrate skills and knowledge to design and develop training evaluation based on an evaluation framework (e.g. Kirkpatrick 4 level model, Brinkerhoff success case method)	Demonstrate skills and knowledge to develop a training evaluation with appropriate supervision (e.g. Kirkpatrick level 1 test)	Do not demonstrate knowledge and skills of evaluation
Integrate the key concepts taught in the program during an internship	The supervisor of internship grades the intern's performance higher than 4.5 out of 5.0 based on demonstration of the four SLOs stated above	The supervisor of internship grades the intern's performance between 4.49 and 3.5 out of 5.0 based on demonstration of the four SLOs stated above	The supervisor of internship grades the intern's performance lower than 3.49 based on demonstration of the four SLOs stated above

Note: Students must be *Excellent* on at least two LOs and *Proficient* in other LOs.

Figure 3A.1. Undergraduate Evaluation Rubric

#### 3B.1 Impact of Assessment Activities for the Undergraduate Program

In 2016-2017, OILS decided to revise the internship requirements in the undergraduate field experience. To help our students to better focus on certain learning outcomes that are meaningful to them, we asked them to focus on one or two SLOs in their internship and final reports. To reinforce their learning, we also asked the students to reflect on how they applied their knowledge and skills, such as instructional design models, learning theories, and formative and summative evaluation, in the internship reflection paper.

Although all of our graduates performed at an acceptable level (achieving at least 3 points on a 5 point scale), the faculty found that some of the current students experienced some difficulties learning in online environments. Since the B.S. program is 100% online, this challenge needs to be addressed. As a result, a new class, OILS 102 - Online Learning and Strategies for Success, was introduced in Fall 2017 to help students to learn better in an online environment.

OILS concentrated on making improvements based on the program assessment conducted during the moratorium (2013 - 2014). In order to enhance academic rigor, the undergraduate faculty coordinator established a new hiring procedure for temporary-part-time teachers (TPT) and Teaching Assistants (TA), developed an orientation for TPTs and TAs, and scheduled regular TPT/TA meetings, as more than 50%

of the undergraduate courses are taught by TAs and TPTs. Trainings and meetings cover standardizing goals and student learning outcomes, designing courses and syllabi, working with instructional designers and academic advisors, and increasing grading rigor. Formative evaluations have been conducted by the Undergraduate Faculty Coordinator regarding the efficacy of the interventions (new hiring process, orientation, and regular meetings).

In 2018-2019, based on the previous year's SLO impact results, we will review all undergraduate courses and make necessary revisions in order to provide more effective and meaningful learning experiences to OILS students. The Faculty Undergraduate Program Coordinator will synthesize the results and share them with all seven core faculty at a faculty meeting. A more comprehensive assessment process for the undergraduate program will be discussed.

# M.A. in Organization, Information, and Learning Sciences

#### 3A.2 Assessment and Evaluation of SLOs for the M.A. Program

Each master's student who chooses the portfolio option (about 97.5% of OILS master's students), instead of the thesis option, develops an electronic portfolio, which serves as a capstone culminating experience that provides evidence of the students' progress through the program. The Professional ePortfolio consists of two major activities, (1) a 200-hour Internship and (2) preparation of the ePortfolio. The Internship provides M.A. students with professional learning experiences in applied settings. The ePortfolio is meant to be a purposeful collection of student work to exhibit one's effort, progress, and achievements. All of the SLOs are measured using students' ePortfolios.

Beginning in 2013-2014 and continuing each year through 2017-2018, data were aggregated from the portfolios. The performance benchmark is that 90% of all students score an "acceptable or better" (achieving at least 3 points on a 5 point scale) on each SLO. Each year, students who chose the portfolio option scored an "acceptable or better" (achieving at least 3 points on a 5 point scale) on all SLOs. All students who were evaluated in the previous years scored an "acceptable or better" performance on all of the measures.

Each ePortfolio was assessed by three OILS faculty members. Students' scores were aggregated. The aggregated results were shared with the program faculty at the faculty meeting to consider the accuracy and effectiveness of the assessments. Changes in program procedures, instruction, and assessment are implemented after a discussion of results.

One of the OILS faculty members then shares the results of assessment at the College level. The CARC meets regularly to examine college-wide assessment procedures. The chair of CARC and the Associate Dean in charge of assessment meet with Departments and programs to help evaluate and develop ongoing assessment systems that are manageable, effective, and meaningful. One of the key results of the assessments is the change of the M.A. curriculum to include five different concentrations and a Capstone class, which we will describe in the next section.

The OILS MA program was revised in 2017-2018. Five new concentrations were introduced and a Capstone class was introduced to replace the previous internship class. The seven OILS core faculty discussed the new goals, SLOs, and rubric for evaluation that would fit better with the knowledge, skills, and responsibility the program intends to develop in its graduates. OILS M.A. students are assessed according to the SLOs established for the program. The goals, SLOs, and the evaluation rubric for the M.A. program are listed as follows:

#### Goals

#### Prepare graduates to:

- 1. Consistently draw upon adult learning theory/principles and design theory
- 2. Develop and manage change for learning organizations
- 3. Engage in human resource development within local, national, and global organizations
- 4. Create and manage innovative learner-centered learning environments
- 5. Mentor and coach individuals through the process of their personal and professional development
- 6. Advocate for ethical environments that are inclusive of individuals with diverse cultural and linguistic backgrounds, including those with special learning needs

#### SLOs:

Since the master's program has five concentrations, students are also assessed according to the skills developed in each of these concentrations. Therefore, depending on the student's individualized program of study, he or she will be assessed on whether they are able to:

- Recognize and address (un)intended impacts of designs on individuals from diverse backgrounds (all concentrations)
- Recognize and address the ethical implications of learning and organizational designs (all concentrations)
- Identify a need and opportunities for and plan organizational change (OD/LO)
- Design, develop, implement, and evaluate processes for developing human resource capacity within local, national, or global organizations (OD/LO)
- Lead individual, group, and organizational learning (OD/LO)
- Design, develop, implement, and evaluate innovative eLearning and multimedia learning environments (eLearning)
- Administer and manage learning systems (eLearning)
- Design, develop, implement, and evaluate innovative learning environments (ID&T)
- Design, develop, implement, and evaluate professional development plans and processes (AE&PD)

#### The master's evaluation rubric is presented as follows:

Learning Objectives	Excellent	Proficient	Not acceptable
Recognize and address	Recognize and address a	Recognize a number of	Do not recognize nor
(un)intended impacts of	several (un)intended	the (un)intended impacts	address most of the
designs on individuals	impacts of design on	of design on individuals	un(intended) impacts of
from diverse backgrounds	individuals from diverse	from diverse	design on individuals
	backgrounds.	backgrounds. In	from diverse
		addition, address a few	backgrounds.

Learning Objectives	Excellent	Proficient	Not acceptable
		(un)intended impacts of design on individuals from diverse backgrounds	
Recognize and address the ethical implications of learning and organizational designs	Recognize and address several ethical implications of learning and organizational designs.	Recognize a number of ethical implications of learning and organizational designs. In addition, address a few ethical implications of learning and organizational designs.	Do not recognize nor address ethical implications of learning and organizational designs
Identify a need and opportunities for and plan organizational change  Design, develop, implement, and evaluate processes for developing human resource capacity within local, national, or global organizations	Identify clear needs and opportunities for and plan an organizational change  Demonstrate understanding and use of human resource development models/principles to design, develop, implement and evaluate human resource capacity effectively	Identify some needs and opportunities for and plan an organizational change  Demonstrate understanding and use of components/parts of human resource development models/principles to design, develop, implement and evaluate human resource capacity effectively	Do not identify needs and opportunities for nor plan an organizational change  Do not demonstrate the knowledge and skills of human resource development models/principles
Lead individual, group, and organizational learning	Demonstrate ability to lead organizational learning	Demonstrate understanding and use of components/parts of organizational learning models/principles	Do not demonstrate the knowledge and skills of organizational learning models/principles
Design, develop, implement, and evaluate innovative eLearning and multimedia learning environments	Demonstrate skills and knowledge to conduct various analyses accurately and effectively design, develop, implement, and evaluate eLearning environments when eLearning issues or opportunities are given.	Demonstrate components/parts of skills and knowledge to conduct various analyses accurately and effectively design, develop, implement, and evaluate eLearning environments when eLearning issues or opportunities are given	Do not demonstrate skills and knowledge to conduct various analyses accurately, nor effectively design, develop, implement, and evaluate eLearning environments when eLearning issues or opportunities are given
Design, develop, implement, and evaluate innovative learning environments	Demonstrate skills and knowledge to conduct various analyses accurately and effectively design, develop, implement, and evaluate learning environments when instruction/ training issues or opportunities are given.	Demonstrate components/parts of skills and knowledge to conduct various analyses accurately and effectively design, develop, implement, and evaluate learning environments when instruction/ training issues or opportunities are given	Do not demonstrate skills and knowledge to conduct various analyses accurately nor effectively design, develop, implement, and evaluate learning environments when instruction/ training issues or opportunities are given

Learning Objectives	Excellent	Proficient	Not acceptable
Administer and manage learning systems	Demonstrate sufficient skills, knowledge, and responsibility to manage learning management systems.	Demonstrate components/parts of skills and knowledge to manage learning management systems.	Do not demonstrate skills nor knowledge to manage learning management systems.
Design, develop, implement, and evaluate professional development plans and processes	Demonstrate skills and knowledge to conduct various analyses accurately and effectively design, develop, implement, and evaluate professional development plans and processes when professional development issues or opportunities are given.	Demonstrate components/parts of skills and knowledge to conduct various analyses accurately and effectively design, develop, implement, and evaluate professional development plans and processes when professional development issues or opportunities are given	Do not demonstrate skills and knowledge to conduct various analyses accurately nor effectively design, develop, implement, and evaluate professional development plans and processes when professional development issues or opportunities are given

Figure 3A.2. Master's Evaluation Rubric

Note: OD: Organizational Development and Human Resource Development; LO: Learning Officer; ID&T: Instructional Design and Technology; AE&PD: Adult Education & Professional Development.

### 3B.2 Impact of Assessment Activities for the Master's Program

OILS set a three-year assessment period for the M.A. program to collect, aggregate, and evaluate data. Details of the annual assessment activities are described next.

2015-2016 was the third year of a three-year assessment cycle for the M.A. program. At that time, OILS faculty conducted a comprehensive review of the master's program in order to make recommendations for improvements in program curriculum, procedures, instruction, and assessments. OILS faculty held a strategic retreat incorporating assessment data as part of the process. The outcome of the comprehensive review was a decision to restructure the entire M.A. curriculum to provide concentrations so that students can specialize in a specific area. One of the concentrations was a new Learning Officer Concentration delivered through the UNM Managed Online Programs (MOPS) model, which was designed to reach non-traditional students outside of the state of New Mexico. The MOPS model required eight-week course schedules. Since the current staffing made it impossible to offer both 16-week and 8-week courses, faculty redesigned the master's program into the 8-week course model for most online courses. In addition, faculty added a capstone course to scaffold students' communication skills and to integrate the concepts embedded in the SLOs. Assessment is conducted in the capstone course. The new curriculum launched in the Fall of 2017. The Advisory Board, which consists of the major employers of OILS graduates, reviewed the new curriculum and agreed that the concentrations could better communicate the expertise of the OILS graduates. Formative evaluation will be conducted in the future to evaluate the new course format and curriculum format.

During 2018-2019, OILS will focus on data collection, data analysis, & implementation. Students' data will be collected and SLOs will be assessed. The scores of the SLOs will be aggregated. The summary of the SLOs will be presented at the faculty meeting. Revisions to program procedures, instructions, and assessments may be planned after the discussion. Necessary changes will be implemented.

# Ph.D. in Organization, Information, and Learning Sciences

### 3A.3 Assessment and Evaluation of SLOs for the Ph.D. Program

#### Goal

The Ph.D. in OILS is a research degree which aims to develop the graduate's competency to design, conduct, and report original theoretical and applied research in learning sciences, adult learning, eLearning, organizational learning and development, and instructional technology.

The OILS doctoral degree program requires that all students take three foundational courses as part of 60 course credit hours and 18 dissertation credit hours, pass comprehensive examinations, propose their dissertations, and defend their dissertations. Faculty formally assess students at each stage.

#### SLOs

Graduates will be able to:

- Demonstrate understanding of research methods through the planning, implementation, analysis, and dissemination of research studies.
- Develop a strong theoretical foundation and understanding of the research literature by constructing a coherent scholarly argument and conceptual framework.
- Communicate complex ideas through oral formal and informal presentations.
- Communicate complex ideas coherently and clearly through writing, using the mechanics of writing.

Beginning in 2013 through 2016, faculty who taught the required courses, program of studies committee members, and dissertation committee members scored the student learning outcomes at each stage, providing a longitudinal view of student success. Aggregate scores show that:

- Students do not meet the research methods performance measure by comprehensive exams but meet it by the time they proposed.
- Students meet the theory performance measure after completing the three foundational courses.
- Students meet the oral communication performance measure by comprehensive exams.
- Students do not meet the written communication performance measure by comprehensive exams.

Faculty made changes to the doctoral program based upon the evaluation, including:

- The addition of a new research methods course and the addition of requirements for more research methodology.
- Intervening with students who score low in communication and writing, including providing consistent feedback on writing and referring students to GRC for training.
- Incorporating active listening skills training in OILS 601, which is a core requirement.

The short and long versions of the doctoral evaluation rubric are presented as follows:

	does not meet the learning outcome (1)	shows evidence of minor progress on the learning	is making progress and moving to desired mastery	has almost mastered the learning outcome	has mastered the learning outcome
		outcome	(3)	(4)	(5)
This student:		(2)			
demonstrates understanding of research					
methods through the planning,					
implementation, analysis, and					
dissemination of a research study.					
demonstrates strong theoretical					
foundation and understanding of the					
research literature by constructing a					
coherent scholarly argument and					
conceptual framework					
demonstrates depth of understanding of					
thematic minor					

Figure 3A.3. Short version of rubric for assessment of OILS doctoral program

	does not meet the learning outcome (1)	shows evidence of minor progress on the learning outcome	is making progress and moving to desired mastery (3)	has almost mastered the learning outcome (4)	has mastered the learning outcome (5)
This student:	DECEADO	H PROCESS			
1 1 1 1 1 1	RESEARC	H PROCESS	I	I	I
demonstrates knowledge of both quantitative and qualitative research methodologies.					
demonstrates professional and ethical					
behavior in research with an					
understanding of the implications and					
potential for unintended consequences of					
his/her work.					
demonstrates the ability to plan research					
from developing the research idea, posing					
research questions, to successfully					
completing the IRB proposal					
demonstrates the ability to implement a					
study and conduct analysis of data					
demonstrates the ability to draw					
conclusions, inferences, and implications					
based on analysis of data					
demonstrates the ability to disseminate					
findings through publication and					
presentation, in audience-appropriate					
venues (e.g., industry white papers, peer-					
reviewed journals, conferences, etc., as					
defined with the dissertation committee)					
CONCEPTUAL AND THEORETICAL FOUNDATIONS					

			1	T	I .
	does not	shows	is making	has almost	has
	meet the	evidence of	progress and	mastered	mastered
	learning	minor	moving to	the	the
	outcome	progress on	desired	learning	learning
	(1)	the learning	mastery	outcome	outcome
		outcome	(3)	(4)	(5)
This student:		(2)			
demonstrates ability to frame a problem					
with a conceptual framework and situate a					
new study within prior relevant and					
related research					
demonstrates ability to discuss relevant					
theory and use theory as a tool					
demonstrates depth of understanding of					
thematic minor					
INTELLECTUAL MER	IT AND BI	ROADER IMPA	ACTS OF RESI	EARCH	
demonstrates ability to address a novel					
problem or area of inquiry					
conducts research that contributes to					
society in specific, positive ways, either					
through the conduct of the research or as					
implications					
	SEF	RVICE			
serves on professional organization					
committees					
reviews proposals for national					
conferences/organizations/journals					
serves on department or college					
committees					
serves community					
	WR	ITING	_	'	
uses appropriate grammar, punctuation,					
spelling and the mechanics of writing					
can write effectively using APA format.					
demonstrates detailed knowledge of					
content/topic through academic discourse					
using professionally acceptable norms.					
develops clear and coherent academic					
arguments					
can effectively situate his/her findings in					
relation to those of others					
can use peer-reviewed research to support					
claims					
is developing a professional voice in					
his/her academic writing.				1	
demonstrates critical analysis					
demonstrates ability to synthesize past					
research					
demonstrates the ability to write in an				1	
organized fashion					
or During or Indition	l	1	1	1	l

Figure 3A.4. Long version of rubric for assessment of OILS doctoral program

# 3B.3 Impact of Assessment Activities for the Ph.D. Program

2015-2016 was the third year of a three-year assessment cycle for the Ph.D. program. OILS faculty conducted a comprehensive review of its Ph.D. program and made recommendations for improvement in program curriculum, procedures, instruction, and assessments. The outcome of the comprehensive review was to create new research methods courses to better prepare students to plan and conduct scholarly work; to make OILS 600 an elective, which removed it from the list of potential performance benchmark time-points. Faculty submitted programmatic changes and the new curriculum launched in the fall of 2016.

Data for 2016-2017 are missing due to a staff member's departure. As a result, faculty delayed the launch of the new three-year assessment cycle for the Ph.D. program until 2017-2018 instead of 2016-2017 as originally intended. Part of the plan will include a holistic comprehensive assessment of individual doctoral students by all program faculty. In addition, OILS will assess the program with the intention of revising the SLOs for Ph.D. students, making sure they complement the SLOs in the M.A. program.

# **Education Specialist Certificate in Organization, Information, and Learning Sciences**

# 3A.4 Assessment and Evaluation of SLOs for the Ed.S. Certificate Program

The Education Specialist Certificate is designed to provide advanced study beyond the master's degree for students who do not wish to pursue a doctorate. From the time OILS moved to the library until 2015-2016, there had been no students enrolled in the program. That changed when a doctoral student who decided not to complete the Ph.D. elected to earn an Educational Specialist Certificate instead. Because the student had not been enrolled in the Educational Specialist program, no assessment was conducted beyond ascertaining that the coursework and research completed by the student met the Education Specialist Certificate requirements.

#### 3B.4 Impact of Assessment Activities for the Ed.S. Certificate Program

The OILS Ed.S. Certificate program was reviewed during the spring 2017 semester. Faculty determined it to be a useful program for OILS doctoral students who have completed a minimum of 36 credit hours and a research project who ultimately decide to discontinue their doctoral studies. The Ed.S. can also serve programs outside of OILS who are seeking a specialization in OILS for their students. OILS faculty have discussed revitalizing the program and determining potential students and marketing.

# **CRITERION 4. STUDENTS**

We first present institutional demographics of OILS students between Spring 2009 – Fall 2018 and then discuss the different methods and data sources we have collected to present student data. Subsequently, we discuss the findings and conclude with strategic planning to recruit and retain students.

# **Demographics of Student Graduates from the OILS Program (2009-2018)**

OILS students are primarily working professionals seeking to enhance their careers or change career direction. Figure 4.1, Figure 4.2, and Figure 4.3 present demographics for OILS students collected from institutional data available on MyReports for students at all levels (B.S., M.A., and Ph.D.) graduating between Fall 2009 – Spring 2018. We selected the main demographics that we could easily obtain from institutional analytics.

Figure 4.1 displays the gender of graduating students from all levels of the program.

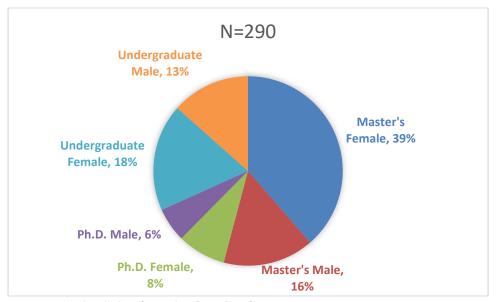


Figure 4.1. OILS Graduate Student Gender

In total, 65% of the program's graduates were female. The ethnicity of graduating OILS undergraduates is presented in Figure 4.2.

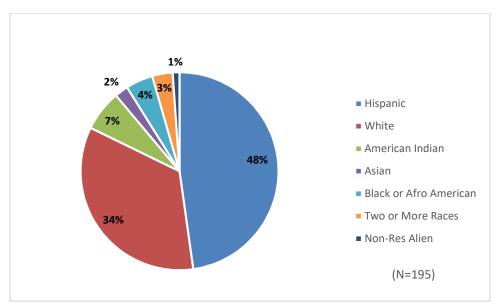


Figure 4.2. Undergraduate Ethnicity

In total, 48% of OILS undergraduates are Hispanic aligning OILS with UNM's designation as a Hispanic Serving Institution.

The ethnicity of graduating OILS Graduate students is presented in Figure 4.3.

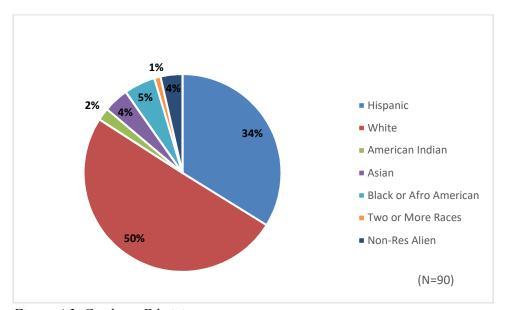


Figure 4.3. Graduate Ethnicity

OILS graduates at the master's and Ph.D. levels are mostly White and Hispanic. Although 50% of OILS graduate level students are White, 50% of its graduates are from minority populations evidencing balance in the ethnicity of students graduating from OILS.

Next, we discuss the methods and data sources we used to address Criterion 4.

#### **Methods and Data Sources**

The data sources come from three main areas (1) institutional data, (2) OILS departmental records, and (3) surveys and interviews conducted by OILS to gather feedback on the program, which is a part of continuous improvement efforts.

#### **Institutional Data**

Maintaining OILS student records has been a significant challenge since the previous APR in 2009. There are a number of factors that have contributed to this issue including the following:

- OILS moved from the College of Education in the Summer of 2012. This move created an
  additional code that could be used to track OILS students in the UNM database, in addition to two
  previous departmental codes TLT and OLIT. The move and subsequent name change of the
  program from OLIT to OILS made matters more complicated as OILS was listed under both the
  College of Education's Teacher Education Program and the College of University Libraries.
- Institutional tracking mechanisms such as dashboard.unm.edu either do not accurately reflect OILS student data or do not contain any data at all.
- Program Coordinators typically depended on their access to institutional reporting systems that
  could easily produce student data. These systems have either been decommissioned or updated
  such that their current functionality does not provide comprehensive data.

# **OILS Departmental Records**

- Administrative errors in entering B.S. student data exacerbated the student record issue because some new admits were not assigned the correct code upon admission.
- OILS Program Coordinator (staff) from 2012 retired in 2016. While she maintained coherent student records, this was not continued by the subsequent hire. The previous Program Coordinator, prior to 2012, did not maintain consistent student records.
- The current Program Coordinator joined in May 2015 as the undergraduate coordinator, and due to the retirement of the previous Program Coordinator in 2016, he had to assume all administrative duties for the entire program. This heavy load made it difficult to maintain student records within the department, but this situation has been rectified in Summer 2018.

#### How data maintenance challenges were addressed

These challenges meant that in order to produce data for Criterion 4, we had to explore data from a number of different sources and devise means to address data maintenance issues. The APR Self-Study Report Committee undertook the following:

- Engaged in counting student files maintained in the department one by one.
- Generated digital reports using institutional reporting systems.
- Gathered institutional data with the help of the APR Office.
- Gathered institutional data with the help of the UNM Alumni Relations Office.

However, none of these sources provided perfect data fidelity. Therefore, for Criterion 4, student numbers reported come from a combination of sources. The source(s) of the data are indicated where the data is provided by referencing whether the data is from an institutional or departmental source.

In order to address issues of data fidelity and solicit input from students and alumni, the OILS program began conducting surveys of students and alumni in 2015, 2016, and 2017.

# 2015 Current Student and Alumni Surveys

In 2015 two surveys, one for current students and another for alumni, were initiated by Grassberger, then a faculty member in the OILS program. The purpose of these surveys was to understand the OILS program better and determine if OILS was meeting the needs of employers and the community. Questions included in this survey were both multiple-choice and open-ended responses. The surveys were created in Google Forms during Fall 2014 and were sent out to students and alumni using program listserv email lists in Spring 2015. Table 4.1 shows the data collection period and number of responses for the 2015 surveys.

Table 4.1. 2015 Current Student and Alumni Surveys

	Data completion period	N	Number of questions
Current Student Survey	3/3-4/18/2015	74	14
Alumni Survey	2/27-4/10/2015	56	14

Note that alumni and current students in all degree programs responded to these 2015 surveys so no meaningful distinction can be made between graduates and undergraduates. In this report, the 2015 current student survey is referred to as the "2015 Current Student Survey" while the 2015 alumni survey is referred to as the "2015 Alumni Survey."

#### 2016 Alumni Surveys

Building on the 2015 survey, an additional effort was made in Spring 2016 to gather data from alumni. The 2016 survey was developed by a group of graduate students and the instructor in the OILS 608 Program Evaluation course. The purpose of the study was to assess the attitudes and opinions alumni have about their experience in the OILS program as well as the impact of the program on their future careers. The instruments used for this study were designed by querying faculty, university stakeholders, and former and current students. Each of the stakeholder groups provided input into the questions that they wanted to see answered as part of this evaluation. Most of the questions are based either on a Likert scale or on a multiple-choice structure, and some of them allow participants to provide an open-ended response. The surveys were developed in Opinio, a data collection tool freely available to UNM, and sent to alumni in Spring 2016 using lists of graduates provided by the UNM Alumni Relations Office. Each degree level was sent a separate survey. Table 4.2 shows the data collection period and number of responses for the 2016 surveys.

Table 4.2. Spring 2016 Alumni Surveys

	Data completion period	N	Number of questions
Undergraduate Alumni Survey	4/25-4/29/2016	11	16
Master's Alumni Survey	4/19-7/27/2016	38	18
Ph.D. Alumni Survey	4/19-5/6/2016	23	18

In order to increase the number of responses received in Spring 2016, the same instrument was fielded in Fall 2017 without any modifications. Students who previously completed the instrument were instructed not to participate in the survey again in the recruitment email. Table 4.3 shows the data collection period and number of responses for the 2017 surveys.

Table 4.3. Fall 2017 Alumni Surveys

	Data completion	N	Number of
	period		questions
Undergraduate Alumni	9/12-11/16/2017	5	16
Survey			
Master's Alumni	9/12-9/28/2017	21	18
Survey			
Ph.D. Alumni Survey	9/12-9/23/2017	5	18

Data from both collection periods (Spring 2016 and Fall 2017) were aggregated in producing the findings within this report. In this report, the undergraduate alumni survey is referred to as the "Undergraduate Alumni Survey" while the master's alumni survey is referred to as the "Master's Alumni Survey" and the Ph.D. alumni survey is referred to as the "Ph.D. Alumni Survey."

#### 2016 Alumni Interviews

A few OILS alumni that participated in the surveys expressed an interest in participating in a qualitative study to provide more in-depth information about the program. The purpose of the qualitative study was to give the OILS alumni an opportunity to express their lived experiences while they were enrolled in the OILS program. The interview format included structured interview questions: 13 perception questions and 3 demographic questions. The interviews took place during Fall 2016. Interviews lasted about half an hour and were conducted and recorded via the online video conferencing site Zoom. Five alumni were interviewed in total. The researcher transcribed the data and used open coding, axial coding, and selective coding to analyze it per Strauss and Corbin (1990). These qualitative interviews are referred to as "2016 Alumni Interviews" in this report.

# **2017 Current Student Surveys**

To complement the data collected from the 2015 OILS current student survey, an updated current student survey was conducted in Fall 2017. These instruments were modified by faculty and graduate assistants to make the survey more relevant to current students. The final surveys included a mix of multiple choice and open response questions. The surveys were developed in Opinio and sent to current students using emails provided in their student profiles as well as through the OILS listservs. Table 4.4 shows the data collection period and number of responses for the 2017 surveys.

Table 4.4. Fall 2017 Current Student Surveys

	Data completion	N	Number of
	period		questions
		10	
Undergraduate Current	11/10-11/27/2017	19	16
Student Survey			
,			
Master's Current	11/10-11/21/2017	19	19
Student Survey			
Ph.D. Current Student	11/9-11/21/2017	29	25
Survey			

In this report, the undergraduate current student survey is referred to as the "2017 Undergraduate Current Student Survey" while the master's current student survey is referred to as the "2017 Master's Current Student Survey" and the Ph.D. current student survey is referred to as the "2017 Ph.D. Current Student Survey." Open-ended questions were analyzed using qualitative content analysis.

# 4A. Admission and Recruitment Processes

Admission criteria for OILS programs were stated in Criterion 2A. Undergraduate criteria can be found on page 43. Master's criteria can be found on page 47. Ph.D. program criteria can be found on page 54.

#### **Undergraduate Admission Process**

Undergraduates must follow these steps to apply to OILS:

- 1. Apply to UNM as an undergraduate student at <a href="http://www.unm.edu/apply">http://www.unm.edu/apply</a> via the AppReview GradAPP.
- 2. Meet with the Bachelor's Program Coordinator (Zimmerman 241) for a transcript evaluation. Submit one unofficial transcript from each college attended. UNM transcripts are not needed.
- 3. Submit an official transcript to the OILS program.

#### **Master's Admission Process**

The master's program has a rolling admission process that includes 5 admissions per year. Application procedures should be started at least one month prior to the beginning of the 8-week module (e.g. the first

or second 8 weeks in the Fall semester) in which applicants want to begin the degree to allow ample time for materials to be received and reviewed. Incomplete files are reviewed for admission in the next module. Application deadlines are as follows:

- Fall 1st Half July 15
- Fall 2nd Half September 10
- Spring 1st Half November 5
- Spring 2nd Half February 5
- Summer April 5

Applicants who wish to pursue a master's in OILS must follow these steps to apply to the program:

- 1. Apply Online as a UNM Graduate Student at <a href="http://www.unm.edu/apply">http://www.unm.edu/apply</a> via the AppReview GradAPP. Applicants must submit the following with their application packet:
  - a. A UNM Application for Admission
  - b. Residency Form
  - c. \$50.00 application fee
  - d. An original, official, sealed Transcript from each college or university the student has attended

Applicants are notified of admission decisions by letters sent by both the UNM Graduate Admissions Office and the Program Office.

#### **Ph.D. Admission Process**

Admission to the OILS doctoral program is a once-per-year process, with applicants being admitted for the Fall Semester only. A complete applicant file must be in the Program Office no later than February 1 of the year the applicant is hoping to gain admission to the program.

It is the applicant's responsibility to check in with the Program Coordinator to see what items are missing from his/her file sufficiently early in the process and make sure that the file is complete by the deadline. Application materials submitted to the Graduate Admissions Department should be submitted at least a month prior to the program deadline, which allows for the processing of those materials. Students apply to the doctoral program by taking the following steps:

- 1. Contact or meet with the OILS Program Director and, if necessary, with a Faculty Member of OILS for a program orientation, preferably a faculty member who represents the applicant's area of interest.
- 2. Apply Online as a UNM Graduate Student at <a href="http://www.unm.edu/apply">http://www.unm.edu/apply</a> via the AppReview GradAPP. Applicants submit the following with their application packet:
  - a. A UNM Application for Admission
  - b. Residency Form
  - c. \$50.00 application fee
  - d. An original, official, sealed Transcript from each college or university attended
  - e. Applicants must upload electronic copies of the following documentation to complete their online application:
    - 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 OILS

doctoral degree is necessary for the accomplishment of these plans. The letter should also include a full description of past academic and professional accomplishments and relevant experience. Any additional information which can be supplied will add to the evaluators' review.

- A Current Resume providing a summary of the applicant's experience and how this experience relates to the proposed doctoral study in OILS. Publications, memberships in professional organizations, and speaking engagements are examples.
- Five Letters of Recommendation on OILS/UNM forms from persons familiar with the applicant's academic ability and potential for doctoral level work.
- Emails of the References will be required in the online application, and they will be informed to upload the recommendation letters directly to the system.
- Two Recent Samples of Professional or Scholarly Writing by the applicant.
- 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.

Evaluation criteria for applications to the OILS Ph.D. program 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.

Interviews are generally held in April and all faculty member are present at the interviews. Criteria for interview evaluations include:

- The quality of the presentation made by the applicant on relevant academic background, professional experience (if appropriate), and personal goals and objectives for completing the OILS doctoral program.
- Congruence of the applicant's personal academic goals with program goals, resources, and faculty expertise required to support the applicant's program objectives.
- Clarity of oral communication.
- Observed ability to respond effectively to questions.

After careful consideration of all data presented by the applicant, the program faculty make a decision regarding admission to the OILS doctoral program. When available, decisions about allocating graduate assistantships are made at this time. Students are notified of acceptance via email. Administrative admission takes place in the OnBase system.

Upon notification of admission to the program, doctoral students should consult their Major Advisor (or Program of Studies Chair) as soon as possible in the first semester to (1) develop a tentative Program of Study, and (2) determine committee membership. They should also familiarize themselves with the rules in the UNM Catalog under which they have been admitted.

# **Undergraduate Recruitment**

Undergraduate recruitment has been enhanced by the following primary activities:

- Hiring an Undergraduate Program Coordinator (faculty) and Program Manager and Advisor (staff).
- Establishing a minor in OILS with the College of Arts and Sciences.
- Establishing Memorandums of Understanding (MOUs) with community colleges throughout the state specifically Central New Mexico Community College located in Albuquerque, NM.
- Partnering with the Western Undergraduate Exchange (WUE).
- Conducting outreach at UNM branch campuses and centers.

These activities are described later in Criterion 4F on page 111. See the descriptions provided there for details.

#### **Graduate Recruitment**

Graduate recruitment involves the following primary activities described fully in Criterion 4F:

- The OILS Website
- Calling students who have not enrolled
- Inviting students to attend the annual Professional Mixer
- Master's program concentrations that enable students to select a focus area
- Learning Officer Managed Online Program (MOPS)
- 8-week courses
- Sharing OILS program flyers at professional conferences and speaking to potential students

Social events held by OILS also support recruitment efforts by bringing together people who are interested in the program with faculty and students who can provide potential students with the encouragement they need to enroll. These social events are described in Criterion 4D.

One additional means for recruiting students at the graduate level is through extramural funding. Typically, when submitting grant proposals, we include funds (stipend and tuition) for GAs. For instance, Svihla was recently recognized with the NSF CAREER AWARD, which included funding for one GA for 5 years.

#### How Current Students Discovered OILS

Figure 4A.1 presents the results of a question in the 2017 Current Student Surveys that solicited information on how students first found out about the program.

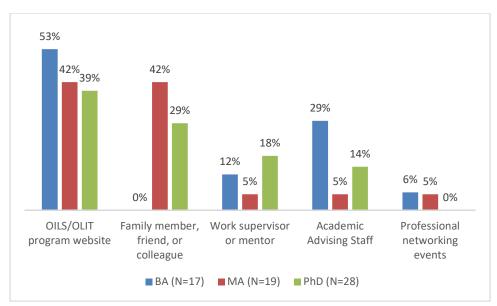


Figure 4A.1. How Current Students Found out about OILS

The majority of students currently enrolled in OILS found out about the program from the website. Providing up to date content and accurate information should be of paramount importance given how important the website is in getting students to the program. Results also indicate that personal connections like family or friends constitute an important informal element of the program's recruitment efforts. One interesting data point is that undergraduates do not find out about the program from personal connections like family or friends. Instead, they rely on academic advisement at community colleges to find out about options that are available to them. This suggests that one way of improving the program includes further advertising the program to academic advisors in community colleges because they play a critical role in directing undergraduates to the program.

#### Word of Mouth Recruiting

Alumni were asked whether they have recommended OILS to others in a Yes or No question. 14 undergraduate students (N=16) responded in the positive. 53 master's students (N=58) indicated that they have recommended the program to others. 27 Ph.D. students (N=28) stated that they recommended the program. Only a few indicated that they would not recommend the program (B.S.=2, M.A.=5, Ph.D.=0). Alumni recommendations are a powerful recruiting tool which the program should capitalize on.

#### Effectiveness of Recruitment Efforts

The results of the 2016 Alumni Interviews revealed some important findings about how effective various strategies employed by OILS have been in getting people enrolled in the program. These findings indicate four major themes (1) transferring from other programs after taking an OILS class, (2) word of mouth, (3) walk-ins, and (4) finding a program that meets a student's needs. For example, an alumni who was initially enrolled in a special education program took the adult learning class and after learning about Bandura's theories of self-efficacy and group efficacy transferred to OILS which would better meet her needs. Another alumni remarked, "I took one of those general kinds of skills assessment. We looked at the outcomes and it was business, presenting, and technology and I thought perhaps I should choose the degree program based on those kinds of established skills that I have. So I looked around lo and behold it

was OLIT." These perspectives present student views of the recruitment process. Please see Criterion 4F on page 111 for program perspectives on recruitment efforts.

# 4B. Enrollment, Persistence/Retention, and Graduation Trends

#### **Admissions**

Admissions data presented in Figure 4B.1 and

Table 4B.1 comes from the following sources:

- B.S. MyReports export done by the Program Coordinator
- M.A. Combination of existing advisee lists and historical records for the period 2012-2016 kept by the Program Coordinator
- Ph.D. Current advisee lists

Figure 4B.1 displays the admissions trends for OILS from 2009-2018. It is evident that B.S. enrollments have increased steadily since the end of the moratorium in 2013. Admissions for the Ph.D. has remained mostly stable during the timeframe examined for this APR and M.A. admissions have slightly decreased since 2015.

Table 4B.1 provides the raw data that was used to produce Figure 4B.1.

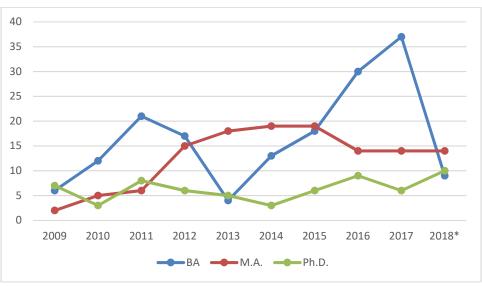


Figure 4B.1. OILS Admissions Trends

Table 4B.1. Admissions to the OILS Program

Degree	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018*
B.S.	6	12	21	17	4	13	18	30	37	9
M.A.	2	5	6	15	18	19	19	14	14	14
Ph.D.	7	3	8	6	5	3	6	9	6	10

<sup>\*</sup> Only Spring 2018 admissions are reported

Note: Doctoral students are admitted only in the Spring semester

#### **Enrollment**

# Degree Program Enrollment

The current enrollments including active and inactive students that are provided in Table 4B.2 come from the following sources:

- B.S. MyReports data exported in June 2018
- M.A. Manually counting student files and determining the status of students
- Ph.D. Manually counting student files and determining the status of students and results of annual doctoral student reviews

Table 4B.2. Spring 2018 Total Degree Program Enrollments from Departmental Records

Degree	Active	Inactive*	Total Spring 2018
			Enrollments
B.S.	78	10	88
M.A.	54	13	67
Ph.D.	50	0	50

<sup>\*</sup>A student is considered inactive when he or she does not register for 3 consecutive semesters.

#### Course Enrollments

Course fill rates presented in Table 4B.3 were generated from data residing in MyReports. Special ad hoc reports were created in order to come up with the figures. These ad hoc reports included the actual enrollments and total number of students that could enroll in a given class. The fill rates are the result of comparing the actual enrollments with the total number of enrollments available. Note that the data was only available starting in Fall 2013 on MyReports.

Table 4B.3. Institutional OILS Enrollment and Fill Rates

	Total Enrolled Students	Average Fill Rates	Actual Fill Rates*
Fall 2013	390	24.0%	56.7%
Spring 2014	380	20.3%	46.1%
Summer 2014	116	21.1%	48.9%
Fall 2014	339	37.6%	61.1%
Spring 2015	347	19.8%	48.0%
Summer 2015	89	16.8%	40.0%
Fall 2015	382	41.1%	69.2%
Spring 2016	345	20.6%	59.1%
Summer 2016	74	14.1%	44.6%
Fall 2016	404	37.3%	55.6%
Spring 2017	394	23.2%	65.5%
Summer 2017	73	13.2%	35.6%
Fall 2017	403	36.2%	54.7%
Spring 2018	384	21.9%	59.5%

<sup>\*</sup> Actual fill rates were calculated by removing enrollments in independent study courses such as problems, field experience, internship, directed readings, thesis, and dissertation hours from the original calculations.

Table 4B.3 indicates that overall fill rates for OILS classes were quite low averaging only 17.65% for the period reported. However, this number includes independent study courses such as directed readings and problems courses. Excluding these courses from the fill rate calculation yields an average fill rate of 53.2% for 2013-2018.

Table 4B.4 presents fill rates for the previous academic year according to each academic program in an effort to illustrate the latest course enrollment trends. While tables for fill rates for each course are not presented here, they can be provided if requested.

Table 4B.4. Departmental Fill Rates by Program 2017-2018

•	Fall 2017	Spring 2018
Undergraduate	82.3%	74.2%
Master's	53.1%	51.5%
Doctoral	80.6%	63.8%

Note: Fill rates were calculated by excluding enrollments in independent study courses such as problems, field experience, internship, directed readings, thesis, and dissertation hours.

Additional clarity regarding OILS enrollment trends comes from an examination of the total number of students that enroll in classes. Figure 4B.2 presents a graphical representation of the total number of students enrolled in OILS according to academic year (similar colored bars) along with a trendline for future enrollments.



Figure 4B.2. Institutional Fall/Spring Enrollments 2013-2018

This data illustrates that during the Fall and Spring semesters OILS has maintained a mostly stable student enrollment ranging from 404-339 per semester. The average student enrollment for OILS from 2013-2017 is 377 students. The trendline shows that OILS student enrollments are currently on an uptrend during the Fall and Spring semesters.

Figure 4B.3 presents enrollment trends for Summer semesters according to academic year along with a trendline for future enrollments.

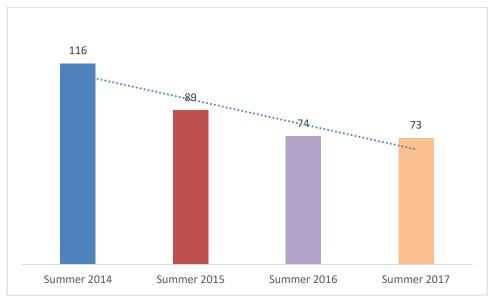


Figure 4B.3. Institutional Summer Enrollments 2013-2018

The average number of students enrolled in OILS summer classes during 2013-2018 is 88. The trendline indicates that summer enrollments have been steadily dropping since 2014.

# **Time to Degree**

Institutional data was gathered to determine OILS Time to Degree. The Self-Study criterion focuses on graduation rates which is especially applicable to larger units. As a small program, we present a Time to Degree calculation that better illustrates the success of our graduates and also adheres to the latest data reporting trends. Time to Degree was calculated according to the following formula that produces the number of years a given student took to complete their degree:

$$\frac{A cademic\ Period\ Graduated-A cademic\ Period\ Admitted}{365\ Days}$$

Figure 4B.4 displays the graduation trends for OILS from 2009-2018. Table 4B.5 provides the numbers of OILS graduates by year (Spring, Summer, Fall) for all degree programs. Numbers in Table 4B.5 were used to generate Figure 4B.4.

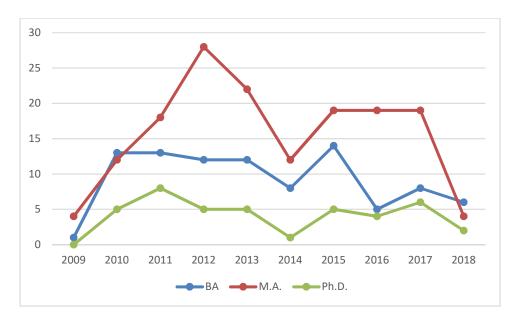


Figure 4B.4. OILS Graduation Trends from Institutional Data

Table 4B.5. OILS Number of Graduates from Institutional Data

Degree	2009*	2010	2011	2012	2013	2014	2015	2016	2017	2018**
B.S.	1	13	13	12	12	8	14	5	8	6
M.A.	4	12	18	28	22	12	19	19	19	4
Ph.D.	0	5	8	5	5	1	5	4	6	2

<sup>\*</sup>Only Fall 2009 graduates are reported

# *Undergraduate Time to Degree Rates*

Between Fall 2009 and Spring 2018, 92 OILS undergraduates graduated. On average, it took OILS undergraduates 2.9 years to finish their degrees, with an average GPA of 3.42. Given that the OILS undergraduate degree is a 2+2 Program in which students bring in about 2 years of college credits, this number means OILS undergraduates finish their entire undergraduate degrees in just under 5 years.

## Master's Time to Degree Rates

Between Fall 2009 and Spring 2018, 157 OILS master's students graduated. On average, OILS master's students took 2.6 years to finish their degrees. The average GPA for OILS master's graduates is 3.95. OILS master's students are completing their degrees in accordance with the 2-year timeframe it generally takes to complete a master's degree. Students are also completing their degrees with extremely high GPAs. This is encouraging especially because many of the students in the master's program are working professionals. The average time to completion suggests that OILS is serving the needs of its master's students appropriately and providing ample support to help them graduate on time.

<sup>\*\*</sup> Only Spring 2018 graduates are reported

#### Ph.D. Time to Degree Rates

Between Fall 2009 and Spring 2018, 41 OILS Ph.D. students graduated. OILS Ph.D. students needed 8.9 years to finish their degrees. The average GPA for graduating OILS Ph.D. students is 3.97. Generally speaking, a student should be able to complete a Ph.D. in 6-7 years under the old Ph.D. program requirements, which involved a total of 87 credit hours including dissertation. The OILS average time to degree is higher than that mark. The reason for this is because the program has historically suffered from large numbers of students stalling out in their programs after completing their comprehensive examinations. Some students have failed to make any progress for a great number of years before reengaging. The reason that so many OILS students fail to make progress after completing their comprehensive examinations is mostly attributable to the busy lives that many of our students lead. The lack of structure during the dissertation writing phase becomes a challenge for many as they often become engaged in other priorities during the time they should be writing.

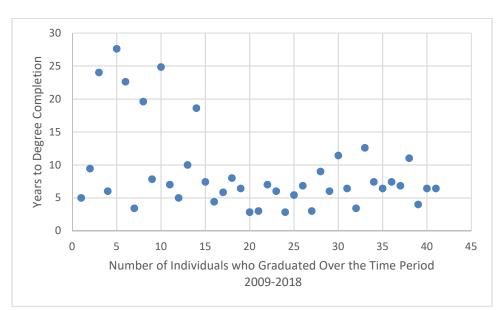


Figure 4B.5 makes it easy to see just how long some Ph.D. students took to complete their degrees.

Figure 4B.5. OILS Ph.D. Time to Degree Outliers from Institutional Data

Removing the outliers from the dataset for students who ranged between 27.6 – 18.6 years to degree completion yields an average time to degree for OILS Ph.D.s of 6.5 years. This figure is a much more reasonable timeframe for completing a Ph.D. although it is still well above 5 years. OILS recognized the issues with having so many ABD students and, as a result, started the annual Ph.D. Student Review Process described fully in Criterion 4D. In addition, the newly revised doctoral program reduced the number of credits required for graduation.

# **4C. Unit Advisement Processes**

OILS advisement is done separately for each of the primary degrees offered by the program. Advisement specific to each degree is discussed in this section.

#### Undergraduate Advisement

The Administrative Unit Assessment Plan from the Office of University Advisement provided in Appendix 6-4C.1 is used to set the goals OILS strives to achieve in its advisement of students. This form is similar to an assessment maturity rubric. Since Larrañaga started his position in 2015, he has used the Administrative Unit Assessment Plan to establish baselines for OILS performance in all areas by assigning a 0 value to each goal. Larrañaga meets on a monthly basis with the staff of the Office of University Advisement to make sure that OILS advising is performing up to par according to the goals set in the Administrative Unit Assessment Plan.

Undergraduate advisement according to the goals set in the Administrative Unit Assessment Plan is done by Program Manager, Larrañaga, and Undergraduate Coordinator, Kang. These two work in a tiered system in which Larrañaga handles most student advising (e.g. establishing student programs of studies and determining appropriate course substitutions) and escalates advising to Kang for more complex issues (e.g. program content, issues with grades, and future career plans). Larrañaga plays a critical role in helping students apply to the OILS undergraduate degree by fielding initial student questions and helping them gather the necessary application documents like transcripts and recommendations. He then meets with the prospective student and discusses the program with them. It is at this point that the prospective student makes the decision to enroll in the program or not.

#### Master's Advisement

Students interested in applying to the M.A. program initially contact the Program Manager and Program Director to express their interest. Advisement for the master's level begins once a student is accepted into the program after having their submission packet reviewed by a committee of 3 faculty members. The admission letter sent to new admits directs them to contact Larrañaga who helps the new student take care of the administrative steps needed to become a student at UNM. Once this work is complete, the student is advised by their assigned faculty advisor. Faculty advisors work with students in all aspects of their academic journey including but not limited to developing a program of studies, monitoring student progress, answering questions about the program, and assisting the student with capstone projects. The advisement plans provided in Appendix 7-4C.2 and 8-4C.3 are used by OILS faculty to help students plan their studies and stay on track. These plans encompass both M.A. Plan I and III along with a separate form that is used for advising international students.

#### Ph.D. Advisement

Students interested in applying to the doctoral program either contact the program directly or through a faculty member who aligns with their research interest. In either case, the student then works with the Program Manager to submit the application form. Advising for Ph.D. students begins when a student is first admitted. The admission letter sent to students contains the contact information of the given faculty member who was assigned to the student based on the faculty's assessment of how student and faculty interests are aligned. This assessment takes place during the review of the student's application. Students are expected to meet with their advisor during their first semester to establish their program of studies. Faculty and student can use the recently created Program of Study Planning Grid available in Appendix 9-4C.5 to plan their doctoral studies.

Ph.D. advisement guides students through a variety of important milestones that are intended to keep students making constant progress towards graduation as follows:

- Doctoral Program of Studies Committee ideally formed during the student's second semester comprising of two OILS faculty members and one faculty outside of OILS to help the student select courses appropriate for his or her research interests. This committee guides the student through the program and conducts the comprehensive examinations.
- Midpoint Review ideally completed after 12-21credit hours are completed by the student. This meeting of the Doctoral Program of Studies Committee is intended to (1) reassess the admission decision, (2) review performance, (3) recommend continuance or termination, and (4) formalize the program of studies if continuation is recommended.
- Comprehensive Examinations written and oral exams facilitated by the Doctoral Program of Studies Committee that is a prerequisite to candidacy.
- Dissertation Committee after passing the comprehensive examinations and advancing to candidacy, the new Dissertation Committee is formed to help the student through the process of completing their dissertation.
- Dissertation Proposal Hearing conducted by the Dissertation Committee to approve the research.
- Dissertation Defense conducted by the Dissertation Committee to approve the dissertation.

OILS has also started to conduct an Annual Review of Doctoral Students as described in section 4D that is meant to help advisors keep students accountable in completing the milestones associated with completing the Ph.D. listed above.

#### **Utilization of Advisement Services**

The 2017 Current Student Surveys asked students which advising services they have utilized. The responses to these check all that apply questions are provided in Figure 4C.1:

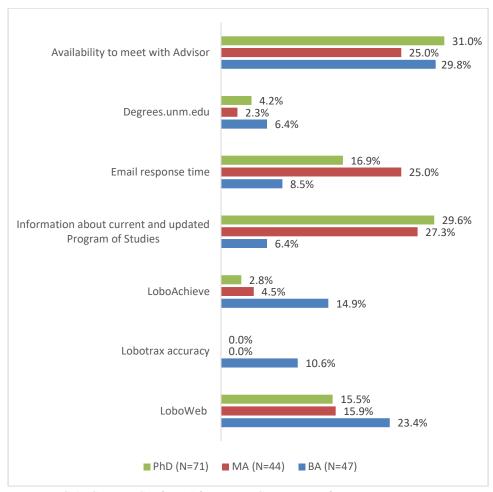


Figure 4C.1. Current Student Advisement Services Utilization

The most often used advisement services involve direct contact with advisors and program faculty. This is true especially for graduate students illustrating how important it is to ensure faculty availability and good advisement to guarantee the success of graduate students. Undergraduates use online services like LoboWeb and LoboAchieve more than graduate students.

#### **Academic Advisement Satisfaction**

# Alumni Advisement Satisfaction

All of the Alumni Surveys asked students how satisfied they were with academic advisement in the program. Results of the questions about academic advisement are aggregated in Figure 4C.2 such that various levels of satisfaction (Very Satisfied, Moderately Satisfied, and Slightly Satisfied) were combined into one general Satisfied category for all 3 degree programs.

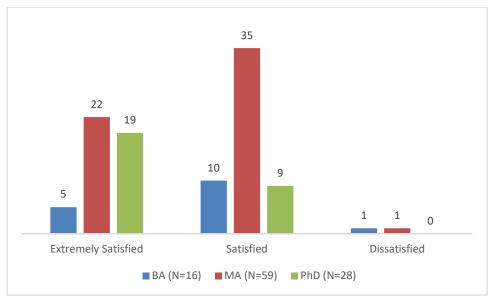


Figure 4C.2. Alumni Academic Advisement Satisfaction

OILS alumni are largely satisfied with the advisement they received during their time in the program. This is encouraging given the challenges presented by the large advising loads faculty currently manage as described in Criterion 5. The already high quality of advising is likely to increase once this issue with such high advising loads is effectively resolved.

# **4D. Student Support Services**

Student support services are provided for OILS students through activities that support the (1) sociocultural environment and (2) academic environment. General UNM student support services are also used by OILS students and are described in this section.

#### **Sociocultural Environment**

#### OILS Picnic

The OILS picnic is an annual gathering that occurs early in the Fall semester. The picnic is generally held in an outdoor venue, such as a public park. Students from every level of the program are invited to the picnic. Generally, invitations to the picnic are sent out via the program listservs. Various reminders are provided so the largest number of people attend. Current faculty all attend the picnic. Oftentimes, former faculty and students are also in attendance. Note that this is a family friendly event so students frequently bring their children with them. Generally speaking, the OILS picnic draws between 20 - 50 people each year. Many online students live outside the city and usually do not attend.

Faculty provide snacks and basics such as plates, cutlery, and water. Students bring their own dishes to the picnic in true potluck fashion. Many people contribute and there has always been a bountiful amount of food to satisfy anyone who attends. There are generally no facilitated activities during the picnic. The main objective is to gather faculty and students in a space where they can engage in informal social interaction. The event generally lasts between 2 and 3 hours. The OILS Picnic contributes to student

success by providing a sense of community and by allowing students and faculty to connect with one another.

# OILS Holiday Party

The OILS holiday party is another annual event that is intended to facilitate informal interactions between faculty and students. Towards the end of the Fall semester, generally in December, the program holds a gathering at a faculty member's home to celebrate the semester and the holidays. All students are invited to this holiday party using the program listservs. Reminders are sent out at regular intervals to maximize the number of people in attendance. Current faculty attend the holiday party. Former faculty and students also attend from time to time but to a lesser extent then the picnic. Similar to the picnic, the OILS holiday party is a potluck oriented event. 45 - 70 people generally attend the holiday party. The holiday party lasts between 3 and 4 hours. The OILS holiday party contributes to student success by providing a sense of community and by allowing students and faculty to connect with one another.

#### **Academic Environment**

# OILS Expo

The OILS Expo is an annual event held every Spring generally towards the end of April or the beginning of May. The Expo contributes to the academic environment by creating a venue for students to share their work with the rest of the OILS community. Students present class projects as well as research they have conducted. Ph.D. students have used the Expo to help them think through their dissertation research and prepare for conference presentations outside of UNM. The OILS Expo generally lasts 2.5 hours and draws around 60 people.

Students are notified about the Expo via the program listservs. The email that is sent on the listservs includes an application students need to complete in order to have their presentations considered. Students must provide an abstract of the research or design project they intend to present as part of the application. Completed applications are reviewed by the OILS faculty to decide which presentations will be accepted. Emails are sent to applicants to notify them whether their presentations were accepted or not.

The Expo focuses mainly on Ph.D. and master's students. However, in recent years, the Expo has been opened up to undergraduate students. Since OILS offers many of its courses online, provisions are also made for online students to participate in the Expo even when they cannot be physically present. In order to accommodate online students, remote presentations are provided as a presentation option using Skype or Zoom. Students who cannot attend in person also have the option to elect a stand-in to present their poster. The Expo has historically targeted OILS students only. This has been expanded in the past three years to include students in other Departments who are working with our secondary appointments or doctoral students who teach at UNM. This has resulted in students from the Anderson School of Management and Department of Communication and Journalism participating in the Expo.

The primary format for the OILS Expo is poster sessions. However, from time to time, the OILS Expo has included formal presentations. Recently the Expo has also included demonstrations of student projects that are of a more creative nature which takes place in the OILS Learning Lab. These demonstrations are done concurrently with the poster sessions. The program provides snacks and drinks during this event.

The OILS Expo includes several competitions for the best presentation in a number of different categories. Categories include, but are not limited to, best undergraduate poster, best master's poster, best Ph.D. poster, and people's choice. In previous years, OILS has invited guest judges from the community to decide the winners of these competitions. The judges came from industry and also included a few former graduates of OILS. This year, OILS implemented a new strategy to pick the winners of the competitions by placing QR codes at each poster and allowing people to vote with their mobile phones. Certificates are presented to all of the winners. The OILS Expo contributes to student success by exposing students to the research being done by their peers and by providing them with opportunities to present their research in a formal setting and receive feedback on their work.

# Doc CoP Student Research Support

The Doc CoP contributes to the academic environment by providing doctoral students with research support as well as social support. Typically, the Doc CoP meets once a month during the Fall and Spring semesters for 2 hours. Each Doc CoP meeting is focused on a particular topic. These topics include but are not limited to the following:

- IRB processes and procedures
- How to publish in academia
- Academic conferences

Formal presentations on these topics are made by faculty, alumni, and guest speakers from the community when appropriate. Student presentations are a big part of the Doc CoP. These presentations are intended to help doctoral students practice for conferences and defenses. Those in attendance provide feedback to the presenters so that they can improve their materials.

The Doc CoP's mission is to provide a place for doctoral students to share best practices and get support during any part of their academic journey. Doc CoPs are generally attended by about 10 students per meeting. A core group of students attend the Doc CoP regularly, but participation differs from semester to semester. The Doc CoP is coordinated by a faculty member. The new program director has also made a concerted effort to attend the Doc CoPs. The Doc CoPs are all beneficial to the students who attend them because they are able to get feedback from their peers on their research and also see examples of what they should and should not do when engaging in various aspects of the research process.

#### Ph.D. student Annual Review Process

Another important support for doctoral students is their annual review. First introduced in 2016, the annual review process supports students in documenting their progress toward the degree, connecting their experiences to career objectives, and maintaining up to date professional documents (e.g., CV, bio). The annual review starts by requiring every doctoral student to submit a form that identifies their committee members and dates for their major milestones (e.g. midpoint review, comprehensive exams, dissertation proposal, etc.). Students are also required to submit their complete CV and an unofficial academic transcript. The Program Manager and the student's assigned faculty advisor review the materials submitted to determine if the student is making appropriate progress towards completing his or her degree. Students are notified of their decision via email. The annual review process contributes to

student success by formalizing many of the steps needed to complete a student's doctoral journey by creating an additional layer of accountability.

#### *Individual assistance*

Another way OILS supports the Academic Environment is by providing individual assistance to students in need. Providing individual assistance contributes to the academic environment by allowing students to seek expert advice and feel supported by program faculty. All of the OILS faculty are committed to helping students who are encountering difficulties with their academic pursuits. Students come to faculty with difficulties they are encountering with classes, projects, and research. Generally, students are advised to contact their instructor or advisor first to resolve their issues. However, students can send their requests for assistance directly to the faculty member they feel can best assist them. Faculty respond quickly to students regardless of their affiliation with them and schedule individual meetings with students to resolve their issues. Individualized assistance has a strong impact on student success because faculty not only have unique expertise, but they also have relationships with students that allow them to solve their problems in a trusting setting.

# Class projects

Class projects are one of the biggest contributions OILS makes to the academic environment because they provide students with the opportunity to apply their learning in real-life contexts. The OILS program differs from other academic programs mostly because the majority of its classes focus on applications of learning instead of traditional methods of evaluating learning like writing essays and taking tests. For example, for the OILS instructional design courses, OILS 546 and OILS 547, students are matched with a community client and they use what they learn in the classes to design and develop a learning solution for their client over the course of the semester. Another example is having students in the advanced evaluation class conduct an actual evaluation to help them see how the course relates to practice. Students also conduct research projects both in M.A. and Ph.D. level courses. Note that projects can also be smaller in scope than the examples provided depending on the course and its instructional objectives. Examples of smaller projects include facilitating a class based on course topics and materials and developing short multimedia learning experiences. These class projects have a direct impact on student success as they help students better understand course topics and their application, as well as provide them with a nontraditional method of having their performance in classes evaluated.

# IDDEA Lab

The Interaction and Disciplinary Design in Educational Activity (IDDEA) Lab, supported by Svihla and Law, is focused on examining practices in (un)intentional learning settings that support and prevent learning. It has a distinctly interdisciplinary focus rooted in the belief that this supports cross-pollination, and ultimately, stronger, more resilient research findings. The IDDEA Lab contributes to the academic environment by bringing students from various disciplines into contact with OILS students who are members of the Lab on different research projects. IDDEA Lab work provides students with the opportunity to publish and present on projects like Formation of Accomplished Chemical Engineers for Transforming Society (FACETS) that is changing the way chemical engineering is taught and Exploring Learning and Teaching in Interdisciplinary Design (ELaTID) that explores design in a variety of different contexts. The IDDEA Lab positively impacts student success for the OILS students who take part in its activities. This is a limited number of students because only a handful of students are involved in the

IDDEA Lab. Those who are involved receive individualized attention and opportunities to conduct research that are not generally available to people outside of the group.

# Mentoring of Research Scholars from Overseas

Gunawardena has maximized the use of her global network of colleagues to integrate international projects and experiences into the curriculum and invite visiting scholar who interact with our students and add to their academic experiences. Gunawardena's efforts support the academic environment by bringing external expertise and different cultural perspectives into the program. During their time at UNM, Gunawardena mentors the international researchers helping them to learn more about their methods and topics. The visiting scholars present their research and share their knowledge with the OILS and the greater UNM community during their time at UNM. The following scholars have visited the OILS program since 2009 and have worked with Gunawardena:

- Dr. José Dutra de Oliveira Neto: Visiting Professor from Brazil (2016)
- Deymi Margarita Collí Novelo: Visiting doctoral student and faculty member from University of Quintana Roo, Cozumel Mexico (2015)
- Debora Siqueria: Visiting Fulbright (USA) & Capes (Brazil) scholar from Brazil (2010-2011)
- Dr. Maria João Loureiro: Visiting Professor from Portugal (2009)
- Dr. Gihan Wikramanayake: Visiting Professor from Sri Lanka (2009)
- Bingshan Yin: Visiting doctoral candidate from the People's Republic of China (2008-2009)

Bringing international scholars to visit the program contributes to student success by providing students with the opportunity to interact personally and professionally with people from diverse backgrounds. These interactions often result in establishing partnerships and friendships that endure over a long period of time.

#### Research Librarians

One of the unique advantages of being housed in the University Libraries is that our students have direct access to research librarians who can assist them in areas such as data management and reference. These services contribute to the academic environment by providing students with expert assistance that otherwise would not be available to them. These research services are provided for free to OILS students. Students most often have research librarians help them with their literature reviews. A specific research librarian is assigned to help OILS students but there are a host of specialists available to help in specific research areas.

The help of research librarians contributes to student success by significantly reducing the time students have to dedicate to tasks like searching for literature or organizing their data.

#### **University Student Support Resources**

Depending on their needs, students are also referred to University Support Services. These services include tutoring, writing, and centers that cater to particular student populations. Referrals to the following student support services are given during advisement sessions:

- Center for Academic Program Support (CAPS) Students use CAPS mainly to help with writing aspects of their courses such as helping turn in a polished essay or ensure that a paper meets APA standards of writing.
- Student Health & Counseling (SHAC) Students utilize this support service if they are having health issues, unable to do well in testing, or need to speak with a counselor regarding personal issues they are trying to cope with.
- Veterans Resource Center (VRC) Students who are current or former military utilize this support service to help with their VA benefits, bond together with peers, and reach out as an organization to help the UNM community.
- Ethnic Centers: African American Student Services, American Indian Student Services, El Centro de la Raza Junta These centers help students feel more at home with their own culture, providing tutoring services and help with financial aid forms and registration.
- Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Center is a support service that
  gives students education on all LGBTQ areas and awareness. It also provides support and
  advocacy.
- Graduate Resource Center The Graduate Resource Center offers a host of services to support students but the most important one for OILS students are the writing camps that allow students who are working on their thesis or dissertation to have a formal place in which to work on their projects. These include goal-setting and check-ins as well as dedicated writing time. Writing camps are offered for free to UNM students. Writing support groups are also available to support those who attend writing camps over a longer period of time.
- UNM Statistics Consulting Clinic offered by the College of Arts and Sciences and the
  Department of Mathematics and Statistics for doctoral students who need assistance in statistical
  packages and analysis.

# **Student Support Services Utilization**

The 2017 Current Student Survey asked students which student support services they have used so far in their degree program. The question provided the same comprehensive list of choices to students in each degree but not all items were selected by the given student group. Therefore, student support services that were used by students in each degree are presented in separate Figures below:

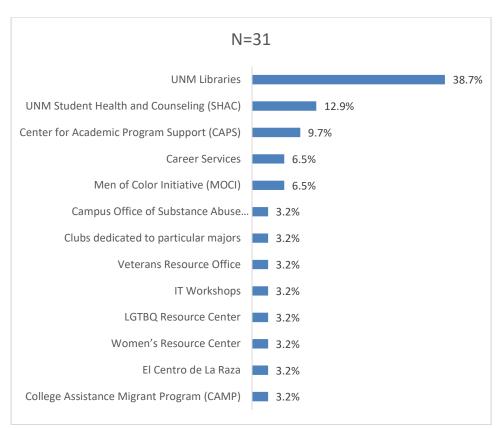


Figure 4D.1. 2017 Undergraduate Current Student Support Services Utilization

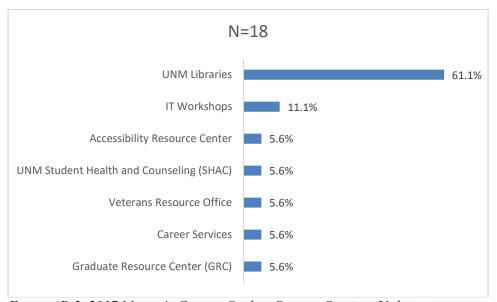


Figure 4D.2. 2017 Master's Current Student Support Services Utilization

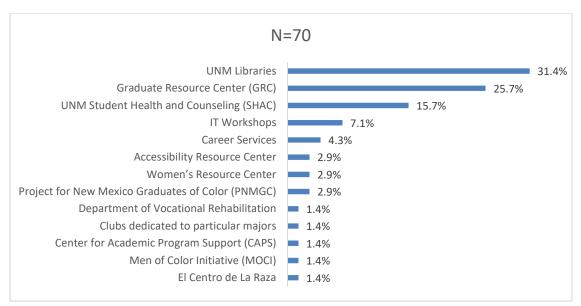


Figure 4D.3. 2017 Ph.D. Current Student Support Services Utilization

All of the student groups overwhelmingly use the UNM Libraries to support their studies. This outcome is expected but it is also encouraging in that OILS is housed within the UNM Libraries providing easy access. The Graduate Resource Center is of specific importance to Ph.D. students likely because of the writing and other skill building workshops offered there. The low percentages of utilization of other on campus services provides an opportunity for advisors to educate students about how these services can help them and encourage them to take advantage of what each one has to offer.

# **Alumni Student Perception of Support**

All of the 2016 Alumni Surveys asked students how well they thought the program supported them while they were enrolled. The results of this question are presented in the Figure below:

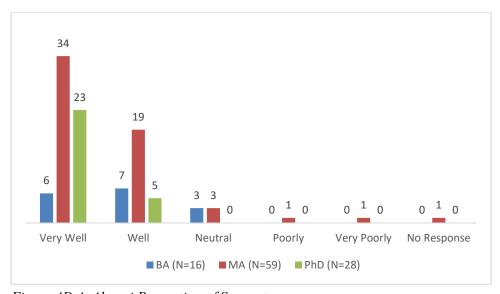


Figure 4D.4. Alumni Perception of Support

An overwhelming number of alumni from all three degree programs indicated that they felt strong support during their time in OILS. The greatest variation comes at the master's level, but positive perception of support in the program overall speaks highly of the current practices OILS is employing to support its students.

Some of the reasons why students feel so supported in OILS can be found in the results of the 2016 Alumni Interviews. The first theme that emerged from these interviews is that students felt there was a high level of faculty support. Students perceived a high level of faculty support because they were available to help students. This availability takes on an informal angle as one student remarked, "I spent a lot of time with my professors it wasn't what one would consider office hours, I was able to pop in, email them, or call them as I had issues they were open and helpful." Faculty caring for students was described as "empathetic," showing "real genuine care," and as a "group of friends working with each other." Some students also highlighted the mentorship that was provided by various faculty that was critical in helping them further their academic and professional pursuits.

The other support theme that emerged from the 2016 Alumni Interviews was student collaboration. Students worked together and ultimately help push one another further as one student remarked, "I made some wonderful friends and we worked together to compete against each other to get the work done, it was that kind of interaction, it was incomparable." This type of support happened even though the OILS program does not use a cohort model for its students. The interaction with other students has the potential to have a long-term impact on the lives of students as noted by one student, "I count myself very lucky to be one of the students who established long-term relationships with other students." Collaboration between students created a helpful environment that facilitated student success.

# **4E. Graduate Success**

OILS prides itself in assuring its graduates can make contributions to their selected career right from the moment they step into the office. Our success as a program is ultimately assessed according to the ability of our students to succeed outside of the classroom. Therefore, we collected data from students and alumni to determine how the skills learned in the program are valued in the workplace.

# **OILS Learning Real World Application**

2016 Alumni Interviews revealed that among the sample of participants, the work completed as part of the final projects and internships in OILS helped them set the stage for success in the workplace. One student commented, "I find it now that that experience has catalyzed the direction for the rest of my life" when talking about his/her career. A critical element of such a transformative experience is that the faculty are always encouraging and avoid telling students that they cannot do something. Another student complimented the program for its focus on actual projects and developing tools to use in different settings. These settings included internships at organizations like Intel. In the case of one student, the internship resulted in employment with Intel for 4 years. The OILS degrees also helped students prepare to succeed in the workplace because the degree is highly relevant to employment in many organizations.

The 2016 Alumni Survey asked how valuable the TLT/OLIT/OILS degree is in the employment marketplace. Responses are presented in Figure 4E.1.

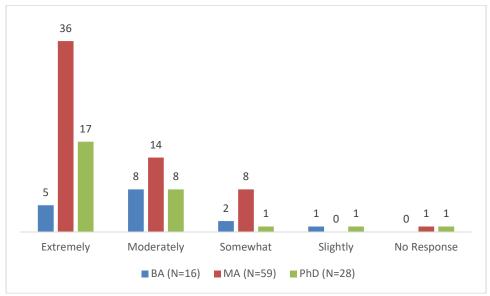


Figure 4E.1. Alumni Perceptions of Value of OILS degree in the Workplace

Further details regarding how valuable the OILS degree is in the working world were provided by the 2016 Alumni Interviews. Themes that emerged were (1) education is relevant to the real world, (2) skills learned were easily applicable in the workplace, and (3) faculty make an effort to assure the classroom experiences of students are relevant to the real world by updating curriculum to reflect the latest industry trends. Another student mentioned, "everything I did in the OILS program was directly related to TRIO, student career services or my research." Another student went so far as to say, "The tools you get out of OLIT will serve you universally no matter where you go." Examples of the truth in this statement come from the second theme about how skills are applicable in the workplace, which pointed out that adult learning and instructional design are skills they are still using professionally. These findings make it clear that the knowledge gained in OILS degree programs is often very applicable to real jobs.

One question in the 2015 Alumni Survey asked how graduates would classify their work according to general areas of the program. The question used a select all that apply format with an open text field that allowed free entry. Many respondents provided more than one answer. The aggregated results of this question are presented according to the categories listed in the question:

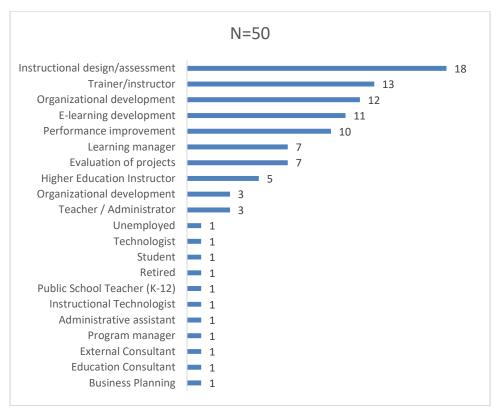


Figure 4E.2. OILS Work Classifications

Note that the results of this survey cut across graduates from all OILS programs, but this is not verifiable because many students did not indicate what degree they earned when they filled out the survey. The results of the survey conducted in 2015 presented in Figure 4E.2 provide a snapshot of the areas in which graduates of our program work.

Further detail regarding the exact places in which graduates work were gathered in the latest alumni survey that was completed in Fall 2017 and are presented in the next section.

#### **OILS Job Classifications**

Each of the Alumni Surveys asked students how they would classify their current job/primary work/profession. The results of these check all that apply questions are provided below:

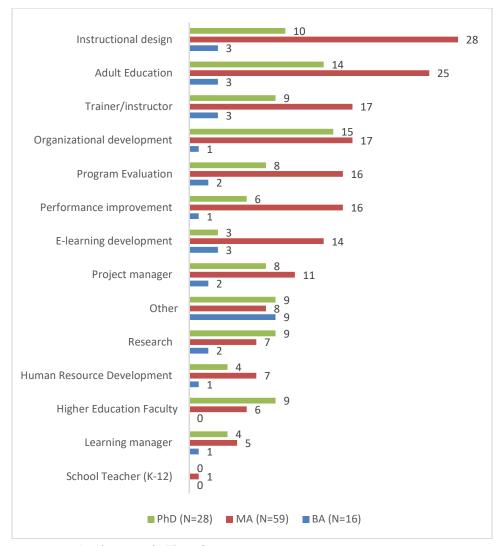


Figure 4E.3. Alumni Job Classifications

A question in the Alumni Survey asked which organizations the respondent had worked for since graduation and allowed them to write-in the name of their organization(s). Select organizations for each degree level are provided here. The full list of organizations provided can be found in Appendix 10-4E.1. Note that the total number of respondents for each category are listed alongside the titles.

# *Undergraduate Alumni Workplaces (n= 16)*

- Northrop Grumman
- Association of Canadian Community Colleges
- University of New Mexico
- Intel
- TRIO Student Support Services
- Goodwill Industries of NM
- University of NM Hospital
- Maintenance manager

• New Mexico Army National Guard

# *Master's Alumni Workplaces (n= 59)*

- UNM Extended Learning
- Sandia National Laboratories
- UNM College of Nursing
- US Department of Energy
- Associated General Contractors
- United Blood Services
- University of New Mexico
- Arizona State University
- Florida Virtual School
- University of New Mexico
- Intel Corporation
- Michigan State University
- Association for the Study of Higher Education
- Van Andel Institute
- Boeing Aerospace
- Northrop Grumman
- University of Colorado Denver
- Laguna Department of Education
- Albuquerque Public Schools
- Lockheed Martin
- GE SimuFlight
- Johns Hopkins University

# Ph.D. Alumni Workplaces (n= 28)

- Los Alamos National Lab
- Western Governor's University
- University of New Mexico
- University of Arkansas
- Defense Language Institute Foreign Language Center Center for Advanced Study of Language
- University of Maryland
- Customs and Border Protection
- Albuquerque Public Schools
- One-to-One Institute
- Amity Foundation
- UNM Hospitals
- UNICEF
- Albuquerque Public Schools
- Department of Veterans Affairs
- California State University at Monterey Bay

- Vestas Towers America
- Gregg Services (contractor to Sandia National Labs)
- Rocky Mountain College of Art & Design
- Independent consultant (worked with 20+ companies over the past 12 years as lead and support.)
- Intel
- Lovelace
- Maricopa County Education Service Agency

# **Alumni Perceptions of Competency Development**

The 2016 Alumni Surveys asked students how well their studies developed various competencies. The results are provided according to each degree level in the following Figures:

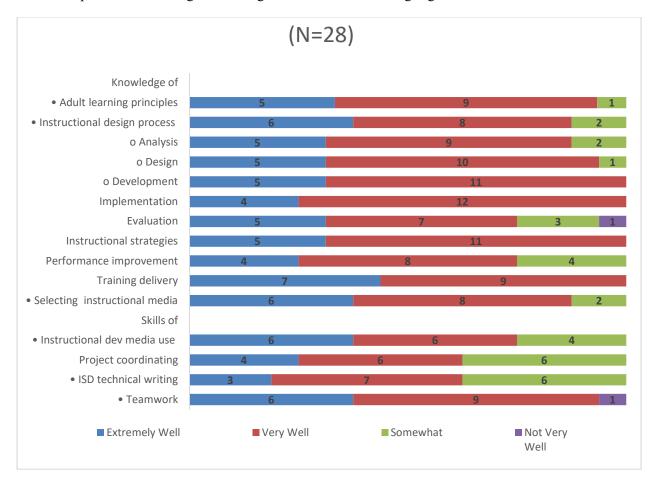


Figure 4E.4. How Well the B.S. Degree Developed Competencies

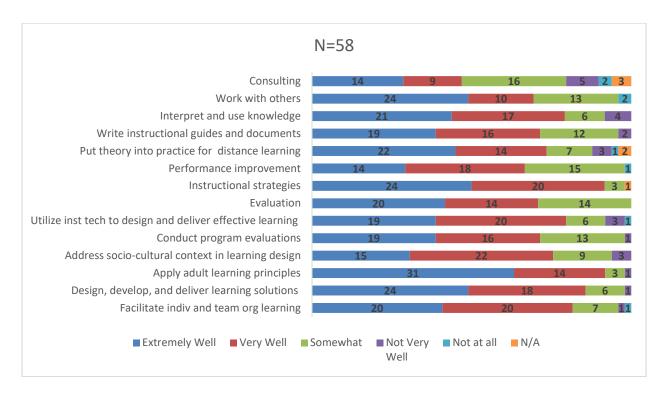


Figure 4E.5. How Well the M.A. Degree Developed Competencies

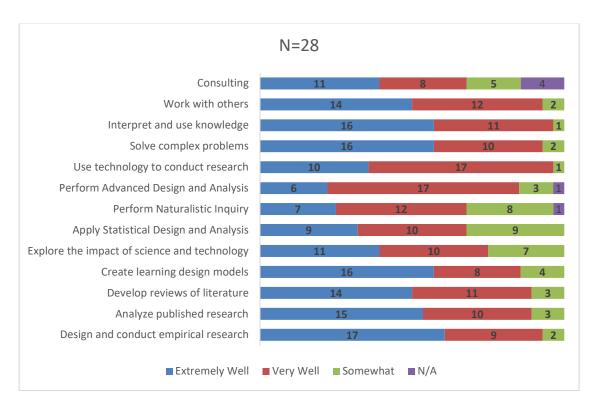


Figure 4E.6. How Well the Ph.D. Degree Developed Competencies

### Student Perceptions on how to Improve the Program

The strategic planning efforts OILS engages in tries to ascertain what is going well and where things can be changed for the better in the program. In order to do this, the 2017 Alumni Surveys asked about strengths and weaknesses of the program. Figure 4E.7 presents the strengths of the OILS program.

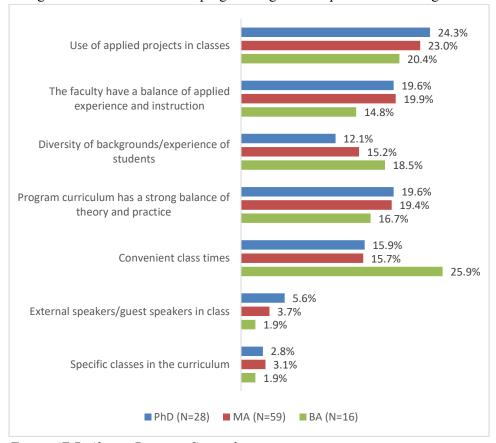


Figure 4E.7. Alumni Program Strengths

Note that these questions also included an option that allowed an open response. Several strengths were noted and one student pointed out that nothing needs to change with the program. The student suggested that OILS continues to stay actively informed of student needs. In the 2016 Alumni Interviews master's graduates highlighted the learning experience as one of the strengths of the program which included having highly knowledgeable faculty, the diverse background of participants, and the quality of the program evaluation and consulting classes. One student in the 2017 Alumni Survey even went so far as to say that the "University of New Mexico needs to realize the value of this program and support it." These comments illustrate that students are generally satisfied with their experience in OILS.

Figure 4E.8, Figure 4E.9, and Figure 4E.10 present the OILS program weaknesses as indicated by the responses provided by B.S., M.A., and Ph.D. alumni to a multiple-choice question.

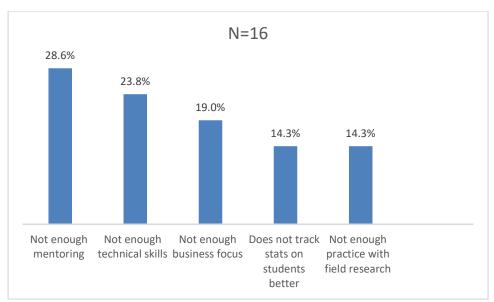


Figure 4E.8. B.S. Alumni Program Weaknesses from B.S.

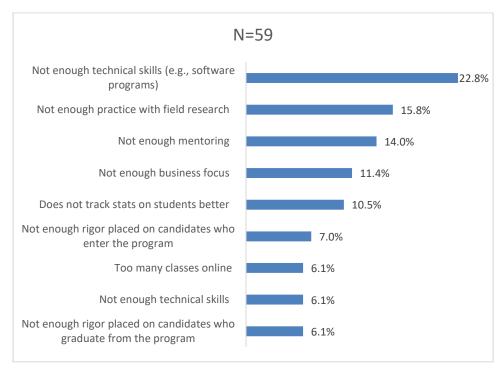


Figure 4E.9. M.A. Alumni Program Weaknesses from M.A.

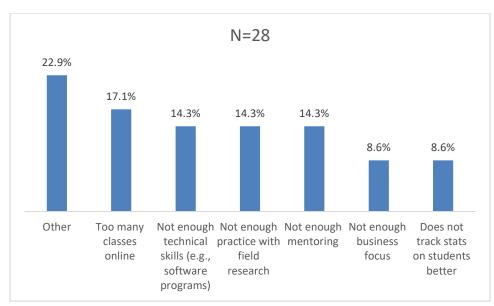


Figure 4E.10. Ph.D. Alumni Program Weaknesses from Ph.D.

Note that these questions also included an option that allowed an open response. The themes that emerged from these responses are provided in the next two paragraphs.

Data collected from current students and alumni suggest ways that OILS can improve its program. The 2016 Alumni Interviews revealed the need to expand class offerings and to bring in different literature to courses to expand the breadth of the topics covered. Alumni also mentioned that teaching/courses of impact evaluation should be improved.

In addition, qualitative responses from the 2017 Master's and Ph.D. Current Student Surveys were analyzed to identify areas of improvement. At the master's level, the themes that emerged included (1) focusing more on program evaluation, technology, and distance education, (2) including additional experiences that apply to the workplace, and (3) reducing repetition across courses. The first theme includes students requesting further course offerings. The theme asking for additional workplace experiences focuses on instructional technology and distance education as well as one student who desired more exposure to experienced professionals during internships.

At the Ph.D. level, the themes that emerged included (1) creating a community for graduate assistants, (2) creating more opportunities for students to engage in research, (3) increasing number of faculty and courses, (4) refocusing instruction on organizational development, (5) facilitating further mentorship for students, and (6) updating facilities. Note that these themes are associated with the large number of selections in the Other category displayed in Figure 4E.10. Of particular interest is the desire for more research experiences because it touches on the need for current research being conducted by faculty to be better communicated to students. One student suggests, "It would be great to have an email go out with the type of research professors are currently working in and opportunities for students to get involved." The more that students know about faculty research the more likely it is that they would become involved in research. Monthly newsletters or updates informing students of faculty and student research would be one way to address this. Another student suggested that faculty do more funded research arguing that this would further allow for more research assistants to be hired. However, the desire for faculty to pursue

funded research must be balanced by the theme regarding increasing the number of faculty because some students do not feel like current faculty are fully invested in OILS. Students want faculty to better balance teaching and research. For example, one student commented, "Half the faculty seem like they only care about research. They don't seem invested in teaching." Of course, this comment is associated with the desire for more Ph.D. level course offerings because more courses can be added when more faculty are hired. However, these new hires need to have an equal passion for research and teaching. Adding on, another student wrote that OILS needs to "actually bring on faculty that truly care about graduate students." Moving forward OILS will need to be mindful of providing research opportunities to students and dedicating sufficient time to teaching and other student needs.

#### **OILS Student Retreat**

Since the student surveys with Ph.D. students revealed various student concerns, the program decided to use an in-depth qualitative process to understand how the program could be improved. The purpose of the student retreat on April 6, 2018 was to gather additional feedback on the strengths of the program and opportunities for improvement. The retreat was facilitated by a UL&LS administrator and not the OILS faculty so that students would feel comfortable sharing their perspectives. All OILS Ph.D. students were invited to the retreat but only 10 doctoral students attended. The students identified program strengths as strong senior faculty, engaged faculty, offered a variety of topics to meet diverse interests of students, and faculty supportive of student needs. The students identified some areas of improvement they would like to see, such as, a need for distance education delivery at the doctoral level, allowing more than two courses from other programs, more student input in program decisions, and more advisement and student feedback from faculty such as advising students more often or on a consistent schedule. Ultimately, the students identified three top themes that could benefit the program and students. These themes are (1) building a supportive environment with students first, (2) more program structure and connections, and (3) transparency.

**4F. Strategic Planning to Improve Recruitment, Retention, and Graduation** In this section, we describe the unit's current and future strategic planning efforts for recruitment, retention, and graduation. First, we discuss these in general terms, and then we discuss them in relation to each degree.

### **General Recruitment and Retention Strategies**

#### Recruitment - OILS Website

One of the most important recruiting tools for OILS is the program website. The impact of the website is illustrated in Figure 4A.1 as many students first found out about the program from the website. The OILS website (oils.unm.edu) provides a host of information about the program including admission criteria, program of studies, faculty bios, student testimonials, and various student resources. The latest version of the website went live in Spring 2015. It was designed with the help of Library Information Technology, the current Program Director, and a graduate assistant. Currently, website maintenance and updates are handled primarily by a graduate assistant. News and events announcements are handled by the Library's Marketing Manager. The graduate assistant who maintains the website graduated in Summer 2018

necessitating the effort to find a suitable replacement to continue to work with the website and update its content. Ideally, OILS would like to identify a full-time resource to work with the website.

### *Retention – Calling students*

OILS takes a personal approach in attempting to retain its students. When students do not register for a semester, in accordance with their planned program of study, OILS makes sure to reach out to those students at the beginning of the semester. The goal of reaching out is to determine why the student did not register and also to see if there is any support the program can provide to help the student stay engaged in his/her degree. Prior to the retirement of the former Program Director, Boverie, she and the Program Manager, Larrañaga, were responsible for calling students who do not follow their program as planned. Now calling students is part of the duties assumed by the new Program Director, Law, and Larrañaga.

### Retention and Recruitment - Student Events

OILS uses its annual social student events, described earlier in Criterion 4D as key avenues to retain and recruit students. Regarding retention, new students regularly attend the OILS Picnic and Holiday Party and continue to attend throughout their time in the program. Regarding recruitment, those interested in learning often come to the OILS Picnic and ask questions about the program. This has led some to take courses within the program and others to become students. The OILS Picnic and Holiday Party help to retain students by providing a sense of community while also providing an informal venue for those interested in the program who are not currently enrolled in OILS to learn about our program, projects, research, and practices.

### Maintaining an Accurate Student Database

OILS has created student spreadsheets for each degree containing fields like Semester Admitted, Semester Graduated, Active/Inactive, and Advisor to begin the steps of creating a database. OILS has hired a new Program Assistant who will be tasked with maintaining a student database.

### Sharing OILS Program Flyers at Professional Conferences and Speaking to Potential Students

With the assistance of the UL&LS Marketing Professional, OILS has developed promotional flyers that faculty distribute at the professional conferences they attend. They also take the time to discuss the program with potential students who might be interested in applying for the program. For example, Svihla has been advertising the OILS Ph.D. program in the Learning Sciences to recruit students. One finding in discussions with potential students is that they would like the doctoral program to be offered online like the master's and undergraduate.

### **Undergraduate Recruitment and Retention**

OILS engages in specific recruitment efforts for the undergraduate program. The first of these efforts is establishing a minor in OILS in the College of Arts and Sciences, which has the potential to enroll about 200 new undergraduates in OILS. The second undergraduate specific recruitment effort is attempting to associate OILS with the Western Undergraduate Exchange (WUE). The WUE is a consortium of universities from 16 different western states in the United States that allow undergraduates to attend colleges outside of their states for affordable tuition rates. The partnership with WUE that is currently being established allows out of state students to attend UNM at 150% of the enrolling institution's

resident tuition making OILS an attractive option to out of state undergraduates. Recruitment of undergraduates also includes the MOU between OILS and CNM that was signed earlier this summer. The hope in the signing of the MOU is to create a constant flow of students who receive their AA degree at CNM and finish their BS degree at UNM in a 2-year period, thus making OILS a true 2+2 program. If the enrollment rate of students from CNM continues to increase steadily, we should see a 75% to 85% increase in undergraduate enrollments within the next year.

As there was a moratorium on undergraduate program admissions, OILS core faculty and the undergraduate advisor at that time traveled to UNM graduate centers and community colleges throughout New Mexico to promote the 2+2 program. Presentations were made to student advisors at CNM, Santa Fe Community College, San Juan College at Farmington, UNM Taos campus, UNM Valencia campus, and UNM Gallup campus. The objective was to improve awareness of the program and grow enrollment.

OILS has also attempted to increase undergraduate enrollment by hiring staff to support the program. Since lifting the 2+2 Undergraduate Program moratorium after Spring 2014, OILS hired an Undergraduate Program Director and Program Manager. These efforts played a part in increasing enrollment from 23 students in Fall 2014 to 63 in Fall 2016 to 88 in Spring 2018. These two positions allow OILS recruitment to reach new audiences as the Program Manager and Undergraduate Program Director travel to do outreach at UNM branch campuses and centers as well as community colleges throughout the state.

### Master's Recruitment and Retention

Recruitment and retention is specifically addressed at the master's level by the OILS Professional Mixer held in Spring semester described in Criterion 4D. This event is specifically beneficial to recruitment and retention because it connects OILS students with community, professionals, and employers. The Professional Mixer is focused on intentional networking, which means professionals and community members in attendance can match their interests with those of students and OILS faculty. This can spark interest in various levels of the program among working professionals who already make up a large portion of current OILS students. The Professional Mixer serves the ends of retention by connecting students with potential employers and at times leading to job opportunities. Seeing what happens after the completion of their degree and seeing alumni in professional positions helps students see the value in their current studies and encourages persistence until they complete their degrees.

### Recruitment - Managed Online Programs (MOPS)

The MOPS Learning Officer online master's degree, described in Criterion 2C, is one way OILS is pushing the envelope when it comes to recruiting students from outside of New Mexico. The Learning Officer is one of several MOPS online M.A.s selected by UNM's Extended University, among others like Electrical Engineering and Computer Engineering, that are being marketed by UNM Online. One of the benefits of MOPS degrees is that courses are in 8-week formats and the programs can be completed online in as little as 1 year. Tuition costs are also low at \$372 per credit hour. The program also offers flexible enrollments with 5 different options for every year. OILS hopes to increase enrollments via the flexible options offered as part of the Learning Officer MOPS M.A.. Marketing for the major outside of New Mexico inevitably has been a challenge.

### Recruitment – Master's Program Concentrations

The Learning Officer program started a trend within the master's program to redesign the curriculum in such a way that would allow students to choose a specific concentration for their coursework. This redesign was initiated in part because the OILS Advisory Board recommended the change as it determined that concentrations would better prepare graduates for the workplace. OILS took their advice and created the 5 concentrations described in Criterion 2. OILS also redesigned the curriculum of the master's program to include many online 8-week courses. These modifications are being marketed as distinguishing factors for the OILS master's which serves as a recruitment tool for the program.

### Ph.D. Recruitment and Retention

Retention is addressed at the Ph.D. level by student support services that were previously described in Criterion 4D. Therefore, short summaries regarding how each activity supports retention are provided:

- Doc CoP Supports Ph.D. students by helping them with various challenges in areas such as research methods, IRB submissions, and writing.
- Expo Allows Ph.D. students to present their research and garner feedback from other students, faculty, and community members to improve their work which increases their chances of success outside of UNM.
- Annual review for Ph.D. students Provides a regular and standardized way for Ph.D. students to track their progress toward degree which helps them to organize their classes and facilitates their graduation.
- Midpoint review for Ph.D. students Review conducted almost half way through a program of studies in a Ph.D. student's program that helps to assure the program of studies is still serving student needs and maps out courses that need to be completed.

### CRITERION 5. FACULTY

The 2009 APR Review Team recognized the diversity and the range of expertise – both academic and professional - that OILS faculty brought into the program and their ability to bridge research into practice in teaching and scholarship. The Review Team also noted passion for the integrity of the program, the strong record of scholarship, teaching excellence, the application of adult learning theory into their own teaching, and commitment to quality education through development of critical thinking that stretches students beyond what they believed they could accomplish. Further, the Review Team was impressed by the true collegiality of OILS faculty, which ensured program effectiveness, growth, and innovation. Throughout the years since 2009, despite some very difficult times, OILS faculty has tried to maintain these valued qualities and has supported each other to develop a small program into a robust, well-regarded one within the university.

# 5A. Faculty Credentials, Composition, Roles, and Responsibilities

Appendix 11-5A.1. presents the OILS core faculty credentials. Figure 5A.1 summarizes core faculty areas of expertise and current teaching reflected in the course numbers listed.

NAME, DEGREE, ACADEMIC APPOINTMENT	EXPERTISE AREAS	CURRENT OILS COURSES (not including independent study supervision)
Patricia Boverie, Ph.D.	Individual and organizational change	541
(University of Texas, Austin)	Positive psychology in the workplace	559
Professor and Program Director	Transformative learning	641
(until the end of Spring 2018)		661
		690
Charlotte "Lani" Gunawardena, Ph.D.	Online design, development, and research	532
(University of Kansas, Lawrence)	Cultural context of online and adult learning	535 & 536
Distinguished Professor	Social construction of knowledge in online	545
	communities	555
	Interaction analysis and social learning analytics	608
	Mentoring	635
	Evaluation	
Sung "Pil" Kang, Ph.D.	Human performance technology (HPT) and	102
(Indiana University, Bloomington)	instructional systems design (ISD) model	421
Assistant Professor	Validation and academic curriculum	470
	development	471
	HPT standards for public schools	473
	Performance analysis	
	Change management	
Victor Law, Ph.D.	Scaffolding	502
(University of Oklahoma)	Game-and simulation-based learning	504
Associate Professor and Program	Ill-structured problem solving	543
Director (starting Fall 2018)	Computer-supported collaborative learning	570
	Self-regulated learning	600
	Motivation	639
	Research methods	102
		440
		597

NAME, DEGREE, ACADEMIC APPOINTMENT	EXPERTISE AREAS	CURRENT OILS COURSES (not including independent study supervision)
		604
Gary Smith, Ph.D.	Instructional design	541
(Oregon State University)	Faculty and organizational development	
Professor and	Curriculum design	
<b>Assistant Dean of Faculty Development</b>	Research-to-practice transfer	
(School of Medicine)	Change processes	
Vanessa Svihla, Ph.D.	Instructional/learning design	420
(University of Texas, Austin)	Research methods	601
Associate Professor	Identity and agency	546 & 547
	Design learning	604
	Authentic assessment	
	Engineering education	
	Creativity and innovation	
Oleksandr "Alex" Tkachenko, Ph.D.	Training and Development	540
(University of Minnesota, Twin Cities)	Organization Development	544
Assistant Professor	International HRD	551
	Employee Engagement	552
		558

Figure 5A.1. Core OILS Faculty Expertise Areas and Teaching

While OILS faculty teach across disciplinary areas in the OILS interdisciplinary program, faculty take on advisees depending on their areas of expertise. Boverie led the adult learning, organizational learning, and human resource development area of the program for 27 years. Gunawardena was hired in 1989 to develop the graduate emphasis area in distance education/eLearning, and later introduced courses on the influence of culture and sociocultural context on adult learning and distance education. Kang joined the program in Fall 2015 to lead the undergraduate program with his expertise in HPT, ISD, performance analysis, and change management. Law was the first faculty member hired after our move to UL&LS in Fall 2012 and contributed his expertise in educational psychology, instructional design, multimedia, games and simulations to support the instructional technology area. Smith who transferred to OILS from Earth and Planetary Sciences added his expertise in faculty and organizational development, instructional design, research-to-practice transfer, and change processes to the adult learning and organizational development area. In Fall 2014, Svihla brought in her expertise in the learning sciences, learning design, authentic assessment and creativity and innovation to develop the new learning sciences emphasis in the program. Tkachenko, who joined the program in Fall 2017, contributes his expertise in organizational development, international HRD, and employee engagement to support the organizational learning and human resource development areas. As can be observed from the credentials and expertise, OILS faculty comprises a diverse set of knowledge, skills, and experiences to contribute toward an interdisciplinary program. Further information on OILS core faculty can be found in the core faculty biographies (bios) in Appendix 12-5A.2., and the OILS webpage.

When the OLIT program moved to the UL&LS in 2012, the College of Education transferred three tenured faculty positions (Gunawardena, Boverie, Salisbury), one tenure track faculty position (Law), and two visiting lecturer III positions (Brady, Grassberger). The two visiting lecturer positions were for a three-year term that expired in FY14. One lecturer position (Grassberger) was converted into a tenure

track assistant professor position in FY2014, creating a total of five tenured or tenure track faculty positions. In FY16, the OILS program added a sixth tenure track position (Kang) paid for from the UL&LS budget, not the OILS program budget. The OILS program also received .40 FTE of Smith's position when he transferred from the Earth and Planetary Sciences Department to OILS. His position was funded by the College of Arts & Sciences through FY18, but it has been added to the OILS base allocation in FY19.

Therefore, currently, the OILS faculty is comprised of 6.4 FTE, or seven faculty members serving the program as core faculty. The .4 (40%) indicates Smith's position. In terms of demographics, four members are "White," and three "Asian," and four are male and three female (at the end of Spring 2018).

The approximate percent of time devoted by each faculty member to degree and graduate certificate programs is as follows:

- Boverie 100% graduate and administration
- Gunawardena 100% graduate
- Kang 90% undergraduate including administration, and 10% graduate
- Law 95% graduate and administration, and 5% undergraduate
- Smith 100% graduate
- Svihla 80% graduate and 20% undergraduate
- Tkachenko 100% graduate

In order to further extend the interdisciplinary nature of the program, OILS faculty have forged connections with faculty across campus so our students can benefit from a wide array of cutting edge expertise related to OILS disciplinary areas. As evident in Figure 5A.2, we currently have two faculty members with secondary appointments in OILS. Nick Flor (Associate Professor) from the Anderson School of Management teaches OILS courses and advises doctoral students in exploratory data analytics, social network analysis, and distributed cognition in social media, to support the eLearning, instructional technology, and research methods areas of OILS. Chris Holden (Associate Professor) in the Honors College advises OILS doctoral students in the areas of mobile games and simulations to support the instructional technology area. Their faculty bios are in Appendix 13-5A.3, and the OILS webpage.

NAME, DEGREE, ACADEMIC APPOINTMENT	EXPERTISE AREAS	CURRENT OILS COURSES
		COCHSES
Nick Flor, Ph.D.	Virtual worlds	604 Learning
(University of California, San Diego)	Immersive interactive visualizations	Analytics: Data
Associate Professor in the Marketing,	Exploratory data analytics	Mining and
Information Systems, and Decision	Distributed cognition in social media	Visualization
Sciences group at the Anderson School		604 Social Network
of Management		Analysis
Christopher Holden, Ph.D.	Games and Learning	In the future, he plans
(University of Wisconsin-Madison,	Mobile Media and Technology	to teach OILS 534
Madison)	Place-based learning	Mobile Learning
Associate Professor in the Honors	Language Learning	
College	Learning Design	
	Design Based Research	

Figure 5A.2.OILS Secondary Appointments Expertise Areas and Teaching

With the move to UL&LS, the OILS program was able to capitalize on the expertise of our colleagues in the University Libraries (UL) who have added their expertise in information science, information literacy, and information management to the OILS program and support the core faculty in teaching and doctoral advisement. Figure 5A.3 illustrates UL faculty areas of expertise and the courses they teach in the OILS program. Wilkinson, the Administrative Director of OILS, has graciously taken on chairing a majority of Boverie's doctoral students, relieving other faculty in the program of this advisement load. In addition, Wilkinson and Mark Emmons (Professor and Associate Dean of UL&LS) co-teach the Leadership in Organizations course and the qualitative research methods course for OILS thereby lending their expertise to strengthen OILS in these areas. Emmons also supports OILS faculty by chairing doctoral dissertations. Kevin Comerford (Associate Professor) has integrated his expertise in information management by teaching an OILS graduate course on the subject. Karl Benedict (Associate Professor) has enhanced the curriculum by teaching a course on spatial data management and supporting our doctoral students with his statistical expertise. Suzanne Schadl and several other library faculty have also contributed to the OILS undergraduate program by teaching the undergraduate course on information management for professionals. All have served as members on doctoral committees. Bios of supporting faculty can be found in Appendix 14-5A.4, and the OILS webpage.

NAME, DEGREE, ACADEMIC APPOINTMENT	EXPERTISE AREAS	CURRENT OILS COURSES
Karl Benedict, Ph.D.	Information management	OILS 515 Introduction
(University of New Mexico)	Geospatial and statistical analyses	to Spatial Data
Associate Professor and Director of	Development of open standards-based	Management
Research Data Services	interoperable data management	
Kevin Comerford, MIS	Information management	OILS 513 Foundations
(University of North Texas) and MFA	Digital librarianship	of Information
(Texas Cristian University)		Management Practices
Associate Professor and Director of		
Information Technology Services		
Mark Emmons, Ed.D.	Impact of academic libraries on student	OILS 642 Leadership in
(University of New Mexico) and MLS	success	Organizations
(University of California, Los Angeles)	Information literacy and library instruction	OILS 604 Introduction
Professor and Associate Dean of	Film studies resources	to Qualitative Methods
Public Services		for OILS
Frances "Fran" Wilkinson, Ed.D.	Leadership	OILS 642 Leadership in
(University of New Mexico) and MLS	Organizational development	Organizations
(University of Arizona)	Qualitative research	OILS 604 Introduction
Professor, Senior Associate Dean, and	Competitive procurement	to Qualitative Methods
OILS Administrative Director	Disaster preparedness and recovery	for OILS
	Acquisitions	
	Computer ergonomics	

Figure 5A.3. OILS Supporting Faculty from University Libraries Expertise Areas and Teaching

OILS faculty further expands teaching capacity by involving industry experts as adjunct instructors. Adjunct faculty come from organizations such as Sandia National Laboratories, Athabasca University in Canada, the UNM's Extended Learning group, the UNM Health Science Center and Hospital, the

Arizona Department of Education, and regional consultancies. Appendix 15-5A.5 contains the bios of adjunct faculty and their expertise.

The expertise, contributions, and support of our secondary appointments from UNM, supporting faculty from UL&LS, and adjunct faculty have enriched the curriculum to make the OILS program a truly interdisciplinary one. In addition, the secondary and supporting faculty have significantly eased the advisement load of core faculty by supporting the program in doctoral advisement. Further, the research collaborations and opportunities to co-present and co-publish with secondary and adjunct faculty have enriched the experience of both OILS doctoral students and core faculty. OILS is a valued program in the UL&LS and administrators have supported the advancement and salary equity adjustments of OILS faculty.

# 5B. Faculty Load

The official teaching load of the OILS core faculty is 2-3. However, faculty may negotiate a reduced teaching load based on research or administrative duties. For example, the Program Director and Undergraduate Program Coordinator receive a 2-2 teaching load because of their administrative duties.

Teaching needs are discussed at faculty meetings and teaching responsibilities are assigned to faculty based on the negotiated teaching load, the curriculum planning, and faculty expertise. Most of the OILS undergraduate courses are upper level courses. Undergraduate courses are taught by Kang, Svihla, and Law, and OILS teaching assistants who are doctoral students in the program. The spread of faculty teaching assignments by level is depicted in Table 5B.1.

Table 5B.1. Faculty teaching load 2017-2018 A/Y by level

Faculty/Number of courses taught	Undergraduate	M.A. (500-level)	Ph.D. (600-level)
Patricia Boverie	0	2	2
Lani Gunawardena	0	3	1
Gary Smith	0	2	0
Vanessa Svihla	1	2	1
Victor Law		3	1
Pil Kang	4	0	0
Alex Tkachenko	0	4	0

Besides teaching regular three-credit hour courses, faculty also supervise various independent study courses, such as Problems, Field Experience, Internship, Directed Readings, Master's Thesis, and Dissertation. The enrollments in these independent study courses for Fall 2017 are shown in Table 5B.2.

Table 5B.2. Supervision of independent study courses in Fall 2017

Faculty/Number of Advisees	Problems	Field Exp	Internship	Directed Readings	Master's Thesis/ Dissertation
Patricia Boverie	0	0	1	2	10
Lani Gunawardena	1	0	1	0	5
Gary Smith	1	0	0	1	0
Vanessa Svihla	0	0	0	0	0
Victor Law	1	0	1	0	1
Pil Kang	0	7	0	0	0
Alex Tkachenko	0	0	0	0	0

Table 5B.3. Faculty advising load by level at the end of Spring 2018 Semester including Fall 2018 admissions

Faculty/Number of Advisees	M.A.	Ph.D.
Patricia Boverie	0	4
Lani Gunawardena	17	13
Gary Smith	9	4
Vanessa Svihla	11	8
Victor Law	10	8
Pil Kang	0	1
Alex Tkachenko	7	0
Fran Wilkinson	0	9
Mark Emmons	0	1

### Notes:

1. Boverie retired at the end of Spring 2018. She had a total of 14 Ph.D. advisees when she retired. She has agreed to continue to work with four students who are at the dissertation stage as she can Chair dissertations for another year. Wilkinson, will Chair seven of Boverie's students, Gunawardena will Chair two of her students who are at the dissertation stage, and Svihla will chair one of her students. All of Boverie's master's students were transferred to Gunawardena.

- 2. Advising load is not provided for B.S. because Larrañaga and Kang split these duties. Larrañaga, OILS Program Manager, is the primary advisor for undergraduate students. Currently there are 78 active (Spring 2018) undergraduate students. Special cases and issues related to advisement are referred to Kang, Undergraduate Program Coordinator.
- 3. When two faculty co-chair a student, as in the case of Law and Svihla, we count the advising load as 0.5.

As can be observed from Table 5B.3, the advising load varies greatly across faculty with the senior full-time core faculty carrying heavier advisement loads, and Gunawardena carrying the heaviest load. Therefore, a faculty to student ratio may not present an accurate picture of the faculty advisement load. The advising load for the Ph.D. program has always been very high and has impacted the ability to devote sufficient time to dissertation research when faculty also have to carry a full load of teaching. Part of the reason for heavy loads is that senior faculty have taken on students of other faculty who have retired or resigned. Therefore, in order to devote time to the development of doctoral students in the future, it is prudent to reduce the teaching loads of faculty who Chair a large number of doctoral students. New faculty members are not assigned advisees the first semester and get a reduced teaching load of 2-2 for the first academic year. Even this reduced teaching load has sometimes been a challenge for junior faculty who have also had to develop online courses for the managed online program and get them approved through the Extended University approval system before starting to teach.

# 5C. Professional development activities of OILS faculty and how they have been used to sustain research, teaching, and the support of student learning and professional development

OILS faculty members are encouraged to participate in continuing professional development activities, junior faculty are mentored toward tenure and promotion, and all faculty members are provided with effective annual performance feedback and avenues to enhance their performance. Professional development activities and how they support research, teaching and students are discussed below.

### **Mentorship of Junior Faculty**

When junior faculty are hired, they are encouraged to seek a mentor from the University Libraries who mentors them particularly in the development of their research and publications and speaks on their behalf in the tenure and promotion process. In addition, OILS faculty take on mentoring junior faculty by introducing them to the culture of the program and the university, student advisement issues, expectations for tenure and promotion and introduce them to the outdoor life of the state. Peer teaching observations and feedback are one of the main avenues through which senior faculty mentor junior faculty and help them improve their teaching. Further, OILS faculty collaborate with each other on research and publications. An example of this is the collaborative publication about the academic profile of the OILS program "Human performance technology blooms in the high desert," an effort led by junior faculty member Kang and co-authored with OILS colleagues: Svihla, Law, and Grassberger, with input from Boverie and Gunawardena which was published in *Performance Improvement*, vol. 55, no. 3, March 2016.

### **Improving Online Learning Design and Teaching**

OILS faculty members teaching MOPS courses have to undergo a review process of their online designs by three UNM faculty members and staff of UNM's Extended University to determine that their online designs meet quality standards. This review external to OILS provides another perspective on online course design and how the designs meet quality criteria such as those developed by Quality Matters<sup>TM</sup> in their rubrics.

### **Professional Conferences and Presentations**

The tenured/tenure-track faculty members attend national and international refereed conferences every year to sustain their research activities. In addition, they are invited to make keynote presentations at conferences. Often faculty co-present with graduate students mentoring them in their presentations as well as introducing them to professional networks and colleagues in the field. The conferences they attend are usually the major national and/or international conferences in the field such as the following:

- Academy of Human Resource Development (AHRD) Conference
- American Educational Research Association (AERA) Annual Meeting
- American Evaluation Association Annual Conference (AEA)
- American Society for Engineering Education Research (ASEE)
- Annual Conference of the International Council of Educational Media
- Association for Educational Communications & Technology (AECT) Conference
- Association for Talent Development (ATD) Conference
- Distance Teaching and Learning Conference, Madison
- E-Learn: World Conference on E-Learning
- FabLearn
- International Council for Open and Distance Education (ICDE) World Conference
- International Society for Performance Improvement (ISPI) Conference
- Society for Cross-Cultural Research (SCCR)
- The International Conference of Learning Sciences (ICLS)
- The International Conference on Computer-Supported Collaborative Learning (CSCL)
- World Conference on Mobile and Contextual Learning (mLearn)

All faculty attend at least one conference per year, and junior faculty attend at least two conferences per year. However, professional development funding is limited. Each faculty is allocated \$1000 for professional development per year, which is intended to cover the conference registration, airfare, hotel, shuttle, and meals. This funding is not adequate to cover many national conferences let alone international ones. As a result, faculty members often have to cover expenses themselves. Fortunately, in the past few years, the Dean's Professional Development fund supported faculty travel in the College through a competitive application process. However, this fund has disappeared due to recent budget cuts. In order to encourage national recognition for the OILS program and faculty, and support our students in professional development, it is highly desirable to increase the travel funds allocated to OILS faculty. We consider this an area of growth.

### **Supporting Students in Research and Professional Development Activities**

OILS faculty have spent a considerable amount of time making research, evaluation, and professional development opportunities available for graduate students and have led research teams and mentored students to conduct, present, and publish research.

### *Mentoring students to present and publish research*

Appendix 16-5C.1 shows research teams and student presentations and publications with OILS faculty since 2009. In addition, students are encouraged to present at local and state conferences where they will not incur high costs as in out-of-state travel to conferences. Students have presented at the New Mexico Higher Education Assessment & Retention Conference, the Shared Knowledge Conference at UNM, and the UNM Success in the Classroom Conference.

### The Interaction and Disciplinary Design in Educational Activity (IDDEA) Lab

This Lab funded by NSF has now been integrated into OILS and is supported by two OILS faculty members Svihla and Law and four graduate students in addition to graduate students from other programs, thus spearheading interdisciplinary research in the learning sciences.

### Supporting student development with faculty consultancies

Faculty have engaged OILS students in their external consultancies giving them valuable research and evaluation experiences. As the external evaluator for the Native American Research Center for Health funded by the National Institutes of Health (NIH) and the Indian Health Service (IHS) under the Albuquerque Area Indian Health Board, Gunawardena has provided evaluation and research opportunities with Native American projects in the state of New Mexico to two OILS graduate students for the past 6 years. This includes one international master's student (2 years from 2012-2013), and one doctoral student (5 years from 2013 – 2018).

For her consultancy with the Asian Development Bank (ADB) as a Computer Assisted Learning Content Development Specialist, Gunawardena hired an OILS doctoral student as her co-consultant providing him the opportunity to work on the Secondary Education Modernization Project at the National Institute of Education (NIE) in Sri Lanka from 2008-2009. In addition, Gunawardena involved her graduate students in developing distance training solutions for the International Women's Rights Action Watch, Asia Pacific, Malaysia as a result of her consultancy with this non-profit organization in 2015.

### *Encouraging student involvement in professional organizations*

The OILS program also promotes student involvement in local and national professional development associations. The local chapters of ISPI, ATD, and New Mexico Evaluators have come together to offer a discounted student membership that allows students to attend the meetings of all three organizations. Working in cooperation with the OILS faculty, these same organizations put on an annual mixer where students have a chance to meet and learn from practitioners and find out about available job opportunities. When funding was available, the OILS Graduate Professional Student Association (GPSA) supported student memberships in local and national professional associations. OILS faculty work closely with the local

professional development association chapters but do not hold officer positions. Instead, these positions are promoted within the OILS student body to allow students to gain leadership experience and to deepen their associations with the community. There are approximately 15 OILS students or alumni serving in leadership roles in the local chapters of ISPI, ATD, ICF, NM Eval, and SHRM.

# 5D. Adequacy of the Research/Creative Work of OILS Faculty

This section highlights faculty honors, research, publications, and presentations, and includes a discussion of adequacy from the perspective of the OILS Administrative Director.

## **OILS Faculty Honors and Awards, Since 2009**

OILS faculty have gained recognition and won awards at UNM, locally, statewide, nationally and internationally. We highlight some of these awards below:

- Global HRD Leadership Award from the World HRD Congress awarded to Boverie, (2009).
- Regents' Professor award granted to Gunawardena by UNM which recognizes faculty who are outstanding teachers and researchers and represent the highest academic standards at the university, (2008-2011).
- Outstanding Journal Article Award granted to Law by the Design and Development Division of the Association for Educational Communications and Technology (AECT), (2011).
- National Academy of Education / Spencer Postdoctoral Scholar award was presented to Svihla, (2015-2016, \$55,000).
- UNM *Project for New Mexico Graduates of Color* "Faculty of Color" award presented to Gunawardena to acknowledge contributions to the success of students of color while serving the entire UNM campus and greater New Mexico community, (2014).
- Best Diversity Paper awarded to Svihla and Law by the American Society of Engineering Education, (2016).
- Burmeister Award 3rd place, granted to Law by the Division of Distance Learning of AECT, (2016).
- National Science Foundation (NSF) grant *IUSE/PFE:RED: FACETS: Formation of Accomplished Chemical Engineers for Transforming Society* (\$1,999,957, EEC #1623105, awarded as a collaborative effort between OILS (Kang & Svihla) and Chemical and Biological Engineering (PI Datye, Co-PIs Chi & Han), (2017-2021).
- Robert Menges Award for Outstanding Research in Educational Development from the Professional and Organizational Development Network in Higher Education granted to Smith and his collaborators, including and OILS doctoral student (2017).
- Institute for Higher Education Policy and the U.S. Department of Education Title V programs grants awarded to Smith (the latter including a six-year, \$3.8 million initiative) to redesign gateway STEM instruction and student support services, (2011-2017).
- Outstanding Teacher of the Year, University of New Mexico; awarded to Smith (2014).
- Best Paper Award, First-year Programs Division, by the American Society of Engineering Education, presented to Svihla, (2018).

- NSF award *CS 10K: New Mexico Computer Science for All (NM CSforAll)* (\$195,995, CISE #1240992) presented to Svihla in collaboration with computer science (Moses) and College of Education (Peele-Eady, Lim), (2016-2017).
- NSF award *PFE: Research Initiation—Using Digital Badging and Design Challenge Modules to Develop Professional Identity* (\$149,998, EEC #1544233) presented to Svihla in collaboration with Chemical & Biological Engineering (PI Datye, Co-PI Gomez), (2016-2017).
- NSF award, Energizing Engineering Education (E3): An RET site at the University of New Mexico investigating energy research and engineering practice (EEC #1301373, \$509,543) presented to Svihla in collaboration with the School of Engineering (PI Fleddermann) (2014-2018).
- USDA/NIFA Hispanic-Serving Institutions Education Grants Program Award *Interactive Learning Assessment System* (#2012-38422-19836, \$280,000) presented to Svihla in collaboration with Nutrition (Jimenez) and Architecture (Castillo), (2013-2016).
- American Society of Engineering Education GSW Section Outstanding Young Faculty Award presented to Svihla, (2018).
- UNM Academic Affairs Core Curriculum Faculty Fellow in Global Awareness and Race and Social Justice (sponsored by the Lumina Foundation) awarded to Gunawardena to engage in a new initiative to strengthen the undergraduate general education Core Curriculum at UNM (2018-2019).
- NSF CAREER Award FRAME: *Framing and Reframing Agency in Making and Engineering* (EEC #1751369, \$516,060) presented to Svihla, (2018-2022).

Table 5D.1 presents the combined faculty productivity matrix since 2009 for seven faculty members. From 2009 to 2012, only two faculty members are represented in this matrix, as others joined the program later. Productivity matrices for individual faculty are in Appendix 17-5D.1. As mentioned earlier, Appendix 12-5A.2 provided the individual bios for core OILS faculty.

*Table 5D.1. Combined Faculty Productivity Matrix for 7 faculty* 

	Peer Reviewed Journal Articles	Peer Reviewed Conference Proceedings	Books	Book Chapters	Grants Submitted	Active Grants	Presentations
2009	3	3	0	1	1	0	7
2010	1	2	0	0	0	0	0
2011	0	1	0	0	2	0	4
2012	1	3	0	2	0	1	5
2013	1	1	0	1	1	0	6
2014	4	4	1	1	4	3	11
2015	5	3	0	0	5	4	33
2016	10	8	1	5	6	8	34
2017	11	8	0	4	9	7	43
2018	8	8	1	1	0	4	24

OILS faculty have gained recognition in their fields and engaged in research and publications despite the relatively high teaching and advising loads. OILS faculty members have published in top tier journals

such as: The Interdisciplinary Journal of Problem-based Learning, The Quarterly Review of Distance Education, Distance Education, Computers in Human Behavior, Instructional Science, International Journal of Science Education, Journal of Educational Computing Research, Journal of Educational Technology & Society, British Journal of Educational Technology, Computers and Education, Journal of Learning Analytics, Human Resource Development Review, Human Resource Development International, Advances in Developing Human Resources, Journal of Adult Education, Journal of College Science Teaching, and Journal of Faculty Development. Some faculty have written books and/or contributed book chapters to highly regarded publishers such as Taylor & Francis/Routledge, Springer, Palgrave Macmillan, and Stylus.

Some R1 (according to Carnegie Classification of Institutions of Higher Education) universities have a three peer reviewed papers per year metric. However, this is not our bar in the OILS program because the curriculum and student population pushes us to community engagement and interdisciplinary research to stay current with industry and global needs. We pride ourselves in putting theory into practice, community engagement and cultivating an international and global mindset. Our focus on breadth of publications and publishing with colleagues outside the discipline, such as publications and presentations with Secondary Appointment faculty member Flor in the Anderson School of Management at UNM, and Adjunct faculty member Palalas at Athabasca University, is linked to developing an interdisciplinary program. Further, we co-publish with our students and engage them in our research projects focusing on the development of student researchers.

### OILS Administrative Director's Assessment of Adequacy of Research/Creative Work

The following section on the adequacy of research/creative work of OILS faculty was provided by Wilkinson, Administrative Director of OILS, as she conducts annual and merit reviews, as well as tenure and promotion and post-tenure reviews.

The College of University Libraries and Learning Sciences conducts a robust, rigorous annual review of all faculty in areas of teaching/advising; research, scholarship, and creative works; and service as well as administration if applicable. This process serves multiple functions, including determining that appropriate research output is achieved by each faculty member. The adequacy of the research of the OILS faculty is demonstrated by the number of publications that they produce and the stature of the scholarly journals in which they publish. See Table 5D.1. Combined Faculty Productivity Matrix for 7 faculty. By this measure, the OILS tenure-stream faculty have clearly surpassed mere adequacy, they achieved the sort of excellence in scholarship that would be more reasonably expected from a program with more faculty members, more resources, and more external support.

Since OILS joined the College in 2012, three faculty have successfully undergone mid-probationary review (in 2015, 2017, and 2018) and two have successfully undergone tenure and promotion to the rank of associate professor (both in 2018), one of whom was tenured and promoted after only four years, further speaking to the exceptional level of the research she produced. In addition, one faculty member was promoted to the rank of distinguished professor (in 2014), the highest faculty title that UNM bestows, awarded to those individuals who have demonstrated outstanding achievements and are nationally and internationally renowned as scholars.

### Promotion and Tenure Process for OILS Faculty in the UL&LS

When the OILS program moved to UL&LS, the College made an effort to streamline the promotion and tenure process so that both UL and OILS faculty would follow the same review process. However, over the years, we have encountered issues with combining the process for both UL and OILS faculty. Some of these issues are: (1) a UL faculty member's Librarianship (which is equivalent to teaching and advisement for OILS faculty) is evaluated by the faculty member's supervisor while research/creative work is evaluated by the faculty member's mentor and the College's Promotion and Tenure Committee. This separation into two evaluations is not necessary for OILS, as teaching faculty are generally evaluated in a more holistic way by a committee of senior faculty in the program who are tasked with evaluating all three areas: research, teaching and service as they often feed into each other. (2) OILS faculty are not evaluated for promotion and tenure at the program level by a committee of senior program faculty, and, therefore, senior faculty in the program do not see the entire dossier including external review letters when they are asked to vote for one of their colleagues. (3) The publication expectations for OILS faculty are generally similar to teaching faculty in other colleges at UNM and peer universities than for the UL faculty. (4) UL senior faculty are pursuing their Ph.D. degrees in OILS, and this presents a difficult situation for OILS junior faculty who will be going up for tenure and promotion. The senior administrators of UL&LS and the College's Promotion and Tenure Committee are aware of these issues and are currently evaluating the promotion and tenure process for UL and OILS faculty.

# **5E. Efforts and Strategies to Involve Faculty in Student Retention and Ensure Students' Academic Success**

In addition to the provision of excellent learning experiences in classes to students, which is mainly discussed in Criterion 2, 3, and 4, OILS faculty makes several significant efforts to retain students and support their academic growth. These faculty efforts involve:

- Contacting students who have not enrolled in our program every semester. Every semester, when the OILS program director and the undergraduate advisor receive the student enrollment report from Enrollment Management, they engage in a calling campaign to determine why students have not enrolled in the current and previous semesters. This call helps students to keep on track and know that faculty members are concerned about their welfare and willing to help them.
- Organizing social and professional meetings OILS holds several social and professional events such as the OILS welcome picnic, winter holiday party, and Expo. These events help student retention and success by building social and professional bonding among the OILS community.
- Encouraging students to participate in the Professional Alliance Mixer, the gathering of working professionals and academics in the fields of instructional technology, evaluation, human resources development, and human performance technology organized by the local Chapters of professional associations such as ATD, ISPI and New Mexico Evaluators and OILS. By participating in the Mixers, students understand what is expected of them as professionals in the field and are better able to prepare themselves and their academic program for future careers.
- Selecting and awarding teaching assistantships (TAs) and graduate assistantships (GAs) and
  mentoring the student assistants. Every semester, OILS hires 3-5 TAs, who are typically OILS
  doctoral students to teach undergraduate courses. In order to assure that OILS undergraduate
  students have consistent quality learning experiences, the OILS Undergraduate Program

- Coordinator runs a TA orientation every semester, as well as bi-weekly TA meetings. In addition, GAs are hired to support courses and faculty research. For example, two GAs supported the data gathering and analysis for this Self Study Report.
- Advising students face-to-face and by phone or Skype on weekends and evenings, to accommodate their busy schedules.
- Introducing an annual review process to support our Ph.D. students to make progress toward the degree. Each Spring, all doctoral students are required to submit a packet that includes their updated CV, professional bio, dates they have or intend to progress through checkpoints (e.g., midpoint, comprehensive exams, etc.), goals, and progress on goals. Faculty members are asked to submit any concerns they have about students with whom they have interacted to the student's advisor. Advisors respond to each advisee with a letter that lets them know if they are meeting expectations. If any faculty members submitted concerns about a student's performance, the student is directed to meet with his/her advisor to discuss any concerns. Students are also reminded to meet with their advisor every semester to discuss progress.
- Organizing and leading the Doctoral Community of Practice (Doc CoP). A faculty member takes responsibility to lead and organize the Doc CoP every semester. While the format of the Doc CoP has varied throughout the years, it is a venue for doctoral students to meet and learn about each other's and faculty research and socialize. Often mock defenses are conducted during these meetings or faculty and students present research they have conducted and presented at conferences. After the formal part of the meeting is over, students and faculty socialize and have fun
- Orienting students to OILS courses, expectations, and online learning strategies. To ensure student success, OILS added two courses and a M.A. orientation in recent years. At the undergraduate level, we added OILS 102, Online Learning and Strategies for Success, to prepare our students to be successful online learners. At the master's level, we introduced an M.A. orientation, which has been held at the beginning of each semester, to provide the needed course and program information for new M.A. students. At the doctoral level, a new class, OILS 570, Research Foundations of Social and Learning Sciences, was introduced. New doctoral students attend this class during their first semester to learn the research processes, including the identification of research problems, the choice of appropriate research methods, data collection, data analysis, the presentation of results, and the discussion of the findings. Some key topics related to academic research such as academic writing, ethical concerns in research, the use of library databases, the use of research methods, reviewing manuscripts, conducting literature review, and determining authorship, are also discussed.

### Perceptions of OILS Faculty from 2017 Current Student Survey and 2016 Alumni Survey

In order to consider student perspectives on OILS faculty, we next present results from the Current Student Survey (2017) and Alumni Survey (2016).

Figure 5E.1 presents the results of Ph.D. current student responses to the survey question: "Rate faculty performance in the following."

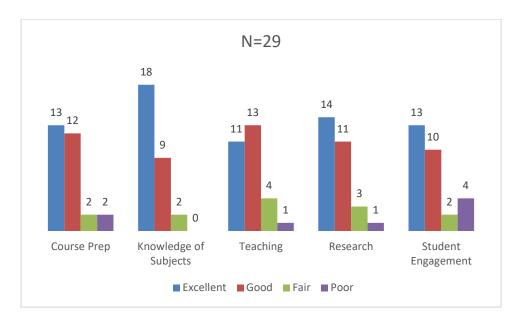


Figure 5E.1. Current Ph.D. Students Ratings of Faculty Performance

These results indicate that OILS students rated core faculty favorably, with the highest rating given to faculty knowledge of their subject areas. One area of concern and a direction for future improvement is student engagement.

The Alumni Survey asked the following question: "Did the program faculty assist you to publish and present your research?" 78.6% of the 28 responses indicated that they were assisted to publish and present their research. As such, OILS faculty puts action behind the goal to develop research capacity and skills in Ph.D. students.

# 5F. Abbreviated Vitae of Faculty

Appendix 12-5A.2. contains brief bios of OILS core faculty and the OILS web page (oils.unm.edu) has detailed faculty profiles. We also have on record a full vitae of each faculty member in the program office.

# 5G. Strategic Planning Efforts going forward to Improve, Support, and/or Optimize Faculty

Since the move to the UL&LS, faculty morale has increased tremendously as there is hope for the future growth of faculty and OILS as a viable and strong program. Faculty lines we lost in the College of Education have been replaced and we have benefitted from the addition of a new faculty line given to us by UL. In terms of faculty composition, OILS is now on a strong footing (compared to the 2009 review) to move forward as a program.

Strategic planning discussions among faculty have focused on several areas. The first area relates to faculty growth in terms of upcoming retirements and replacements. Patricia Boverie retired at the end of Spring 2018. Fortunately, because of insightful future planning, we have already replaced her position for

Fall 2018 with Amir Hedayati-Mehdiabadi (See Appendix 11-5A.1 for Credentials, and Appendix 12-5A.2. for bio). Gunawardena plans to retire in 2021, and Smith may retire in another 3-4 years. The second area explores how faculty replacements should be made in terms of future areas of growth in the program. We have identified two areas for future growth in the graduate program: (1) adult learning and (2) data science, learning analytics, and data mining. In addition, we consider evaluation as a potential area for future growth. We can leverage UNM grants as internal evaluators if we have a strong reputation for evaluation. We can consider an evaluation concentration at the M.A. level with our new faculty member Hedayati-Mehdiabadi coming on board with evaluation expertise. Third, we have identified an immediate need for another faculty member to support the undergraduate program. Undergraduate enrollments have increased dramatically from 35 students when we moved to UL&LS in 2012 to 78 active students at the end of Spring 2018. Another faculty member who can support the development of the media and instructional technology area in the undergraduate program would be an ideal addition. Therefore, two new faculty hires that span the areas of future growth—one at the undergraduate level and the second at the graduate level—will help develop OILS into a robust program. As we grow the program, we need resources to support that growth and it is important to grow in a well-planned manner so we can carefully secure resources to support students and faculty.

We have recently held discussions with the director of the Mentoring Institute at UNM to develop a Certificate Program in mentoring, which could be offered nationally and internationally to Latin American countries if offered in Spanish. The UNM Mentoring Institute hosts one of the largest mentoring conference in the United States and it is prudent to leverage this resource in the development of a mentoring focus in the program.

One of the most immediate needs to support the professional development of faculty and visibility of the program is to increase the budget allocation for professional travel for OILS faculty. A yearly allocation of \$1000 is hardly enough for a national conference and prevents us from presenting at international conferences unless we are invited and the travel is paid for. We really appreciated the support from the Dean's travel fund in the past years and are sorry that it has dried up due to reductions in the budget. We have also been frustrated by the lack of funding to support student presentations at conferences. These two areas are top on our agenda for future planning.

A final area we have considered for strategic planning is the current teaching load of 2-3 for the academic year. We are hopeful that we can move towards a 2-2 teaching load in the future so that program faculty can increase the research profile of the program and focus on advising doctoral students so they complete their degrees in a timely manner. A 2-2 load will align with national trends. Many grants today, such as NSF, do not provide allocations for course releases. As such, lack of incentives for writing and administering grants is an issue. Therefore, considering a course release for faculty who secure grant funding to support the growth of OILS is one way of providing incentives for future faculty development in grant writing.

# CRITERION 6. RESOURCES AND PLANNING

# 6A. How OILS engages in resource allocation and planning to achieve its mission and goals

The OILS budget is managed by the Administrative Director in consultation with the OILS Program Director. Faculty members discuss and vote on budget allocations for student assistantships and technology resources to support teaching and research.

### Contributions of External Advisory Group (EAG) to Program Decision-Making

OILS established an External Advisory Group (EAG) with a charter in 2014. The EAG comprises five (or more) representatives of large employers of OILS graduates who serve on rotating two-year terms. The EAG met in 2015 and 2016 and is scheduled to meet in August 2018. In 2016, EAG was comprised of the following members:

- Deb Howard UNM, Employee and Organizational Development
- Jim Hughes Argent medical group, Chief Learning Officer
- Laura Love Northrop Grumman, HR and her own media development firm
- Mike Smith Global Classrooms, Inc., from the online education firm
- Will Smith Northrop Grumman, global business development
- Craig Spenser Hewlett Packard, Learning Officer

The mission of the advisory group is to provide insight into the knowledge, skills, abilities, and responsibilities they expect from those they hire. This group provided valuable input into the revision of the undergraduate and master's curriculum. The EAG mainly focuses on curriculum and not resource allocations. This group volunteers their time and effort.

In 2018, the EAG membership was revised to include the following:

- Leah Kier Sandia National Labs
- Deb Howard Former UNM, Employee and Organizational Development
- Damien Sánchez Evaluator and Independent Consultant
- Leslie Rettinger Presbyterian
- Eileen Sanchez OLIT alum who directs Organizational and Professional Development for the UNM Health System, including the hospitals and clinics
- Ranjana Damle Evaluator, ECHO Project
- Rita Kie Former Program Manager of Native American Research Center for Health. She has worked extensively in development of Native students and researchers
- David McKay Manager, Compliance & Technical Trainer with PNM

### **How External Funding Supports OILS**

Extramural federal and foundation funding enhances the visibility and prestige of the OILS program and provides support for (1) faculty scholarship, providing key partnerships, resources, travel funds, and

summer salary, and (2) OILS students by providing GAships (including tuition remission and benefits), travel funds, and cutting-edge research and interdisciplinary research opportunities, as well as translational practices in OILS courses.

Svihla's efforts at securing extramural funding and her collaborations with departments outside OILS to secure funding has brought prestige to OILS within UNM and external funding agencies. Her prestigious NSF CAREER award brings with it funding to support a research assistantship for a doctoral student for five years beginning Fall 2018, as well as a post-doctoral scholar in the final two years of the project. In addition, this award will enable Svihla to further her research on "framing agency" which she defines as opportunities to make decisions that are consequential to learning through designing. Further, the funding will enable her to develop a constellation of tools for faculty, do more rigorous research on these tools and develop new ones, and then share these with faculty elsewhere.

Kang and Svihla are currently Co-PIs on the NSF FACETS grant with Chemical and Biological Engineering. This grant supports a post-doctoral researcher beginning Fall 2018 and has provided three OILS graduate students with GA support and travel funds. It does not bring overhead to the program.

## **Supporting Graduate Students through Assistantships**

We support our graduate students mainly by providing them GAships and TAships. Each semester, we have roughly between 40-60 hours of GAships and 30-40 hours of TAships (depending on the budget situation). Previously, we were able to support these assistantships through the revenue generated by teaching online courses returned to us from Extended University. However, these funds were combined with I&G money in 2017 (See Budget in Table 6B.1) and, therefore, we no longer receive a separate online teaching allocation. Having TAs to support online teaching is critical as it is more time consuming and requires more effort than face-to-face teaching, especially when it also involves the MOPs review process. The number of TAs hired to support undergraduate and graduate teaching from FY16 to FY18 are in Table 6A.1.

Table 6A.1. Teaching Assistantships awarded to support undergraduate and graduate teaching

Year	Undergraduate	Cost	Graduate	Cost
FY 2016	3	\$11,478 (tuition	3	\$11,478 (tuition
		\$5613)		\$5613)
FY 2017	8	\$28,968 (tuition	1	\$3828 (tuition \$1945)
		\$13,540)		
FY 2018	4	\$13,656 (tuition	0	
		\$6232)		

Table 6A.2. Graduate Assistants (GAs) supported by OILS (Not including grant funded GAs)

FY	Number of	Number of	Salary	Tuition
	GAs	hours		
2016	3	10 hours each	\$11,789	\$5613
2017	3	10 hours each	\$11,789	\$5613

	2	20 hours each	\$15,304	\$7,487
2018	5	10 hours each	\$17,630	\$8,131

We also support a work-study student for 20 hours/week during the semester and 28 hours/week over the summer, who is supervised by the OILS Program Manager and assists both the Program Manager and faculty.

### **Scholarships for Students**

OILS has a dedicated scholarship fund, the Deborah K. LaPointe Scholarship (about \$1000 per year), designated for OILS students who are pursuing research in distance education. OILS faculty request applications from students, discuss and select the scholarship winner. This year's winner is showcased on the UNM webpage <a href="https://news.unm.edu/news/deborah-k-lapointe-oils-endowed-scholarship-awarded">https://news.unm.edu/news/deborah-k-lapointe-oils-endowed-scholarship-awarded</a>

We also award the Graduate Student Success Scholarship (about \$3000 per year), which we receive from the Office of Graduate Studies. The university also offers the Amigo Scholarship to international students (which offers in-state tuition to international students). Some of our international students have received the Amigo Scholarship in the past.

### **Technology Support for Student Work**

The OILS program has resources to support student work, such as:

- A video kit that may be checked out by students
- Digital video equipment for the Video Techniques class
- Two laptops students may use to make progress on coursework, internship work, or research
- The OILS Learning Lab is equipped with two computers, software such as Adobe Creative Cloud, SPSS, AMOS, HLM, Comprehensive Meta-Analysis, etc, and a 3D printer

### **Adjunct Faculty (Temporary Part Time [TPT] Faculty)**

Adjunct faculty who bring expertise from organizations in the community and even overseas are critical to accomplishing OILS' teaching mission. Table 6A.3 shows the number of adjunct faculty hired since FY2016 to support OILS teaching. Their bios are in Appendix 15-5A.5.

*Table 6A.3. Adjunct faculty hires* 

Year	Undergraduate	Cost	Graduate	Cost
FY 2016	1	\$3200	7	\$22,400
FY 2017	4	\$14,400, & 1	8	\$31,200
		OILS 101 UL		
		faculty unpaid		
FY 2018	6	\$16,000, & 2	15	\$60,000
		OILS 101 UL		
		faculty unpaid		

# 6B. OILS's Budget

The OILS program transferred from the College of Education to the College of University Libraries and Learning Sciences (UL&LS) on July 1, 2012. The FY13 budget was prepared by the College of Education, and, unfortunately, the budget data for FY13 were not available at the program level when the program was transferred from the College of Education. The program budget data were available beginning in FY14, the first year that the program budget was prepared by the College of Universities Libraries and Learning Sciences. A summary of the budget is included in the Table 6B.1 for FY14-FY19.

Table 6B.1. I&G Budget

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Budget Item/Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ALLOCATIONS					P. Company of the Com	P. Company of the Com
I&G	\$417,034	\$478,499	\$480,054	\$474,101	\$729,101	\$745,212
Distance Ed	\$255,939	\$221,000	\$255,909	\$231,050	\$0	\$0
Summer Allocation	\$16,000	\$21,000	\$21,000	\$0	\$0	\$0
Managed Online Program				\$0	\$35,397	\$33,333
TOTAL ALLOCATIONS	\$688,973	\$720,499	\$756,963	\$705,151	\$764,498	\$778,545
SALARIES					P	P
Core Faculty Salaries	\$353,369	\$351,003	\$395,888	\$391,234	\$469,694	\$437,888
Staff Salaries	\$67,940	\$59,950	\$74,220	\$72,758	\$49,234	\$88,854
TPT Salaries (summer admin, instruction, TPT)	\$93,185	\$102,150	\$93,037	\$116,840	\$95,000	\$74,336
GA/TA/RA Salaries	\$48,051	\$69,573	\$89,023	\$87,850	\$74,766	\$92,000
Student worker Salaries	\$3,258	\$2,100	\$7,252	\$14,944	\$13,800	\$15,000
TOTAL SALARY EXPENSES	\$565,803	\$584,776	\$659,420	\$683,626	\$702,494	\$708,078

Budget Item/Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
OPERATING EXPENSES						
Operating Expenses	\$102,092	\$58,482	\$49,568	\$122,471	\$46,387	\$37,134

#### End Notes:

- 1. The allocation and expenses for 2018-2019 is the budgeted allocation.
- 2. In 2018-2019, core faculty salaries are projected to drop by around \$30,000 due the retirement of a senior faculty member who was replaced by a junior faculty member.
- 3. The 2017-2018 expenses are projected for the year (since this report was prepared prior to the end of the fiscal year).
- 4. Starting in 2017-2018, the Provost's office will provide a total of \$100,000, to be allocated at \$33,333 a year for three years, as "start-up" funding for the Managed Online Program (MOP) Learning Officer (Master of Arts).
- 5. The 2017-2018 year saw a \$2462 in revenue generated from the MOP in addition to the \$33,333 annual allocation. Future revenues from the MOP are currently unknown and will be determined by revenue from future enrollments.
- 6. 2017-2018 shows lower staff salaries due to a vacancy (which took over a year to secure authorization to fill). The vacancy is projected to be filled in 2018-2019.
- 7. In 2016-2017 UNM experienced a significant, further budget reduction. This led to a combination of a base budget reduction and a one-time pullback from the University resulting in a reduced allocation total for 2016-2017.
- 8. The 2016-2017 year saw a reformulation of distance and online education revenues, which were consolidated into one budget starting in 2017-2018.
- 9. A key budget item, the salary of Kang who started work in August 2015, is not included in this OILS budget. The College of University Libraries and Learning Sciences saw the need for an Undergraduate Coordinator; therefore, the faculty line for this position is paid by the College (from a University Libraries budgeted line) instead of by the OILS program.
- 10. Due to University budget reductions in 2015-2016, the allocation to the OILS program experienced a 5% reduction.
- 11. 0.4 FTE of Smith's position transferred from the College of Arts and Sciences, Department of Earth & Planetary Sciences, to the College, OILS program; as a result, the allocation in 2015-2016 was nearly unchanged that year. (He maintained his other 0.6 FTE position held on north campus.)
- 12. Operating expenses include supplies and equipment, new faculty hiring expenses and start-up packages, Visa costs, travel, telecommunication, marketing, and event costs as well as university Banner tax and foundation surcharges.

#### **General Notes:**

<u>In FY13</u>: At the time of the move from the College of Education in 2012, the OILS program transferred three tenured faculty positions (Gunawardena, Boverie, Salisbury), one tenure track faculty position (Law), and two visiting lecturer III positions (Brady, Grassberger) to the College of University Libraries and Learning Sciences. The two visiting lecturer positions were for a three-year term that expired in FY14. In addition, as part of the funding transferred with the OILS program, one staff program coordinator position was created and filled (Wood.)

<u>In FY14:</u> One lecturer position (Grassberger) was converted into a tenure track assistant professor position, creating a total of five tenured or tenure track faculty positions.

<u>In FY15:</u> The OILS program added a staff undergraduate program coordinator position for a total of two program coordinator positions – one graduate level (Wood) and one undergraduate level (Larrañaga). The undergraduate coordinator position (Larrañaga) was later upgraded to a Senior Academic Advisor and in FY18 it was upgraded to a Program Manager. The vacant staff position (Wood/Lucero) was reclassified as an Admin Assistant II.

<u>In FY16:</u> The OILS program added a sixth tenure track position (Kang). This position is paid for from the College budget, not the OILS program budget, as noted in the End Notes above. The OILS program also received .40 FTE of Smith's position also noted above. His position was funded by the College of Arts & Sciences through FY18, but it has been added to the OILS base allocation in FY19. Also, two senior faculty positions (Gunawardena, Boverie) were given salary adjustments for equity based on CUPA-CIP codes.

### **Alternate Avenues for Future Revenue**

Since the OILS program moved to UL&LS, the program has been exploring alternative funding opportunities.

The most significant potential alternative funding opportunity to date is the participation in UNM's Managed Online Program (MOP). After conducting a market analysis, the OILS program decided to develop a Learning Officer concentration under its current M.A. program. The UNM MOP extends the reach of programs and makes it possible for students outside the Albuquerque area – anywhere in the world with internet access – to earn high quality degrees at UNM. To implement the Learning Officer concentration, UNM Extended Learning provided the OILS program with seed funding up to \$100,000 (to be distributed over three years) for the creation of the Learning Officer (Master of Arts) as a 30-credit hour online degree. This seed funding allows the OILS program to pay for development, implementation and marketing costs of the new program. The Learning Officer MOP just completed its first year.

The OILS program is also considering adding technology fees for its technology-rich courses as well as adding differential tuition for the professional M.A. degree. These possibilities will be investigated further in the future.

# 6C. Composition of the Staff and their Responsibilities

Currently, OILS has one staff member Chris Larrañaga, Program Manager (1.00 FTE), and one work-study assistant (0.5 FTE). Larrañaga covers all the administrative duties including faculty support, class scheduling, curriculum support, data entry and analysis, student admission and graduation, student forms for exam and graduation as well as the advising of all the undergraduate students. In addition, he is the main liaison with other institutions that send their students to us, including Central New Mexico Community College, and all other UNM branch campuses.

Before Spring 2017, OILS also had a Graduate Program Coordinator who covered the administrative, faculty, and student support for the M.A. and Ph.D. program so that Larrañaga could focus on the undergraduate support, including outreach. Larrañaga has done an outstanding job of outreach, and the results of his outreach effort are evident in the significant increase in undergraduate enrollment, which increased from 35 to 78 undergraduate students in two years. However, the Graduate Program Coordinator left the program in Spring 2017. Since then, OILS has not been able to hire a replacement. A replacement has been approved only now. As a result, Larrañaga has had to undertake the graduate administrative, faculty, and student support as well as oversee and advise in the undergraduate program. The most significant impact on the program is that Larrañaga is no longer able to engage in outreach to other institutions. As a result, the undergraduate admission in 2017-2018 has been flat.

# 6D. Adequacy of library resources to support the program's academic and research initiatives

The College of University Libraries and Learning Sciences (UL&LS) is comprised of four facilities: Zimmerman Library (education, social sciences, and humanities); Centennial Science and Engineering Library; Parish Business and Economics Memorial Library; and the Fine Arts and Design Library, which house over 3 million volumes. Other resources include over 750,000 eBooks, almost 700 online databases, and more than 70,000 journals both online and print.

University Libraries is a member of the Association of Research Libraries (an organization of the largest research libraries in North America), HathiTrust Digital Library, Center for Research Libraries, Greater Western Library Alliance and the New Mexico Consortium of Academic Libraries. The UL&LS also serves as the regional depository of federal government publications for the state of New Mexico.

The College is unique in that it also houses OILS, whereas other research libraries more often support colleges of library science. As the OILS program is embedded within the library organization, the relationships and collegiality among all College faculty members is strong. Library faculty regularly teach credit courses in OILS as well as provide instruction in library research strategy for classes taught by the OILS faculty.

With the program's focus on adult learning, learning sciences, instructional technology, eLearning and organizational learning and development, which span multiple subject disciplines, OILS faculty and students utilize a wide range of library materials. Online and print resources including books and journals,

data sets, case studies and visualization software are merely a sampling of the materials the UL&LS provides to support research and study in OILS.

Appendix 18-6D.1. has a detailed listing of library services and spaces available to support faculty and student research for the entire university.

### **Library Collections to Support OILS**

The bachelor's and master's degree coursework in OILS can be completed all online; therefore, much of the library collections to support the program are digital materials. This focus on online access also follows the trend overall in research libraries towards providing digital materials for multiple subject disciplines rather than the print.

**Journals**. University Libraries provides access to over 70,000 subscription journals both online and in print, including free sources such as government serial publications. The more than 20,000 total journal titles in subjects related to OI&LS courses and research are in the following areas:

- Information Management (7104 titles)
- Instructional Design and Technology (5533 titles)
- Product Development (1976 titles)
- Data Visualization (1558 titles)
- Adult Education and Professional Development (1326 titles)
- Project Management (1223 titles)
- Organizational Development (1102 titles)
- Human Resource Development (688 titles)
- Information Studies (202 titles)
- Technological Change (142 titles)
- eLearning (129 titles)

**Books and eBooks.** University Libraries collections include over 3,000,000 titles. The more than 38,000 books cataloged with the following subjects are relevant to the OI&LS program; due to the interdisciplinarity of the department, books from other collection areas may be used, but are not identified in this list:

- Project Management (22807 items)
- Adult Education (6112 items)
- Professional Development (3741 items)
- Information Management (2302 items)
- Data Visualization (523 items)
- Human Resource Development (442 items)
- Information Studies (420 items)
- Instructional Design and Technology (183 items)
- eLearning (146 items)

### **Databases**

University Libraries provides electronic access to 694 research databases, including many that index research literature for courses in OILS. These include:

**EBSCO Databases.** A suite of research databases covering a wide range of subjects. Resources include full-text access and citations for journal articles, books, conference papers and more. Collections relevant to OILS are:

- Education Research Complete. One of the most comprehensive databases in the field of education, ERC covers all educational levels from early childhood to higher education and adult education.
- Business Source Complete. Includes all disciplines of business, including project management, human resource development, and more. Publications include peer-reviewed and trade journals.
- Library, Information Science & Technology Abstracts. Coverage on subjects such as librarianship, information management, information retrieval and more.
- *PsycINFO and PsycArticles*. Together these databases index the field of psychology, which also includes adult learning, business management, human resource management and others.

**ERIC.** The Education Resources Information Center (ERIC) database is sponsored by the Institute of Education Sciences of the U.S. Department of Education and produces the world's premier database of journal and non-journal education literature. ERIC has full text articles and also indexes the literature in education since 1966.

**Business Insights: Essentials.** Has company and industry profiles, company histories and financial reports from scholarly journals and business news sources.

# 6E. Strategic planning efforts to improve, strengthen, and/or sustain sufficient allocation of resources and institutional support towards its degree/certificate program(s), faculty, and staff

UNM has discussed multiple funding models in the past few years. The new incoming president will implement an appropriate funding model for UNM, hopefully starting in Spring 2018. Based on the final chosen model, we will strategize our direction to maximize the future funding.

### CRITERION 7. FACILITIES

# 7A. UNM's current space management system of the spaces assigned to OILS

The College of the University Libraries and Learning Sciences manages 294,493 square feet in four facilities on UNM Main Campus—Zimmerman Library (183,513 SF), Centennial Science and Engineering Library (64,519 SF), Parish Memorial Library (24,201 SF), and Fine Arts and Design Library (22,060 SF).

In 2012 when OILS came to UL&LS, they were provided office and communal space (1555 SF) on the second floor of Zimmerman Library for faculty and staff. Since that time, an additional 151 SF of space has been reallocated for OILS graduate students (rooms 201 and 201A), and 451 SF of space on the second floor adjacent to the OILS offices has been reallocated to create an OILS Learning Lab (room 256). Room 256 was enlarged several years ago by incorporating four small carrels - 254A-D. Figure 7A.1 illustrates OILS office space in the library.

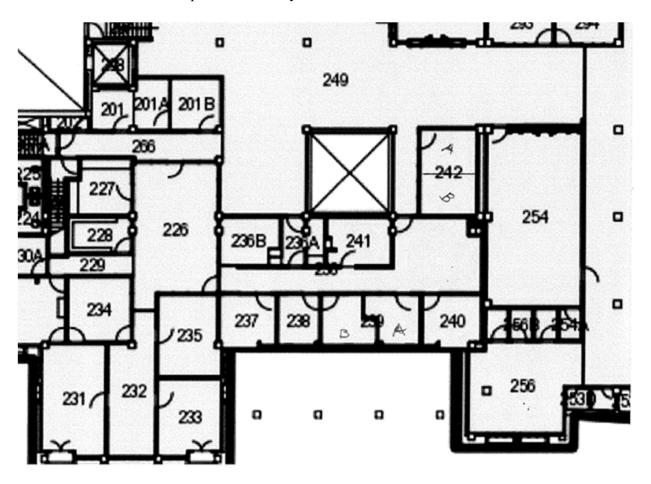


Figure 7A.1. OILS Space in Zimmerman Library

4	Α	В	С	D	E	F	G
					Purpose/	Square	
1		Building	Floor	Room/Space	Designated Use	Footage	Current Occupant(s) (FTE)
2	1	Zimmerman	2nd	201	Grad Student	74	
3	3	Zimmerman	2nd	236	Common Space	452	
4	4	Zimmerman	2nd	236-A	Faculty Office	87	Oleksandr Tkachenko (1)
5	5	Zimmerman	2nd	236-B	Grad Student	113	
6	6	Zimmerman	2nd	237	Faculty Office	125	Charlotte "Lani" Gunawardena (1)
7	7	Zimmerman	2nd	238	Faculty Office	92	Victor Law (1)
8	8	Zimmerman	2nd	239-A	Faculty Office	109	Vanessa Svihla (1)
9	9	Zimmerman	2nd	239-B	Faculty Office	109	Patricia Boverie (1)
10	10	Zimmerman	2nd	240	Faculty Office	129	Sung "Pil" Kang (1)
11	11	Zimmerman	2nd	241	Faculty Office	133	Gary Smith (.4)
12	12	Zimmerman	2nd	242-A	Staff Office	103	
13	13	Zimmerman	2nd	242-B	Staff Office	103	Chris Larranaga (1)
					OILS Learning		
14	14	Zimmerman	2nd	256	Lab	401	
15							
					Total OILS		
16					Dedicated	2030	
17							
					Meeting;		
18		Zimmerman	2nd	247 (HLARR)	Classroom	425	
19		Zimmerman	2nd	254 (Ford)	Classroom	724	
					Additional OILS		
20					Optional	1149	
21							
					Designated		
22					Faculty Space	1637	

Figure 7A.2. Square Footage-to-Faculty Ratio

Square footage dedicated to faculty and their work is 1637. Figure 7A.2 shows faculty offices and common areas (highlighted yellow in Figure 7A.2) less graduate student and staff office space. The Faculty to square footage ratio is 256.

There are no designated classrooms for OILS classes within the library; so, there is no square footage dedicated to OILS students. There are no spaces outside of the College for OILS that are documented in UNM's space management system.

In addition to the spaces allocated to OILS, faculty and staff can use any of the College's meeting rooms in any of the four library facilities mentioned earlier. OILS faculty often hold faculty meetings and onsite classes in the 425 square foot Herzstein Latin American Reading Room (HLARR) conference area (room 247). The 724 square foot Ford Room (room 254) computer classroom lies directly east of the OILS offices and is often used by OILS faculty for training, workshops, and on-site classes.

### The OILS Learning Lab

The OILS Learning Lab is a unique project that exemplifies the collaboration enabled by the co-location of the program within the libraries. Both OILS and UL&LS contributed to the renovation of library space

to create a Learning Lab for the OILS program. The multifunctional space offers opportunities for user engagement with maker space technologies including a 3D printer, recording devices, LEDs and LEGO blocks. Under the leadership of Svihla, the Learning Lab regularly hosts e-textile open studios, game design workshops, brown bag lunches and seminars.

The Learning Lab is also used for small doctoral seminars (with fewer than 10 students) in the evenings and for research activities. Seminars take first priority in terms of scheduling the room, provided they are scheduled prior to the first week of classes. Standing research meetings are then scheduled for the duration of the semester.

Once seminars and standing research meetings have been scheduled, graduate assistants work with the OILS Program Manager to schedule their work hours, based on the number of hours their faculty supervisor has set for them to be in the Learning Lab (typically at 50-75% of their employment). Graduate assistants may overlap with one another and with other activities since the room is for shared use.

The Learning Lab includes three workstations and reconfigurable tables/chairs. As a result, there may be some reserved uses that allow multiple people to work in the room at the same time. However, some activities may require confidentiality or quiet time (e.g., collecting audio or video data, conducting interviews, holding a meeting where confidential data will be discussed). When scheduling, students are encouraged to indicate whether the scheduled time can be shared or not. Anyone associated with OILS may request use of the Learning Lab, provided it is available.

The OILS Learning Lab is equipped with one storage cabinet and one bank of lockers. One locker is reserved for OILS faculty to store shared items. The lockers are assigned first-come-first-served at the start of each semester, with priority given to current graduate assistants. The storage cabinet is shared by the OILS faculty. Unless permission is granted ahead of time, items in the storage cabinet may not be removed from the Learning Lab.

There is no designated computer lab space for OILS; however, the OILS Learning Lab has two Mac desktop computers and a Microsoft Office Surface. Additionally, the department has two laptops for various instructional and technological projects for OILS faculty. There is a need for a virtual laboratory that allows students to experience various software.

# 7B. Ability to meet Academic Requirements with the Current Facilities

The majority of OILS classes (85%) are offered online. Therefore, the program does not need many dedicated spaces for teaching purposes. For the few face-to-face classes we offer, we schedule UNM's general classrooms at Mitchell Hall. In addition, we also use Zimmerman 254 (the FORD Room) for computer classes. However, we cannot schedule semester long classes in this computer lab. As a result, OILS is not able to offer certain classes that require a computer lab.

OILS also utilizes Zimmerman 247 (Herzstein Latin American Reading Room) and Zimmerman 256 (OILS Learning Lab) for some doctoral level classes. However, because of the relative small size of these two rooms (less than 425 SF), bigger classes cannot be held. Zimmerman 247 often has meetings

scheduled and is not available for OILS to use as a classroom during the day. OILS evening classes can be scheduled in this room.

One of the problems of holding classes in Zimmerman Library is the unstable internet connection.

Currently, we only have one room, Zimmerman 201, for the TA's and Temporary Part-Time (TPT) faculty to hold office hours. Each semester, we have 7-10 TA's and TPT's teaching various classes. Having one room to share among 7-10 people is relatively tight. Securing adequate TA/TPT workspace is an important area for future growth.

We have identified three unmet needs: (1) More space for TAs and TPTs, (2) OILS student workspace, and (3) a virtual laboratory so students can experience various software.

### **Student Ratings of Space and Facilities**

The 2017 Current Ph.D. Student Survey asked students to rate the space and facilities of the program. The results are provided in Figure 7B.1.

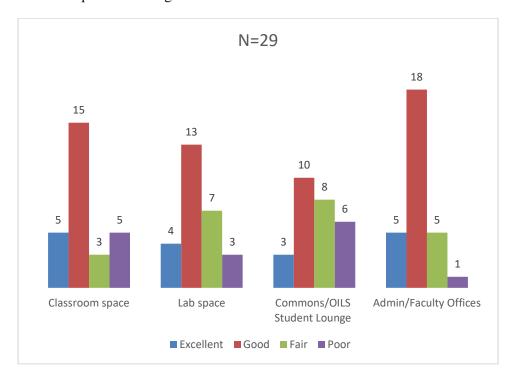


Figure 7B.1. Current Ph.D. Student Ratings for OILS Program Space and Facilities

As the table indicates, one area for improvement from the perspective of Ph.D. students is the need for a student lounge for OILS. Although the OILS Learning Lab is available for student use, often it is scheduled for other events such as classes, labs, and doctoral defenses. Therefore, a lounge where OILS students could meet, socialize, and do collaborative work would support the OILS student community.

## 7C. Recent Space Management Planning Efforts

#### **Recent Renovation Efforts**

Over the past few years, OILS spaces in Zimmerman Library have been upgraded with paint, new carpet, and the kitchenette area in the common space (room 236) has been retrofitted and renovated. Rooms 236A, 239, and 242 were remodeled and split in two to accommodate a growing faculty and staff.

Over the last five years, OILS was able to undergo several construction/remodeling efforts to enhance the utilization of the space. The construction/renovation efforts include:

- 1. Faculty Office Space renovation
  - a. New carpet in the OILS Suites (common space and faculty offices)
  - b. Cabinet upgrade
  - c. Office remodeling to create two offices from existing open space
- 2. Staff office space renovation
  - a. Split Zimmerman 242 into two offices to accommodate two staff members.
- 3. Learning Lab
  - a. Construct a 401 SF Learning Lab on the second floor of Zimmerman Library

#### **Space Management and Planning Efforts**

In order to manage the room use, we created policies as follows. This policy covers graduate student use of office space, in light of (1) the limited space available for graduate student offices, (2) the need for teaching assistants to hold office hours in a space that is private, and (3) the need for both graduate assistants (GAs) and TAs to complete their work.

#### The OILS TA Office

Zimmerman 201 is henceforth referred to as the OILS TA office. TAs are expected to post standing hours on the door or in the window. TAs are required to hold at least two office hours per week, as scheduled at the beginning of the semester. The graduate coordinator oversees this operation. Scheduled TA office hours may not overlap; this is to protect student privacy. This office may also be scheduled for students completing their comprehensive exams. This office is equipped with six lockers. Lockers are assigned first-come-first-served at the start of each semester, with priority given to current teaching assistants. Students using the office to write their comps may request locker access for the duration of their exam. The room includes tables and chairs and should be kept tidy and ready for the next person to use.

#### The OILS Suite Table

The OILS suite includes a table that faculty often use for impromptu meetings. It should not be used for student meetings, such as GPSA, or for TAs to meet with students. This table is not scheduled and is available to faculty on an as-needed/as-available basis.

#### **Vacant OILS Faculty Office**

During times when there is an empty faculty office in the OILS suite, this office can be temporarily assigned for the following types of activities: (1) A visiting professor or post doc may be assigned to the space after alerting other faculty to the time period requested. (2) Faculty with a secondary appointment may use the office on an as-need/as-available basis. (3) If the TA office is unavailable when needed, students may request to use this space for limited duration activities (writing comps, meeting outside of regular office hours). (4) Likewise, students may request to use the office for limited-duration research activities (e.g., conducting an interview) provided the Learning Lab is not available. Because there are times when the outer suite door is locked, any student using the vacant office must alert faculty in the office area when they arrive and depart.

#### 7D. Future Facility Goals, Priorities, and Associated Timelines

#### **Short Term Goals**

We envision the following spaces: (1) A computer lab classroom for teaching courses and for students to work in; (2) A small recording studio; (3) A small games, visualization, and simulation studio; (4) A design and creativity studio; (5) A graduate student office.

- (1) Access to a teaching computer lab (accommodating 27 people) with specialty software would support OILS students to develop the skills needed:
  - At the doctoral level, this includes weekend and evening access via prox card to computers with advanced analysis software.
  - At the M.A. level, this includes space for teaching face-to-face courses that require significant software usage, such as for simulation and computer based trainings.
- (2) Access to a shared soundproofed studio for up to six people, accessible via prox card:
  - To support faculty and student research for conducting interviews.
  - To support audio and video recording of instructional materials. This includes faculty who wish
    to prepare more professional recordings for their courses and students working on professional
    products related to their program of studies.
- (3) Access to a shared games, visualization, and simulation studio for up to 12 people, accessible via prox card, and equipped with large screens, a ceiling camera, projector:
  - To support faculty and student research on learning in the context of games, visualizations, & simulations.
  - To support teaching seminars on learning through games, simulations, and visualizations.
- (4) Access to a shared design and creativity studio for up to 12 people, accessible via prox card, and equipped with one large screen, white boards, a ceiling camera, projector:
  - To support faculty and student research on learning in the context of creativity and design.
  - To support teaching seminars on learning through creativity and design.
- (5) Access to graduate student offices for up to six people, accessible via prox card, and equipped with desks and chairs, whiteboards:
  - To support full time graduate students to make progress on research.

<b>Long Term Goals</b>		
None at present.		

#### CRITERION 8. PROGRAM COMPARISONS

In order to make meaningful comparisons, this section analyzes peer institutions along the lines of their primary areas of focus. The reason for this approach is because OILS provides an interdisciplinary focus combining the disciplines of learning sciences, adult learning, organizational learning and development, instructional technology, eLearning, and learning analytics. These disciplines are housed in separate departments in other academic institutions. Therefore, comparisons will be made along the lines of (1) Human Resource Development (HRD) & Organizational Learning (OL) and (2) Instructional Systems Design (ISD) & Instructional Technology (IT).

Comparisons are predominantly based on information provided on program websites accessed in July 2018. Programs selected for comparison in the HRD & OL area are Texas A&M University, Educational Human Resource Development, University of Georgia, Human Resources and Organizational Development (M.A.) and Learning, Leadership, and Organization Development (Ph.D.), University of Illinois at Urbana-Champaign, HRD Management of eLearning for Workplace Learning & Training (M.A.) and Human Resource Development (Ph.D.), and University of Minnesota, Human Resource Development.

Programs selected for comparison in the ISD & IT areas are University of Georgia, Learning, Design, and Technology, University of Illinois at Urbana-Champaign, Learning Design & Leadership, Arizona State University, Learning, Literacies and Technologies (Ph.D.), Florida State University, Instructional Systems and Learning Technologies, and Pennsylvania State University, Learning, Design, and Technology Program. Each degree level is discussed separately in this section. Full details regarding program comparisons are provided in Figure 8.1.

PEER INSTITUTIONS	Total University Enrollment	Unit Undergraduate Degrees/Certificates Offered	Unit Undergraduate Student Enrollment*	Unit Graduate Degrees/Certificates Offered	Unit Graduate Student Enrollment*	Total # of Unit Faculty	Status/Ranks/ Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)	Learning Outcomes
University of New Mexico	27,060	B.S. (2+2 Program) 6 certificates	78	M.A. (5 concentrations)  Ph.D.  Ed.S.	Ph.D.		B.S. 121 credit hours  M.A. Plan I: Thesis (36 credit hours) Plan II: Professional Portfolio (30 credit hours)  Ph.D. 60 credit hours + 18 dissertation	
HRD & OL								
Texas A&M University	58,515	B.S.		MS Ph.D.		16	MS: 37 hours (online or hybrid program)  Ph.D.: 72 hours with M.A. 96 hours without M.A.	
University of Georgia	36,574	B.S.Ed		M.Ed. Ph.D. Ed.D.		7	M.Ed: 33 hours  Ph.D.: 63  minimum	

PEER INSTITUTIONS	Total University Enrollment	Unit Undergraduate Degrees/Certificates Offered	Unit Undergraduate Student Enrollment*	Unit Graduate Degrees/Certificates Offered	Unit Graduate Student Enrollment*	Total # of Unit Faculty	Status/Ranks/ Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)	Learning Outcomes
University of Illinois at Urbana- Champaign	44,880	B.S. concentration in Workplace T&D	18	Ed.M. 1 certificate Ed.D.	61	10	Ed.M.: 32 hours (online) Ph.D.: 64 minimum	
University of Minnesota	51,580	B.S. 4 certificates (HRD, Prof Dev, Evaluation & Adult Ed)		M.A. M.Ed. Ph.D.		7	Plan A HRD M.A. Credits=36 credits  Plan B HRD M.A. Credits=34 credits  Ph.D.: 72	
ISD & IT								
University of Georgia	36,574	N/A		M.Ed. Ed.S. Ph.D.		9	M.Ed.: 33 hours  M.Ed.: 36 hours (online)  Ph.D.: 67 minimum	
University of Illinois at Urbana- Champaign	44,880	N/A	N/A	Ed.M. M.A. Ed.D. Ph.D.	50	19	Ed.M.: 32 hours (online and face-to-face) Ph.D.: 64 minimum	

PEER INSTITUTIONS	Total University Enrollment	Unit Undergraduate Degrees/Certificates Offered	Unit Undergraduate Student Enrollment*	Unit Graduate Degrees/Certificates Offered	Unit Graduate Student Enrollment*	Total # of Unit Faculty	Status/Ranks/ Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)	Learning Outcomes
Arizona State University	71,946 in 2016	N/A		Ph.D. Ed.D.			Ph.D.: 55 hours with 30 transfer or 85 hours	
Florida State University	41,473	N/A	N/A	MS Ph.D. 2 certificates		8	MS: 36 hours (online and face-to-face) Ph.D.: 82	
Pennsylvania State University	99,133	N/A		M.Ed. MS Ph.D.		16	MS: 36 hours  MS: 30 hours  (online)  Ph.D.: 78 hours	

<sup>\*</sup> Enrollment numbers were left blank when unit data was unavailable to avoid providing inflated numbers from the departmental level.

Note: All of the data on this table was gathered from department websites.

Figure 8.1. Peer Comparisons

#### **Undergraduate Comparisons**

One distinguishing factor for OILS among its peers is the fact that it has a 2+2 B.S. program that allows students from outside the program to transfer in up to 30 credits from technical disciplines. OILS peers only offer B.S. programs that are of a more traditional orientation focusing on an entire 4-year degree such as Texas A&M and the University of Georgia. The nature of the OILS B.S. as a 2+2 program makes it very difficult to make any meaningful comparisons with peer institutions. For example, the OILS undergraduate degree contains classes that touch on both the areas of HRD & OL and ISD & IT within its Technology and Training area. Peer institutions do not have undergraduate degrees in ISD & IT, so no comparisons can be made in this area.

In the area of HRD & OL, OILS classes stack up to the rigor offered by traditional undergraduate programs focused on this discipline. Most often OILS undergraduates take their Technology and Training classes starting their Junior year. This area of the curriculum requires 45 credit hours. In contrast, Texas A&M requires 36 total credit hours in HRD in Junior and Senior years. The University of Minnesota's HRD program requires 24 credit hours in HRD and 12 in a supporting program for a total of 36 credit hours. OILS provides more opportunities for students to learn about their discipline than these peer universities by requiring more high-level courses in the area of specialization during their last two years of study.

#### **Master's Comparisons**

The OILS M.A. features a variety of student friendly options including the choice to complete the degree entirely online or in a hybrid format. Degree formats like this can be found among peer institutions including the University of Georgia and the University of Illinois. Note that these schools only offer an Ed.M. for their online master's degrees while OILS offers an M.A.. Florida State University (FSU) offers both an online and on-campus option for its MS in Instructional Systems and Learning Technologies making it the most similar to OILS in terms of course format and degree type offered. Further comparisons will be made between OILS and FSU when discussing the ISD focus of the OILS program. In OILS, students have the opportunity to combine classes that are both 16 weeks (typical course format) and 8 weeks long within the hybrid format. The 8-week option comes from the Managed Online Programs (MOPS) format of some OILS courses. Among our peers, Illinois and FSU also have 8-week formats for some of their courses meaning that OILS is on par with its peers as far as its format for course offerings is concerned.

The OILS M.A. also offers students the opportunity to choose from a variety of different concentrations including Organization Development and Human Resource Development (OD&HRD), Instructional Design and Technology (ID&T), eLearning, Adult Education and Professional Development (AE&PD), and Learning Officer (LO). The OD&HRD, AE&PD, and LO concentrations fall under the HRD & OL areas while the ID&T and eLearning concentrations fall under the ISD & IT area. Peer institutions do not offer concentrations in this fashion within their master's degrees as many of these areas are found in separate degree programs. The closest comparison that can be made is with Illinois as they provide

students with a higher number of elective choices in required areas than peers, but Illinois does not offer concentrations as such.

#### Master's HRD & OL Comparisons

Peers in the HRD & OL area require a total number of credits ranging between 36 and 32 hours that is similar to the numbers set in OILS at 36 and 30 credit hours for the two plans. Minnesota offers options similar to OILS in that it provides a thesis option (36) and a coursework option (34) for completion. Texas A&M also offers two avenues to complete the degree but reserves the thesis option for distance learners. All other peers offer either a thesis or coursework option for completion. Georgia and Florida State's programs offer final capstones similar to what OILS offers in its coursework option for degree completion. OILS is unique when compared against its peers because it provides two avenues to complete the degree with a total number of credit hours that is comparable to peers.

Regarding curriculum, OILS shares a focus on adult learning with its peers as all require courses in the subject. Note that adult learning is an elective choice at Illinois. A differentiating element of the OILS master's core is its focus on culture. Peer institutions do not attend to culture in their course offerings. Again, Illinois offers students a choice to take a culture-oriented course but it is an elective listed alongside the adult learning course. Within the three HRD & OL concentrations in OILS, the OD&HRD concentration is most similar to the programs at peer institutions based on the courses offered in the concentration such as foundations of HRD and organizational learning. The AE&PD concentration is different from peers because of courses like mentoring and positive psychology that are not offered at peer institutions. The LO concentration is different from peers due to its inclusion of courses on consulting and project management and to some extent human performance improvement. Georgia's program offers courses that are similar to the LO concentration with courses on leading change in organizations and leading from within. The OILS OD&HRD concentration master's is the most similar to peer programs while to a great extent its other concentrations offer unique program options to students looking to advance their skills in the HRD & OL area.

#### Master's ISD & IT Comparisons

Peers in the ISD & IT area require a total number of credit hours for degree completion similar to OILS with the University of Georgia at 33 and 36 credit hours for its two options while the University of Illinois comes in at 32 credit hours. The range of credit hours required by peers to complete master's degrees is from 36-30. All peers excluding Arizona State, which does not have a program at the M.A. level in the ISD & IT area, offer both online and face-to-face options for their degrees. Arizona State does offer a Learning Sciences M.A. but this is not a one to one comparison with OILS because Learning Sciences is just one facet of our curriculum.

As far as curriculum is concerned, OILS is similar to most of its peers (Georgia, Florida State, and Penn State) in that it requires foundations in instructional design. OILS sets itself apart from its peers by offering a strong focus on adult learning and research oriented courses. Adult learning is an optional course at Illinois and it is not specifically offered in other peer programs. That being said, adult learning is likely a part of courses that are required at Florida State and Penn State. Penn State is the only peer that

also incorporates a specific research component to the courses it requires. Penn State and OILS both require 6 credit hours of research courses. Other programs require just a single research-oriented course.

### Ph.D. Comparisons

The OILS Ph.D. requires at least 60 coursework credit hours and 18 credit hours of dissertation for a total of 78 credit hours. The OILS Ph.D. includes the doctoral core (18 credit hours), doctoral concentration (24 credit hours), and research requirement (18 credit hours). The doctoral concentration requires 9 credits of seminar courses in OILS, 6 credits from outside OILS to develop an interdisciplinary lens, and an additional 9 elective courses. The doctoral concentration is unique because it is interdisciplinary and blends the various fields represented in the program. The OILS Ph.D. is a totally face-to-face degree and this trend holds across peers in the HRD & OL and ISD & IT. However, Illinois is somewhat of an exception as they offer an online Ed.D.

OILS students have the opportunity to complete either a traditional dissertation or a 3-paper format, which helps build research experience for the students who pursue this option. OILS recently started offering the 3-paper option and had its first graduate from that option in Summer 2018. Peers selected for comparison do not offer the 3-paper format for their dissertations. OILS includes a variety of different checkpoints to help students complete their degrees regardless of what option they choose including the annual review, midpoint review, written comps, oral comps, dissertation proposal (prospectus), and dissertation. These checkpoints are mostly consistent with those offered in other programs.

#### Ph.D. HRD & OL Comparisons

In the HRD & OL area, OILS peers are close to the 78 credit hours required by OILS for a Ph.D.. The required credit hours range from 63-96 credit hours. Note that the 96 credit hours comes from Texas A&M that has a stipulation about not receiving an M.A. prior to entering the Ph.D.. Most programs require a minimum of about 63 hours including Georgia and Illinois. However, these numbers do not account for dissertation hours that can send the total number of credits well into the mid 70s. Therefore, OILS requires a total number of credits for its degree that is on the same level as its peers.

Regarding overall curriculum format, the Texas A&M and Illinois HRD Ph.D.s are the most comparable to OILS. The Texas A&M core is similar to the OILS core at 21 hours although it is mostly focused on HRD at Texas A&M and more on foundational skills and research skill application in OILS. Texas A&M also focuses heavily on research and directs students to take at least 6 credit hours of advanced research courses. Minnesota also takes a similar approach in directing students to take 9 credit hours of research courses outside of the HRD track. This practice is similar to the OILS research area that requires at least 9 credit hours of specialized research courses offered through OILS. At Illinois, research coursework is between 16-20 credit hours which is similar to the total OILS requirement of 18 credit hours of research courses. The coursework category at Illinois is like the concentration in OILS in that it represents the major focus of the program and provides for some study flexibility in course choices. Georgia's program is the most similar when it comes to the actual courses being offered as they are heavily focused on adult learning just like OILS is in its doctoral core.

#### Ph.D. ISD & IT Comparisons

OILS requires a total of 78 credits for its Ph.D.. This number is on par with peers in the ISD & IT area as requirements range from a minimum of 64 credit hours to 92. Again, note that the minimum of 64 is more like 74 total credits once the student is done with dissertation hours. Arizona State and Florida State actually require well above 78 credits; thus, in the ISD & IT areas, OILS offers a degree option that requires less work of students. This was not always the case as OILS used to require a minimum of 78 coursework credit hours and 18 hours of dissertation prior to Fall 2016. The primary reason this previous requirement was so high was because of a large focus on an interdisciplinary supporting area of 30 credit hours. The program was changed in order to help students complete their degrees and offer a more attractive option for student recruitment. OILS maintained the rigor from the previous program via the introduction of the doctoral core and a stronger focus on research courses. Ultimately, changing the required hours for the OILS Ph.D. brought OILS onto equal footing with its peers.

Georgia's program is the most like the OILS Ph.D.. The instructional technology element of Georgia's core is similar to the OILS core in that both include a focus on instructional technology and also encompass courses dealing with applied research. The electives listed in Georgia's program are like the electives in the doctoral concentration in OILS with both at 9 credit hours. Finally, both programs have roughly comparable research requirements. Georgia also compares nicely to OILS with the 9 hours in the cognate and 6 electives matching up nicely with the rest of the OILS doctoral concentration. Florida State's program is comparable with OILS starting with their instructional systems courses and how they match up with the instructional technology focus of the OILS doctoral core. Florida State's inquiry and research core also map to the OILS research requirement although Florida State requires 31 hours compared to OILS at 18 hours. OILS offers a comprehensive curriculum that stands shoulder to shoulder with its peers.

Appendices

# Appendix 1-0E.1. Action Plan Developed by the OLIT Program to Address Recommendations Made by the 2009 Review Team.

		2009 ACAD	EMIC PROGRAM REV	IEW ACTION	PLAN			
	ogram: Organizational Learnin							
Da	te of Visit: October 12-14, 2009							
	Goals and Objectives Action Item	Individual(s) Responsible	Other Resources/Items Needed	\$ Cost Amount (if applicable)	Action Taken/ Status	Projected Start Date	Target Date For Completion	Progress Review Date
1	Increase the number of faculty by at least one position, preferably two	OLIT Program Coordinator, ELOL Department Chair	Approval by Dean and College of Education Chairs	120K per year	Not Approved	Fall, 2011	Fall, 2013	
2	Hire a lecturer to help with teaching, research, and advising duties	OLIT Program Coordinator, ELOL Department Chair	Approval by Dean and College of Education Chairs	50K per year	In Progress	Spring, 2010	Fall, 2010	
3	Provide advising, mentoring and financial support for OLIT graduate students (e.g., assistantships and graduate	OLIT Faculty Members Pursuing Grants	OLIT Faculty Members Pursuing Grants	No Cost	Students Written into Submitted Grants	Spring, 2010	Fall, 2012	
4	Establish an advisory board that consists of critical stakeholders within the university and community employers, and HRD leaders.	OLIT Program Coordinator, ELOL Department Chair	Approval by OLIT Faculty Members	No Cost	Planning Stages	Fall, 2011	Fall, 2012	
5	Expand the curriculum to include a greater focus on performance management, change management, organizational development, and performance consulting	OLIT Program Coordinator, ELOL Department Chair	Approval by OLIT Faculty Members Faculty Members in other Schools	No Cost	In Progress	Fall, 2011	Fall, 2013	
6	Expand our program to those students with a position or who are pursuing employment in a K-12 setting.	OLIT Program Coordinator, ELOL Department Chair	Approval by OLIT Faculty Members	No Cost	In Progress	Fall, 2010	Fall, 2011	

## Appendix 2-2A.1. Undergraduate Course Offerings

- 101. Introduction to Information Studies. (3)
- 102. Online Learning and Strategies for Success. (3)
- 293. Topics in Organization, Information, and Learning Sciences.
- $(1-3, \text{ no limit } \Delta)$
- 320. Information Management for Professionals. (3)
- 391 / 591. Problems. (1-3 to a maximum of 18  $\Delta$ )
- 405 / 505 [405]. Management of eLearning Systems. (3)
- 420. Creativity and Technical Design. (3)
- 421. Production and Utilization of Instructional Materials. (3)
- 440. Survey of Human Resources Development and Instructional Technology. (3)

- 457. Leading the Training Organization. (3)
- 466. Principles of Adult Learning. (3)
- 470. Workplace Training. (3)
- 471. Designing Training. (3)472. Training Techniques. (3)
- 473. Measuring Performance in Training. (3)
- 481. Technological Change and Society. (3)
- 483. Instructional Applications: Computer Technology. (3)
- 492 / 592. Workshop. (1-4 to a maximum of 13  $\Delta$ )
- 493 / 593. Topics. (1-3, no limit  $\Delta$ )
- 495. Field Experience. (3-6 to a maximum of 12  $\Delta$ )

## Appendix 3-2A.2. Graduate Course Offerings (Master's Level)

- 500. Contemporary Instructional Technologies: Survey. (3)
  501. Presentation Technologies. (3)
  502. Instructional Multimedia. (3)
  503. Digital Video Techniques for Instruction. (3)
- 504. Instructional Use of Computer Simulations and Games

[Instructional Use of Computer Simulations]. (3)

505 / 405. Management of eLearning Systems. (3)

506. Exploring Virtual Worlds and Virtual Reality in Online Learning Environments. (3)

- 510. Designing Knowledge Management Solutions. (3)
- 511. Collaborative Knowledge Creation. (3)
- 513. Digital Information Management. (3)
- 515. Introduction to Spatial Data Management. (3)
- 520. Environmental Information Management. (1-3)
- 521. Environmental Data Analysis and Visualization. (1-3)
- 522. Spatial Data Management in Environmental Sciences. (1-3)
- 530. Theory and Practice of Distance Learning. (3)
- 531. Culture and Global E-Learning. (3)
- 532. E-Learning Course Design. (3)
- 533. Management of Learning Technology [Management of Learning Systems]. (3)
- 534. Mobile Learning: Introduction to Mobile Learning and Mobile Learning Design. (3)
- 535. Culture and Global eLearning I. (1)
- 536. Culture and Global eLearning II. (2)
- 537. E-learning Course Design I. (1)
- 538. E-learning Course Design II. (2)
- 540. Foundations of HRD and Instructional Technology. (3)
- 541. The Adult Learner. (3)

- 542. Theory and Practice of Organizational Learning. (3)
- 543. Instructional Design. (3)
- 544. Program Evaluation. (3)
- 545. Cross-Cultural Issues in Adult Learning. (3)
- 546. Framing Designs for Learning. (2)
- 547. Prototyping Designs for Learning. (1)
- 549. Building Social Capital in Learning Organizations. (3)
- 551. Training Techniques. (3)
- 552. Team Development and Facilitation [Team Development].
- 553. The Role of Wisdom in Adult Learning Across Cultures.
- 554. Consulting and Project Management [Organizational
- Consulting Theory and Practice]. (3)
- 555. Mentoring Adult Career Development. (3)
- 556. The Business of Learning. (3)
- 557. Human Performance Improvement. (3)
- 558. Leading Change. (3)
- 559. Positive Psychology in Organizations. (3)
- 570. Research Foundation in Social and Learning Sciences. (3)
- 583. Graduate Teaching I. (1-3 to a maximum of 3  $\Delta$ )
- 591 / 391. Problems. (1-3 to a maximum of 6  $\Delta$ )
- 592 / 492. Workshop. (1-4)
- 593 / 493. Topics. (1-3, no limit  $\Delta$ )
- 595. Field Experiences. (3-6 to a maximum of 12  $\Delta$ )
- 596. Internship. (3-6 to a maximum of 12  $\Delta$ )
- 597. Capstone. (1 to a maximum of 3  $\Delta$ )
- 598. Directed Readings in Organization, Information, and
- Learning Sciences. (3-6 to a maximum of 6  $\Delta$ )
- 599. Master's Thesis. (1-6, no limit  $\Delta$ )

## Appendix 4-2A.3. Graduate Course Offerings (Ph.D. Level)

- 600. Science, Technology and Society. (3)
- 601. Advanced Instructional Design. (3)
- 604. Current Research Methods for the Study of Learning. (1 or 3 to a maximum of 15  $\Delta$  [1 or 3 to a maximum of 9  $\Delta$ ])
- 608. Advanced Seminar in Organizational and Program Evaluation. (3)
- 635. Research in Online Education [Research in Distance Education]. (3)
- 639. Advanced Instructional Technology Seminar. (3)
- 641. Advanced Seminar on Organization Development and Consulting. (3)

- 642. Advanced Seminar in Organizational Leadership. (3)
- 661. Seminar: Transformational Learning. (3)
- 690. Dissertation Proposal Seminar. (3-6 to a maximum of 6  $\Delta$ )
- 693. Topics in Organization, Information, and Learning Sciences. (1-3, no limit  $\Delta$ )
- 696. Internship. (3-6 to a maximum of  $12 \Delta$ )
- 698. Directed Readings in Organization,
- Information, and Learning Sciences. (3-6 to a maximum of 6  $\Delta$ )
- 699. Dissertation. (3-12, no limit  $\Delta$ )

## Appendix 5-2A.4. Certificate Course Requirements

## The Adult Learning & Training Professional Development Certificate

The Organization, Information & Learning Sciences Program of the University of New Mexico offers a Professional Development Certificate in Adult Learning and Training, which 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.

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

#### OILS 541: The Adult Learner

Examines the teaching and learning transaction with adults. Specific attention is on adult life stage development, relevant learning theories and approaches, and learning style issues of cross-cultural populations.

### • OILS 546: Framing Designs for Learning

This course is designed to develop students understanding and experience in framing learning design problems. Topics will include design thinking, agile design, needs assessment and problem definition skills including task/content, context, and learner analysis.

### • OILS 547: Prototyping Designs for Learning

This course is designed to develop student's understanding and experience in systematically designing solutions to learning design problems. Topics will include iteration, prototyping, instructional design strategies, formative and summative evaluation methods, and flexibly adaptive approaches.

Plus two other courses from below:

## • OILS 551: Training Techniques (Delivering Effective Presentations)

Introduces student to training techniques that are suitable for instructing adult learners in a variety of settings. Students will design and deliver an instructional unit to other learners

#### • OILS 545: Cross-Cultural Issues in Adult Learning

Students will examine learning styles of culturally diverse populations, conduct research on cross-cultural teaching and learning, experiment with methods and techniques of cross-cultural training, and design and develop cross-cultural training programs.

OILS 555: Mentoring Adult Career Development (Adult Career Dev. & Change)
 Students examine adult career patterns and organizational perspectives on employee
 career development. Specific emphasis is on mentoring and coaching adults in career
 decision making.

## The Culture & Adult Learning Professional Development Certificate

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 develop knowledge and skills in professionals, who design, teach, support, evaluate, lead, and manage programs for diverse audiences.

The following are the five OILS courses required for this Certificate:

#### • OILS 541: The Adult Learner

Examines the teaching and learning transaction with adults. Specific attention is on adult life stage development, relevant learning theories and approaches, and learning style issues of cross-cultural populations.

- OILS 545: Cross-Cultural Issues in Adult Learning
  - Students will examine learning styles of culturally diverse populations, conduct research on cross-cultural teaching and learning, experiment with methods and techniques of cross-cultural training, and design and develop cross-cultural training programs.
- OILS 535: Culture and Global eLearning I (1 credit hour)
  Students explore the sociocultural dimensions of eLearning and how culture influences eLearning practices and methods. Topics include globalization vs. homogenization in learning design; international information flow and access; identity and online interaction, cross-cultural e-mentoring.
- OILS 536: Culture and Global eLearning II (2 credit hours)
  Continuing the learning in 535, students further explore the sociocultural dimensions of eLearning and how culture influences eLearning practices and methods nationally and globally.
- OILS 553: The Role of Wisdom in Adult Learning Across Cultures

This course explores the role of wisdom from the point of view of various cultural traditions and academic disciplines. Students will examine and better understand (a) the historical perspectives of wisdom, (b) the attributes of those who are wise, (c) the current psychological, biological, and socio-cultural theories of wisdom, (d) the relationship between knowledge and wisdom, (e) the value of critical self-reflection and moral reasoning to wisdom, (f) the role of story and myth in developing wisdom, and (g) how experience and wise mentors foster wisdom. Note: May be substituted with another course addressing culture in adult learning outside the OILS program if this course is not offered.

## The eLearning Professional Development Certificate

The Organization, Information & Learning Sciences Program of the University of New Mexico, USA, offers an innovative, online Professional Development Certificate in eLearning which 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, and facilitated by internationally recognized faculty from a respected graduate program, 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 eLearning, cultural issues and international contexts, eLearning design, development of online learning communities, faculty development, e-mentoring, learner support, assessment methods, and eLearning program planning, implementation, evaluation, and management.

The program emphasizes a learner-centered, community-centered, interactive approach to online learning, where participants engage in hands-on activities and work collaboratively on complex, authentic projects to develop products for immediate, practical use in the work environment. The Certificate can be completed within two semesters and the 12 non-degree graduate credits are transferable towards the Master's degree in OILS.

The following are the five OILS courses required for this Certificate:

#### • OILS 530: Theory and Practice of Distance Learning

Analyzes theoretical approaches to distance education and their practical applications. Examines characteristics and needs of distance learners, learner support, distance teaching, course design, delivery system selection, evaluation, policy, organization, and administration of distance education.

- OILS 535: Culture and Global eLearning I (1 credit hour)
  - Students explore the sociocultural dimensions of eLearning and how culture influences eLearning practices and methods. Topics include globalization vs. homogenization in learning design; international information flow and access; identity and online interaction, cross-cultural e-mentoring.
- OILS 536: Culture and Global eLearning II (2 credit hours)
  Continuing the learning in 535, students further explore the sociocultural dimensions of eLearning and how culture influences eLearning practices and methods nationally and globally.
- OILS 532: eLearning Course Design

Explores new paradigms based on constructivist and sociocultural learning theories for designing distance learning. Focuses on online learning design and evaluation, and networked learning communities. Analyzes print, audio, and video for designing hybrid learning environments. Recommended Pre-requisite: OILS 535.

• OILS 533: Management of Learning Technology

Focuses on management strategies and key elements of modern systems. Discusses program planning and management, funding and budget management, technology selection and implementation, marketing, quality control, and evaluation.

**NOTE**: OILS 533 can be substituted with one of the following:

• OILS 510: Designing Knowledge Management Solutions

- OILS 511: Collaborative Knowledge Creation
- OILS 500: Contemporary Instructional Technologies

#### The Instructional Technology Professional Development Certificate

The Organization, Information & Learning Sciences Program of the University of New Mexico, USA, offers an innovative, Professional Development Certificate in Instructional Technology, which 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.

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 program emphasizes a learner-centered, outcome-oriented, interactive approach to online learning, where participants engage in hands-on activities and work collaboratively on complex, authentic projects to develop products for immediate, practical use in the work environment.

Students choose any following four OILS courses for this Certificate:

#### • OILS 500: Contemporary Instructional Technologies: Survey

This is an overview of contemporary instructional technologies and how they can be utilized to improve the effectiveness and efficiency of instruction. Students will gain expertise in selecting and using appropriate instructional technologies.

#### • OILS 502: Instructional Multimedia

This course is an introduction to the instructional use of multimedia. Concentration is upon educational and psychological foundations of selecting and combining different presentation modes of information. Practical application is devoted to hands-on design and production of computer-generated graphics, sound, and video.

#### • OILS 503: Digital Video Techniques for Instruction

This course provides resources and guidance as students conceive, design, script, shoot and edit digital video footage. Students will learn to create instructional video sequences based on theories of learning and instructional design principles.

#### • OILS 504: Instructional Use of Computer Simulations and Games

Students will review Shareware, public domain and complex interactive commercial simulations. We explore theory and survey recent literature. Project activity will focus on design issues and simulations, as students design a simulation and develop its prototype.

#### • OILS 505: Management of eLearning Systems

This course prepares students to analyze LMS requirements, customizations and integrations for organizations requiring training for compliance, skill-building and knowledge-building. Students will experience LMS implementation and management through typical workflow or calendared events.

#### • OILS 534: Mobile Learning

Students will examine the pedagogy, technology, design and critical factors of mobile learning; they progress to create a mobile learning unit of instruction or artifacts that address an educational need or performance problem students have identified.

## The Organizational Learning Professional Development Certificate

The Organization, Information & Learning Sciences Program of the University of New Mexico offers a Professional Development Certificate in organizational learning, which 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 OILS courses required for this Certificate:

#### • OILS 544: Program Evaluation

Provides the student with a basic understanding of the evaluation process, the application of evaluations in determining the effectiveness and/or value of a learning experience both in the classroom and in the workplace.

#### • OILS 542: Theory and Practice of Organizational Learning

This course focuses on the theories and applications of organizational learning strategies and process. The relationship between individual and team learning to organizational learning will be addressed throughout the course.

#### • OILS 554: Consulting and Project Management

An introduction to the field of consulting. Covers conceptual knowledge of models to increase organizational effectiveness, consultant role responsibilities and needs assessment, and evaluation techniques used in consulting practices.

Plus one other course from below:

#### OILS 540: Foundations of HRD and Instructional Technology

Foundations of HRD (training, organization, and career development) and its role in facilitating individual, group, and organizational learning. Students will also be introduced to instructional technologies that facilitate learning.

#### • OILS 510: Designing Knowledge Management Solutions

This is a course on the application of general principles and techniques for managing knowledge workers and their work. After taking this course, students will be able to design, develop, and deliver interventions to support the creation, preservation, and dissemination of knowledge in organizations.

## Appendix 6-4C.1. Administrative Unit Assessment Plan



## Administrative Unit Assessment Plan The University of New Mexico

#### A. Unit and Date

1. Unit (if relevant): [Insert Unit Name]

2. Department/Division: College of University Libraries, Organizational, Information, and Learning Sciences

3. Submission Date: June 30, 2016

#### B. Contact Person(s) for the Assessment Plan

[Insert each person's name, title, e-mail address] Add rows to table as needed.

First and Last Name	Title	UNM Email Address
Christopher Larranaga	Undergraduate Program Coordinator	Chrisla1@unm.edu
2. Sung Pil Kang	OILS	pkang@unm.edu
3. Patricia Boverie	Director, OILS	Pboverier@unm.edu
4. Victor Law	Associate Program Director, OILS	vlaw@unm.edu
5.		



#### C. <u>Unit Goal(s)</u>, <u>Outcomes & Assessment Matrix</u> *Add rows to table as needed.*

Broad Goals	Student Learning and/or Administrative Unit Outcomes	Univ. Goals/ UNM Strategic	When Assessed **	Assessment Method(s)/ Activity, unit, etc. if relevant	Direct/ Indirect	*Criteria to determine success
Goal A: To teach students to take ownership & responsibility for successful completion of their academic goals.	AUO A1. Each college will enter/update students' major and minor as requested by the student to ensure that students are completing the necessary course work to timely complete their degree requirements	Plan/CAS 2020 Goal #2/CAS-CC & PC	Each semester and each advisement session.	Speaking directly to student and using LoboWeb and update processes on the system.	Direct	See that student is updated in LoboWeb LoboAchieve and College reports through MyReports.
	AUO A2. Each college will be able to navigate and utilize academic advising technologies to provide necessary updates and/or documentation/notes as needed for the program(s) and student(s).	2020 Goal #2/CAS-CC & PC	Annually	Having access to LoboWeb, LoboAchieve, Internet Banner, and Passing the Academic Assessment.	Direct	Reviewing notes in LoboAchieve and running LoboTrax to ensure audit runs clean. Department resports.
	AUO A3. Each college will ensure that students' intended graduation date is entered into SZDEGR at the time of admission. (Periodic updates should be conducted on graduation status. Final graduation date should be updated one semester prior to graduation.)	2020 Goal #2/CAS-CC & PC	One semester prior to graduation.	Discussion is still pending on how the outcome of this action will affect future reports.	Direct	Pending
Goal B: To educate students about opportunities that enrich their collegial experiences	AUO B1. Each college and student affairs advising units will ensure that current and updated information and resources are provided to students via email, website and information sessions as they pertain to the college/programs.	2020 Goal #2 & #3/CAS- KAICA, PC & HCE	Each Semester	Reviewing Catalog information and OILS website to ensure all information is correct.	Indirect	During advisement sessions with student asking if they have any concerns and if our program information is user friendly. Department reports. Could be questions on departmental survey.
	AUO B2. Each college and student affairs advising units will provide regular advising seminars or sessions to inform students about holds, flags	2020 Goal #2 & #3/CAS-	Each Semester	Emailing students to remind them to make an appointment with their advisor to meet,	Indirect	Running reports through LoboAchieve to view how many



	(early alerts), transitioning into their programs, probation and graduation process and requirements.	KAICA, PC & HCE		discuss and review program and graduation requirements.		appointments where scheduled.
	AUO B3. Each college and student affairs advising units will participate in New Student Orientation (NSO) by presenting information to students regarding college/program requirements, registration and other pettinent information as well as providing training to student on Lobo Achieve and Lobo Trax.	2020 Goal #2 & #3/CAS- KAICA, PC & HCE	Each Semester/Espec ially Summer	Working directly with New Student Orientation to advise new and transfer students as they come in. Participating in Discover UNM	Direct	Having student complete NSO survey per Office of Advisement and evaluating feedback.
	AUO B4. Each college (required to participate in NiSO) and student affairs office will enter details notes after NiSO and every advising session. (The notes should be meaningful and reflect of the advising vist. Examples of items that should be included.)	2020 Goal #2 & #3/CAS- KAICA, PC & HCE	Every NSO Session	Utilizing the "Croup" appointment component on LoboAchieve to utilize speed notes, enter detailed advisements notes and any concerns or suggestions given to the student.	Indirect	Reviewing notes and scheduling future appointments with students to ensure they are correct-running appointment reports through Lobo Achieve.
Goal C: To assist students in connecting their academic goals to their career and life- long aspirations	AUO C1. Professional academic advisors will facilitate discussions with students that help them explore their current academic interests and how they may be linked to their future career goals.	2020 Goal #2 & #3/CAS-ID, KAICA & IC	Last semester	While taking Capstone/Internship course make sure student can link it back to their job.	Direct	Report from department.
	AUO C2. Professional academic advisors will refer students to Career Services and/or other relevant support services as needed.	2020 Goal #2 & #3/CAS-ID, KAICA & IC	Each advisement session.	Meeting with student and discussing their needs.	Direct	Following up with students to see if they got a job or getting data after graduation.
	AUO C1. Professional academic advisors will facilitate discussions with students that help them explore their current academic interests and how they may be linked to their future career goals.	2020 Goal #2 & #3/CAS-ID, KAICA & IC	Annually	OILS does many recruiting and networking events to expand our student's career interests and opportunities.	Direct	OILS can create follow up surveys asking specific questions in regards to outcomes.
Goal D: To conduct and participate in professional development opportunities that strengthen, improve and expand academic advising practices at UNM	AUO D1. Each college and student affairs advising units will participate in local, regional and/or national conferences, seminars, institutes, trainings and meetings at least once a year.	2020 Goal #2/CAS-PC & ID	Once a year- annual NACADA Conference	Keeping a place in departmental budget to allow advisor to attend a conference each year.	Direct	Can be tracked on performance review/report from college



Goal E: To provide an advising infrastructure and work environment that supports the advising process	AUO E1. Each college and student affairs advising units will ensure that sufficient personnel is provided in order to maintain an infrastructure that supports best practices for effective and ongoing academic advising	2020 Goal #5	Annually	Working with Director of OILS to ensure students are being given accurate and timely information in regards to coursework and graduation. Monitoring Advisor response time to students.	Direct	Report from college.
	AUO E2. Each college and student affairs advising units must deagnate the appropriate spaces and equipment to ensure that an adequate work environment is established that supports best practices for effective and ongoing academic advising.	2020 Goal #5	Annually	Working with Director of OILS during annual review.	Direct	Report from department.

<sup>\*</sup>Briefly describe the criteria for success related to each direct or indirect means of assessment. What is the unit's performance target (e.g., is an "acceptable or better" performance by 60% of students/clients/participants on a given measure acceptable to the unit)? If scoring rubrics and/or surveys are used to define qualitative criteria and measure performance, attach them to the plan as they are available.

1. Who: State explicitly whether the unit's assessment will target all students/clients and/or a sample for each outcome. Address the validity of any proposed sample of students. [NOTE: Although one size does not fit all and it does depend on the assessment method, sampling should not be taken lightly. Best practices indicate that sampling approx. 20% of the student population (or student participants) is valid and reliable if the number exceeds 99. Otherwise, a valid rationale has to be provided for samples that are less than 15% of the student population (or student participants).]

Our student audience is mainly non-traditional transfer's students who currently have an Associate's degree from a two year institution. OI&LS is trying to recruit more UNM undergrads (freshman and sophomore) to better help our 4 year graduation rate. Our target audience will be sampled, using the best practices.



2. When will the outcomes be assessed? When and in what forum will the results of the assessment be discussed? [Briefly describe the timeframe over which your unit will conduct the assessment of its student learning and/or administrative unit outcomes selected for the one, two, or three year plan and/or complete the following table. For example, provide a layout of the semesters or years (e.g., 2014-2015, 2015-2016, and 2016-2017), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with unit staff, relevant faculty, advisory boards, students/clients, etc.)] Add rows to table as needed.

SLOs/AUOs	Year: Semester(s)
AUO A1. Each college will enter/update students' major and minor as requested by the student to ensure that students are completing the necessary course work to timely complete their degree requirements	Annually
AUO A2. Each college will be able to navigate and utilize academic advising technologies to provide necessary updates and/or documentation/notes as needed for the program(s) and student(s).	Annually
AUO A3. Each college will ensure that students' intended graduation date is entered into SZDEGR at the time of admission. (Periodic updates should be conducted on graduation status. Final graduation date should be updated one semester prior to graduation.)	Annually
AUO B1. Each college and student affairs advising units will ensure that current and updated information and resources are provided to students via email, website and information sessions as they pertain to the college/programs.	Annually
AUO B2. Each college and student affairs advising units will provide regular advising seminars or sessions to inform students about holds, flags (early alerts), transitioning into their programs, probation and graduation process and requirements.	Annually
AUO B3. Each college and student affairs advising units will participate in New Student Orientation (NSO) by presenting information to students regarding college/program requirements, registration and other pertinent information as well as providing training to student on LoboAchieve and Lobo Trax.	Annually
AUO B4. Each college (required to participate in NSO) and student affairs office will enter details notes after NSO and every advising session. (The notes should be meaningful and reflect of the advising visit. Examples of items that should be included.)	Annually
AUO C1. Professional academic advisors will facilitate discussions with students that help them explore their current academic interests and how they may be linked to their future career goals.	Annually
AUO C2. Professional academic advisors will refer students to Career Services and/or other relevant support services as needed.	Annually
AUO C1. Professional academic advisors will facilitate discussions with students that help them explore their current academic interests and how they may be linked to their future career goals.	Annually
AUO D1. Each college and student affairs advising units will participate in local, regional and/or national conferences, seminars, institutes, trainings and meetings at least once a year.	Annually



AUO E1. Each college and student affairs advising units will ensure that sufficient personnel is provided in order to maintain an infrastructure that supports best practices for effective and ongoing academic advising.	Annually
AUO E2. Each college and student affairs advising units must designate the appropriate spaces and equipment to ensure that an adequate work environment is established that supports best practices for effective and ongoing academic advising.	Annually

3. What is the unit's process to analyze/interpret assessment data and use results to improve and/or maximize performance on the outcomes?

Briefly describe:

- 1. who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).

  Christopher Larrañaga, Victor Law and Pil Kang
- what is the process for considering the implications of assessment/data for change: a. to assessment mechanisms themselves,

Review data and see what is working and what is not. With factors that are not working, possibly meet with Faculty, Office of Advisement and get recommendations on how to improve. Also, to build on what is working and make our program grow semester by semester.

b. to curriculum/program/activities design,

Review student based outcomes (faculty reviews and student surveys) and evaluate what area; curriculum, program or activities design and assess what needs to be improved upon.

c. to service delivery and/or client's knowledge

Work at a departmental level and see what the needs are. This year Dr. Gunawardena had her graduate student's review the entire OI&LS program from top to bottom and assess what it is that we need to market and grow the department. So we will be working with their outcomes.

... in the interest of improving services, resources, unit, etc.

3. How, when, and to whom will recommendations be communicated?

Recommendations will be communicated through departmental meetings by staff and faculty mid semester and at the end of each semester.

## Appendix 7-4C.2. M.A. Advisement Guide Plan I

Student name:
Intended
graduation
semester & year:

Required Courses (15 credit hours, plus 6 hours of Thesis)Course NameCourse TitleCredit HoursSemester completedOILS 541The Adult Learner3OILS 546Framing Designs for Learning2OILS 547Prototyping Designs for Learning1OILS 545Cross Cultural Issues in Adult Learning3			
Course Name	Course Title	Credit Hours	Semester completed
OILS 541	The Adult Learner	3	
OILS 546	Framing Designs for Learning	2	
OILS 547	Prototyping Designs for Learning	1	
OILS 545	Cross Cultural Issues in Adult Learning	3	
or			
OILS 535	Culture and Global eLearning	1	
OILS 536	Culture and Global eLearning	2	
OILS 544	Program Evaluation	3	
OILS 599	Thesis*	6	

<sup>\*</sup>The thesis typically adds one full year to the program and is completed after all other coursework. https://oils.unm.edu/current-students/masters-program-students/masters-thesis-guide

Typically, conducting thesis work requires the student to find a chair willing to supervise one of the following projects:

- 1) a replication study
- 2) participation in an existing study being conducted by the chair

#### Proposal + Hearing

The proposal includes three chapters: Introduction, Literature Review & Methods

Once the chair approves, a hearing is held and the student defneds the proposal.

#### **Evaluation: Thesis Defense**

Generally, you will work closely with your chair to complete your thesis work, which culminates in a full thesis with a final defense.

#### **Program of Studies form**

This form MUST be turned in on time. Typicallly, it is turned in 3 weeks into the seemster BEFORE the semester you wish to graduate, well before the dates listed on the form. The dates on the form are the deadlines for the OILS program to turn the form in, not for the student! https://oils.unm.edu/current-students/masters-program-students

It is YOUR responsibility to carefully read the instructions and complete the form on time. If you do not, you might not graduate on time!

#### Research Methods (6 credit hours)

For my advisees pursuing a thesis, one elective MUST be a research methods course. Choose one or two of the courses below, or discuss other research methods courses with your advisor.

OILS 604	Research Methods for the study of Learning (may be repeated)	3	
EDPY 500	Survey of Research Methods in Education	3	
EDPY 511	Introductory Educational Statistics	3	
LLSS 502	Naturalistic Inquiry	3	

Students choose courses to strengthen their preparation in specific areas of their choosing. Choose 12 hours from the OILS courses below; students will work with their advisors to select relevant courses to strengthen their preparation in specific areas of their choosing.

Course Name	Course Title	Credit Hours	Semester c
OILS 501	Presentation Technologies	3	
OILS 503	Instructional Video	3	
OILS 504	Instructional Use of Computer Simulations	3	
OILS 511	Collaborative Knowledge Creation	3	
OILS 512	Dissemination and Application of Knowledge	3	
OILS 513	Foundations of Information Management Practice	3	
OILS 514	Metadata	3	
OILS 515	Introduction to Spatial Data Management	3	
OILS 516	Information Management	3	
OILS 520	Environmental Information Management	3	
OILS 521	Environmental Data Analysis and Visualization	3	
OILS 522	Spatial Data Management in Environmental Sciences	3	
OILS 530	Theory and Practice of Distance Learning	3	
OILS 532	E-Learning Course Design	3	
OILS 533	Management of Learning Systems	3	
OILS 549	Building Social Capital in Learning Organizations	3	
OILS 551	Training Techniques	3	

OILS 552	Team Development	3
OILS 553	The Role of Wisdom in Adult Learning and Culture	3
OILS 554	Organizational Consulting Theory and Practice	3
OILS 555	Mentoring Adult Career Development	3
OILS 556	The Business of Learning	3
OILS 593	Mobile Learning	3

## Appendix 8-4C.3. M.A. Advisement Guide Plan III

Student name:				Substitutions:
Advisor:				If you want
Intended				to ask your
graduation				substitution
semester &				for a course
year:				that is in your
Important: This sh	neet will help you self-advise, but you should meet with your faculty ad	visor each semester.		concentration
				, you'll need to write a
				memo to
OILS Core Require	d Courses (15 credit hours)			explain this.
				Include the
				course numbers,
				names, and
Course Name	Course Title	Credit Hours	Semester completed	reason.
OILS 535* &	Culture and Global eLearning I &	1		
OILS 536*	Culture and Global eLearning II	2		
or				
OILS 545	Cross-Cultural Issues in Adult Learning	3		
OILS 541	The Adult Learner	3		
OILS 546	Framing Designs for Learning	2		
OILS 547	Prototyping Designs for Learning	1		
OILS 544	Program Evaluation	3		
OILS 597**	Capstone (Stage 1: Write proposal for & begin internship)	1		
OILS 597	Capstone (Stage 2: Finish internship and write reflective paper)	1		
OILS 597	Capstone Stage 3: (Finalize portfolio materials)	1		
	required for LO concentration; other concentrations can choose			
**OILS 597 is take	en three times, and only after completing at least 15 hours. You will typically l	be co-enrolled with stude	ents at all three stages.	
Program of Studie	es form			

This form MUST be turned in on time. Typically, it is turned in 3 weeks into the semester BEFORE the semester you wish to graduate, well before the dates listed on the form. The dates on the form are the deadlines for the OILS program to turn the form in, not for the student! https://oils.unm.edu/current-students/masters-program-students

It is YOUR responsibility to carefully read the instructions and complete the form on time. If you do not, you might not graduate on time!

#### Concentration (15 Credit hours)

OILS offers five concentrations within the MA. Below, mark the concentration you are interested in. Each concentration includes required and elective courses, detailed below

- 1. Organization Development and Human Resource Development (OD&HRD)
- 2. Instructional Design and Technology (ID&T)
- 3. eLearning
- 4. Adult Education and Professional Development (AE&PD)
- 5. Learning Officer (LO)

#### 1. Organization Development and Human Resource Development (OD&HRD)

#### Required courses (9 credit hours)

Course Name	Course Title	Credit Hours	Semester completed
OILS 540	Foundations of HRD and Instructional Technology	3	
OILS 542	Theory and Practice of Organizational Learning	3	
OILS 551	Training Techniques	3	

#### Elective courses (6 credit hours)

Students select 6 additional hours of electives from the following list selected in consultation with their advisors.

Course Name	Course Title	Credit Hours	Semester completed
OILS 557	Human Performance Improvement	3	
OILS 558	Leading Change	3	

Another OILS course may be taken as an elective. Discuss options with your fauclty advisor. If you choose this option, list the Course name & Title below

		3	
2. Instructional De	esign and Technology (ID&T)		
Required courses	(9 credit hours)		
Course Name	Course Title	Credit Hours	Semester completed
OILS 502	Instructional Multimedia	3	
or	or		
OILS 504	Instructional Use of Computer Simulations and Games		
OILS 505	Management of eLearning Systems	3	
OILS 554	Consulting and Project Management	3	
Elective courses (	6 credit hours)		
Students select 6	additional hours of electives from the following list selected in consultation wit	h their advisors.	
Course Name	Course Title	Credit Hours	Semester completed
OILS 500	Contemporary Instructional Technologies	3	
OILS 501	Presentation Technologies	3	
OILS 502	Instructional Multimedia	3	
OILS 503	Digital Video Techniques for Instruction	3	
OILS 504	Instructional Use of Computer Simulations and Games	3	
OILS 506	Exploring Virtual Worlds and Virtual Reality in Online Learning Environments	3	
OILS 537	E-Learning Course Design I	1	
OILS 538	E-Learning Course Design I	2	
OILS 533	Management of Learning Technology	3	
OILS 534	Mobile Learning	3	
3. eLearning			
Required courses	(9 credit hours)		
Course Name	Course Title	Credit Hours	Semester completed
OILS 505	Management of eLearning Systems	3	
OILS 534	Mobile Learning	3	
OILS 537	E-Learning Course Design I	1	
OILS 538	E-Learning Course Design II	2	

#### Elective courses (6 credit hours)

Students select 6 additional hours of electives from the following list selected in consultation with their advisors.

Course Name	Course Title	Credit Hours	Semester completed
OILS 501	Presentation Technologies	3	
OILS 502	Instructional Multimedia	3	
OILS 503	Digital Video Techniques for Instruction	3	
OILS 504	Instructional Use of Computer Simulations and Games	3	
OILS 506	Exploring Virtual Worlds and Virtual Reality in Online Learning Environments	3	
OILS 510	Knowledge Management	3	
OILS 533	Management of Learning Technology	3	
OILS 554	Consulting and Project Management	3	

#### 4. Adult Education and Professional Development (AE&PD)

#### Required courses (9 credit hours)

Course Name	Course Title	Credit Hours	Semester completed
OILS 551	Training Techniques	3	
OILS 555	Mentoring Adult Career Development	3	
OILS 559	Positive Psychology in Organizations	3	

#### Elective courses (6 credit hours)

Students select 6 additional hours of electives from the following list selected in consultation with their advisors.

Course Name	Course Title	Credit Hours	Semester completed
OILS 500	Contemporary Instructional Technologies	3	
OILS 533	Management of Learning Technology	3	
OILS 534	Mobile Learning	3	
OILS 540	Foundations of HRD and Instructional Technology	3	
OILS 545	Cross-Cultural Issues in Adult Learning	3	
OILS 552	Team Development and Facilitation	3	
OILS 553	The Role of Wisdom in Adult Learning Across Cultures	3	
OILS 661*	Transformational Learning	3	
* Students may ta	ke OILS 661, Transformational Learning, only with instructor's permission.		

## 5. Learning Officer (LO)

Required courses (12 credit hours)				
Course Name	Course Title	Credit Hours	Semester completed	
OILS 542	Theory and Practice of Organizational Learning	3		
OILS 554	Consulting and Project Management	3		
OILS 557	Human Performance Improvement	3		
OILS 558	Leading Change	3		
Elective courses ( Students select 3	(3 credit hours) additional hours of electives from the following list selected in consultation	on with their advisors.		
Course Name	Course Title	Credit Hours	Semester completed	
OILS 500	Contemporary Instructional Technologies	3		
OILS 552	Team Development and Facilitation	3		

## Appendix 9-4C.5. OILS Ph.D. Program Advisement Template

(60 course credits plus 18 dissertation hours)

## Doctoral Core - 18 Credit Hours

Course Numbers	Titles	Grades	Semesters	Credits	Instructors
OILS 541	The Adult Learner				
OILS 546	Framing Designs of Learning (Instructional Design)				
OILS 547	Prototyping Designs for Learning (Instructional				
	Design)				
OILS 570	Research Foundation in Social and Learning				
	Sciences				
OILS	Advanced Instructional Design				
OILS 690	Dissertation Proposal Seminar				
OILS 696	Research Practicum				

## Doctoral Concentration - 24 Credit Hours

The Doctoral Concentration includes the Doctoral Level Seminar Courses, Outside OILS Courses, and Graduate Coursework in OILS.

## Doctoral Level Seminar Courses – 9 Credit Hours

Courses should be selected from OILS 600, 608, 635, 639, 641, 661, and 642.

Course Numbers	Titles	Grades	Semesters	Credits	Instructors

### Outside OILS – 6 Credit Hours

Courses provide an interdisciplinary lens on concentration. (Students who have previously completed graduate coursework outside OILS may transfer up to 6 credit hours based on advisor approval.)

<b>Course Numbers</b>	Titles	Grades	Semesters	Credits	Instructors

## Graduate Coursework in OILS – 9 Credit Hours

Courses may include 500 or 600 level courses or Directed Readings (OILS 698).

<b>Course Numbers</b>	Titles	Grades	Semesters	Credits	Instructors

# Research Requirement - 18 Credit Hours

The Research Requirement includes the OILS 604 Courses, Advanced Research Courses, and Additional Research Methods Course.

### OILS 604 – 9 Credit Hours Minimum

Different method courses such as qualitative methods, quantitative methods, mixed methods, Design-Based Research, Learning Analytics, and Social Network Analysis will be offered under OILS 604. Students should take 3 different OILS 604 classes. Courses must include at least one quantitative and one qualitative course approved by the advisor.

<b>Course Numbers</b>	Titles	Grades	Semesters	Credits	Instructors

# Advanced Research Courses – 6 Credit Hours

Courses based on the qualitative, quantitative, or mixed methods focus of the dissertation. Courses should be approved by the advisor. Courses such as but not limited to the following can be selected:

CJ 609, EDPY 606, EDPY 607, EDPY 651, NURS 613, LLSS 605, LLSS 606, LLSS 623, STAT 565, STAT 577, STAT 585 or 586, STAT 590.

<b>Course Numbers</b>	Titles	Grades	Semesters	Credits	Instructors

# Additional Research Methods Course – 3 Credit Hours

Take an advanced methods course based on advisor recommendation. Select from one 3-credit hour OILS 604, three 1-credit hour of OILS 604, or a 3-credit hour advanced research course from the above list.

<b>Course Numbers</b>	Titles	Grades	Semesters	Credits	Instructors

Dissertation Requirement - 18 Credit Hours

# Appendix 10-4E.1. OILS Alumni Workplaces

#### **Undergraduate Workplaces (n=16)**

- Northrop Grumman
- Association of Canadian Community Colleges
- UNM
- UNM Valencia Campus
- Prefer not to answer
- Intel
- Government
- TRIO Student Support Services
- Goodwill Industries of NM
- University of NM Hospital

- No direct experience so stuck in data collection.
- TRIO Student Support Services
- College Enrichment Program
- Bend memorial clinic and OCHIN, Inc.
- Panera Bread
- Maintenance manager
- New Mexico Army National Guard
- The University of New Mexico

#### Masters Workplaces (n= 59)

- I was a UNM employee when I started and finished the MA. Since graduation I have changed jobs within UNM twice, increasing my salary by just over 60%. When I graduated, I was Assoc. Dir. for Project LINK (implemented Banner for students); then IT; Admissions & Recruitment and One Stop; IT again, and currently EPSCoR/DataONE all at UNM. I also taught for the OILS 2+2 program for 7 semesters and am currently a doctoral candidate expecting to graduate May 2017.
- UNM Teaching Asst
- ITP (Innovative Technology Partnerships, LLC) in ABQ
- UNM Extended Learning
- UNM College of Nursing
- Still looking
- I'm looking at a job with either of two federal organizations and one university.
- UNM
- I graduate in May. CNM has been my P/T employer for about 9 years
- Self-employed
- Sandia National Laboratories
- US Department of Energy
- Associated General Contractors
- Multiple private industry organizations
- United Blood Services
- University of New Mexico Cancer Center
- University of New Mexico
- Arizona State University

- UNM School of Medicine
- Forest service and customs and border protection.
- UNM
- Intel Corp. (20 yrs)
- IM Flash Technologies (Joint Venture between Intel and Micron)
- University of New Mexico New Media and Extended Learning
- Wackenhut Services DOE,
- National Training Center Defense Threat Reduction Agency (DTRA) through contract with NMEL
- Johns Hopkins University
- Albuquerque Public Schools
- MiTek
- UNM Continuing Education
- Prime Therapeutics
- Chenega as contractor to the DOE NTC
- Thomson Reuters
- UNM Training and Development
- Coca-Cola Market Development
- Laguna Department of Education
- Albuquerque Public Schools
- Albuquerque Public Schools
- Arizona State University
- Sl Start
- Taos Academy Charter School
- Taos Community Foundation
- Taos Sports Alliance
- Holy Cross Hospital
- Colorado Christian University
- Colorado Access

- Central New Mexico Community College (CNM)...both academic classes AND the Workforce Training Center (WTC)
- Presbyterian Healthcare
- UNM
- CNM
- Florida Virtual School
- UNM
- Blood Systems
- Vistage International
- Intel Corporation
- Michigan State University
- Association for the Study of Higher Education
- Van Andel Institute
- Boeing Aerospace
- UNM Hospitals
- Northrop Grumman
- University of Colorado Denver
- Colorado State University Global Campus
- McREL
- University of New Mexico- Center for Teaching and Learning
- Self
- UNM SA+P
- Webster U SOC
- Nuance
- Intel Corporation
- Wesley Theological Seminary and the Catholic University of America
- Colorado Christian University
- Colorado Access
- University of Colorado College of Nursing
- UNM Institute of Public Law
- UNM Health Sciences Library and Informatics Center
- USAF Explosive Safety
- USACE Instructional Systems Specialist

- University of Colorado College of Nursing
- UNM Graduate Studies
- UNM School of Medicine
- Project ECHO
- City of Santa Fe Contractor,
- Driving under Influence court sentenced offenders program,
- State of New Mexico dept of Health, program auditor Medicaid programs (DDWaiver, Elder Care, mental health substance abuse clinics) Now instructional designer for public health division - onboarding new staff
- UNM
- Lockheed Martin,
- GE SimuFlight,
- Northrop Grumman,
- Emergency Operations Training Academy, Flight Safety Services
- DOE Transportation Safeguards
- UPS
- LSI
- Boeing
- Northrop Grumman
- Deloitte Consulting
- Prevention Research Center Project ECHO
- Intel 2000-2013
- University of New Mexico
- Department of Energy National Training Center
- Florida Virtual School
- UNM Language Learning Center
- State of New Mexico
- LANL
- Eberline Services
- Northern New Mexico College
- Santa Fe Community College

#### PhD Workplaces (n= 28)

- UNM
- Us forest service
- Customs and Border Protection
- I'm retired, and have conducted at least a dozen workshops at national conferences related to my research. I recently offered to conduct pro bono research on leadership development for one of these national professional organizations
- UNM
- Albuquerque Public Schools

- Intel
- Los Alamos National Lab
- State of New Mexico
- Institute for Learning Innovation
- UNM
- Arizona K-12 Center
- Anchorage Public Library
- UNICEF
- PAE
- TetraTech
- School Is Open (NGO)

- One-to-One Institute
- Amity Foundation
- NM Public Education Department College and Career readiness Bureau
- Presbyterian
- UNM Hospitals
- Private practice
- Albuquerque Public Schools
- Department of Veterans Affairs
- University of New Mexico College of Education
- Defense Language Institute Foreign Language Center - Center for Advanced Study of Language
- University of Maryland
- California State University at Monterey Bay
- Vestas Towers America
- Gregg Services (contractor to Sandia National Labs)
- Rocky Mountain College of Art & Design
- As an independent consultant, I have worked with 20+ companies over the past 12 years as lead and as support to others.
- Intel
- Western Governor's University
- University of New Mexico Student Affairs
- University of New Mexico
- UNM Hospitals
- I have worked with 3 universities: Southern Illinois University, Embry-Riddle Aeronautical University, and Wayland Baptist University.

- Carian College Counselors
- Lynchpin Training
- KDSL, ARNEC, ACTED, BRAC and many others in the education.
- rule of law and development sectors.
- University of Arkansas
- St. Pius X High School
- US State Department- INL Pacific Architects and Engineers (PAE)
- University of New Mexico Continuing Education (Consultant)
- Universidad de Guadalajara
- Diverse Evaluation projects (UNICEF, UNESCO, USAID, others)
- UNM College of Nursing--faculty, graduate program and undergraduate program
- Santa Fe Community College
- University of New Mexico Hospitals
- University of New Mexico
- Ralph J. Bunche Academy
- Edgenuity
- IDEAL NM
- LEWIS university
- Connections Education/New Mexico Connections Academy
- Maricopa County Education Service Agency
- Lovelace
- Intel
- Western Governor's University
- Santa Fe Community College
- University of New Mexico Hospitals
- Essentials, LLC

# Appendix 11-5A.1. Core Faculty Credentials template

# **APR Criterion 5: Faculty Credentials Template**

**Directions:** Please complete the following table by: 1) listing the full name of each faculty member associated with the designated department/academic program(s); 2) identifying the faculty appointment of each faculty member, including affiliated faculty (i.e., LT, TTAP, AD, etc.); 3) listing the name of the institution(s) and degree(s) earned by each faculty member; 4) designating the program level(s) at which each faculty member teaches one or more course (i.e., "X"); and 5) indicating the credential(s) earned by each faculty member that qualifies him/her to teach courses at one or more program levels (i.e., TDD, TDDR, TBO or Other). Please include this template as an appendix in your self-study for Criterion 5A.

Name of Department/Academic Program(s): Organization, Information & Learning Sciences (OILS)

NOTE: Please add rows to the table as needed.

Full First and Last Name	Faculty Appointment	Institution(s) Attended, Degrees Earned,	Program Level(s)	Faculty Credentials
	<u>Continuing</u>	and/or active Certificate(s)/Licensure(s)	(Please leave blank	Faculty completed a terminal degree in the
	• Lecturer (LT)		or provide "N/A"	discipline/field (TDD);
	Probationary/Tenure Track -	(e.g., University of New Mexico—BS in	for each level(s) the	Faculty completed a terminal degree in the
	Instructor (TTI) or Asst. Prof.	Biology; University of Joe Dane—MS in	faculty does not	discipline/field and have a record of
	(TTAP)	Anthropology; John Doe University—PhD in	teach at least one	research/scholarship in the discipline/field
	• Tenured - Assoc. Prof. (TAP),	Psychology; CPA License—2016-2018)	course.)	(TDDR);
	Prof. (TP), or Dist. Prof. (TDP)			Faculty completed a terminal degree outside of
	• Prof. of Practice (PP)			the discipline/field but earned 18+ graduate
	<u>Temporary</u>			credit hours in the discipline/field (TDO); OR
	Adjunct (AD)			Other (Explain)
	Term Teacher (TMT)			
	• Visitor (VR)			
	Research Faculty (RF)			
Patricia Boverie	Professor	University of Texas El Paso, Bachelor of	Undergraduate	TDDR
		Business Administration	Graduate	
		University of Texas El Paso, Master of Arts	Doctoral	
		in Clinical Psychology		
		University of Texas – Doctor of Philosophy		
		in Educational Psychology		
2. Charlotte Gunawardena	Distinguished Professor (TDP)	University of Kelaniya, Sri Lanka-BA	Undergraduate	TDDR
		(Honors) in English (1976);	Graduate X	_[
		University of Kansas, MA in Teaching	Doctoral X	
		English as a Second Language (1982);		

Full First and Last Name	Faculty Appointment Continuing  • Lecturer (LT)  • Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP)  • Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP)  • Prof. of Practice (PP) Temporary  • Adjunct (AD)  • Term Teacher (TMT)  • Visitor (VR)  • Research Faculty (RF)	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s)  (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018)	Program Level(s) (Please leave blank or provide "N/A" for each level(s) the faculty does not teach at least one course.)	Faculty Credentials  Faculty completed a terminal degree in the discipline/field (TDD);  Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR);  Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR  Other (Explain)
		University of Kansas, Ph.D. (Honors) in Curriculum and Instruction with an emphasis in Instructional Technology and minor in Instructional Television (1988)		
3. Amir Hedayati-Mehdiabadi	Assistant Professor (TTAP)	Sharif University of Technology, Tehran, IranBS in Computer Engineering (2008); University of Tehran, Tehran, Iran –Master of Business Administration (2011); University of Illinois at Urbana- Champaign—Ph.D. in Human Resource Development (2018)	Undergraduate X Graduate X Doctoral X	TDDR
4. Sung Pil Kang	TTAP	Hanyang University- BA in Education Indiana University-MS in Instructional Systems Technology Indiana University-PhD in Instructional Systems Technology	Undergraduate X Graduate Doctoral	TDDR
5. Victor Law	Assistant Profess (TTAP)	San Francisco State University – B.S. in Statistics; University of Waterloo – M.A.Sci. in Management Sciences; University of Illinois, Urbana-Champaign – MBA; University of Oklahoma – PhD in Educational Psychology	Undergraduate X Graduate X Doctoral X	TDDR
6. Gary Smith	TP	Bowling Green State University—BS in Geology; Oregon State University—PhD in Geology	Undergraduate Graduate X Doctoral X	Other: Faculty completed a terminal degree outside of the discipline but completed 10 years of professional work in the field including a

Full First and Last Name	Faculty Appointment Continuing  • Lecturer (LT)  • Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP)  • Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP)  • Prof. of Practice (PP) Temporary  • Adjunct (AD)  • Term Teacher (TMT)  • Visitor (VR)  • Research Faculty (RF)	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s)  (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018)	Program Level(s) (Please leave blank or provide "N/A" for each level(s) the faculty does not teach at least one course.)	Faculty Credentials Faculty completed a terminal degree in the discipline/field (TDD); Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR); Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR Other (Explain)
				record of research/scholarship in the discipline prior to appointment
7. Vanessa Svihla	Probationary/Tenure Track Asst. Prof. (TTAP)	Smith College—BA in Russian & Geology The University of Texas at Austin—MS in Geology The University of Texas at Austin—PhD in Science Education with a focus on learning through designing University of California-Berkeley—Post Doctoral training in assessment and instructional design	Undergraduate X Graduate X Doctoral X	TDDR
8. Oleksandr Tkachenko	Assistant Professor (TTAP)	University of Minnesota— PhD in Human Resource Development (2017); MA in Comparative and International Development Education (2006)	Undergraduate Graduate X Doctoral	TDDR

# Appendix 12-5A.2. OILS Core Faculty Bios

#### Patricia Boverie

Patricia Boverie is the former OILS Program Director (Fall 2013 – Spring 2018) and is now a Professor Emeritus with this department since her retirement in Spring 2018. She received her doctorate from the University of Texas at Austin and completed post-doctoral work at the University of British Columbia and Harvard University. Her teaching concentrated on transformational learning, adult learning theory, organization development, and consulting theory and practice. Dr. Boverie always contributed generously to her students as she has successfully chaired 17 doctoral dissertations in the OILS program. Her scholarly interests were in transformational mentoring, leadership development, and developing motivating work environments. Dr. Boverie has written one book with Michael Kroth, PhD, entitled, *Transforming Work: The Five Keys to Achieving Trust, Commitment, and Passion in the Workplace*. She has written numerous articles on a range of topics and have presented both nationally and internationally. Dr. Boverie is truly interested in individual and organizational change, and specializes in processes that cultivate passionate workplaces where employees love their work. Dr. Boverie's work in these areas won her the 2009 Global HRD Leadership Award from the World HRD Congress.

#### Lani Gunawardena

Charlotte Nirmalani "Lani" Gunawardena is Distinguished Professor of distance education and instructional technology in the Organization, Information, and Learning Sciences Program at the University of New Mexico, Albuquerque, U.S.A. She received her bachelor's degree from the University of Sri Lanka (Kelaniya), her master's and doctoral degrees from the University of Kansas, and served as a Kellogg Post Doctoral Research Fellow at the University of Oklahoma. She has published and presented on distance and online education for 30 years, and received the Charles A. Wedemeyer Award for Excellence in Book-length Manuscripts in the field of Distance Education. She currently researches the sociocultural context of online learning communities, social presence theory, e-mentoring, and interaction analysis. She co-edited the book, Culture and Online Learning: Global Perspectives and Research, and co-authored Culturally Inclusive Instructional Design: A Framework and Guide to Building Online Wisdom Communities and continues to enjoy researching culture and context from an international perspective. She has directed evaluations for the U.S. Department of Education, and the National Institutes of Health funded Native American Research Center for Health, conducted research as a Fulbright Regional Scholar in Morocco and her native country Sri Lanka, and consulted for the World Bank, the Asian Development Bank, U.S. corporations, and international higher education institutions in Brazil, Ghana, Mexico, Spain, Sri Lanka, and Turkey.

#### Sung "Pil" Kang

Sung "Pil" Kang is an assistant professor at the University of New Mexico. He earned his Ph.D. degree in instructional systems technology (IST) at Indiana University, with a focus on human performance technology (HPT) processes and models. He received Dissertation Award from the International Society for Performance Improvement (ISPI).

After receiving his doctorate, he, as a workplace training and performance consultant, has had the privilege of working with global and Fortune 500 companies, higher education institutes, and intergovernmental organizations including Bank of America, McDonalds, HSBC, LG, and Asia-Pacific Economic Cooperation (APEC). His projects have been acknowledged as exemplary projects and practices by his clients and employer.

He is Undergraduate Program Coordinator at the Organization, Information, and Learning Sciences (OILS) program and teaches undergraduate courses such as Instructional Design, Workplace Learning, Training Evaluation, and Instructional Media Development and utility courses. In his courses, he uses actual cases and examples that he consulted in the field. The real-world cases and examples provide balance between theories and practices in student learning, help to motivate student, and enhance students learning experiences.

His academic interests include but not limited to HPT and Instruction Systems Design model validation, HPT standards, performance analysis, HPT academic curriculum development, and change management. He as a co-PI and change agent is currently participating in a five-year \$2 million-dollar engineering curriculum change project sponsored by National Science Foundation (NSF).

#### Victor Law

Victor Law is an Associate Professor and Associate Program Director at the University of New Mexico in the Program of Organization, Information, and Learning Sciences. He received his PhD in Instructional Psychology and Technology from the University of Oklahoma. He teaches various courses including Instructional Multimedia, Instructional Use of Simulations and Games, Advanced Instructional Technology Seminar, Science Technology and Society, etc. His research explores the social aspects of self-regulation in collaborative learning environments. In addition, he has been conducting studies examining the effects of different scaffolding approaches, including massively multiplayer online game, computer-based simulation, and dynamic modeling, on students' complex problem-solving learning outcomes. Dr. Law has published empirical studies in national and international refereed journals such as Computers and Education, Computers in Human Behaviors, Journal of Educational Computing Research, Journal of Educational Technology & Society, Technology, and Interdisciplinary Journal of Problem-based Learning, Technology. His research received multiple research awards including Burmeister Award (2016), 3rd place winner at the Division of Distance Learning of the Association for Educational Communications and Technology (AECT), Best Diversity Paper (2016) at the American Society of Engineering Education, Feature Research Paper (2012, 2015) at AECT, and Outstanding Journal Article Award (2011) at the Design and Development Division of AECT.

Dr. Law has also served in multiple international research communities. Currently, he serves on the editorial board of three journals: *Educational Technology Research and Development, Technology, Knowledge and Learning*, and *Interdisciplinary Journal of Problem-Based Learning*. He is also a Board Member in the Design and Development Division of AECT.

#### Amir Hedayati-Mehdiabadi

Amir Hedayati-Mehdiabadi has received a PhD degree in Human Resource Development from University of Illinois at Urbana-Champaign in 2018. He received his B.Sc. in Computer Engineering from Sharif University of Technology in 2008 and his MBA from University of Tehran in 2011. He plans to teach courses in areas such as program evaluation, talent development, and qualitative research methods. His research seeks to answer the question of how we can improve ethical decision-making among professionals in different fields through understanding their ethical judgement processes. His other research interests include diversity in engineering, talent development, online learning, and evaluation. In addition to his publications in journals such as Human Resource Development Review, he has presented

his research in past years at multiple conferences including American Evaluation Association, International Congress of Qualitative Inquiry, and Academy of Human Resource Development. He is the recipient of Academy of Human Resource Development Cutting Edge Award in 2016. Moreover, He has received Mukeun Lee dissertation award as well as William Chandler Bagley doctoral scholarship in 2017 from College of Education at University of Illinois at Urbana-Champaign.

#### Gary A. Smith

Gary Smith is Assistant Dean of Faculty Development in the School of Medicine (0.6 FTE) and, since August 2015, Professor of Organization, Information, and Learning Sciences (0.4 FTE) at the University of New Mexico. His academic career includes 30 years of teaching and research in geoscience (28 years at UNM) and more than a decade directing faculty development programs, first on UNM's main campus and now at the School of Medicine. Smith has published more than 80 articles and book chapters on a variety of geoscience and higher-education topics and has presented at many institutions and organizations on implementation of inclusive pedagogies, and the strategies for overcoming learner and faculty resistance to shifting teaching paradigms. As an OILS faculty member, his teaching and research focuses on adult learning, workplace professional and organizational learning, and instructional-change processes with higher-education faculty. With collaborators, he received the 2017 Robert Menges Award for Outstanding Research in Educational Development from the Professional and Organizational Development Network in Higher Education. He is also a Fellow of the Geological Society of American and an Honorary Lifetime Member of the New Mexico Geological Society. Along with 25 years of continuous research funding in geoscience, Smith has led programs to improve the academic success of underrepresented and low-income students at UNM, including award of grants from the Institute for Higher Education Policy and the U.S. Department of Education Title V programs; the latter including a six-year, \$3.8 million initiative to redesign gateway STEM instruction and student support services.

#### Vanessa Svihla

Vanessa Svihla's research builds on her own practice in fashion design and instructional design, as her research focuses on how people learn when they design. She is particularly interested in how people frame problems, and how these activities relate to identity, agency and creativity across settings. Because assessment/measurement tends to drive instruction, she also focuses on ways to develop better assessments, often with the aid of technology. As an interdisciplinary researcher, she has collaborated on projects with faculty and students from over 20 programs and departments. She directs the Interaction and Disciplinary Design in Educational Activity (IDDEA) Lab.

Her research has been supported by the NSF, NIH, ECMC Foundation and USDA, and she was selected as a 2014 National Academy of Education / Spencer Postdoctoral Scholar, and was awarded an NSF CAREER Award in 2018. As the architect of UNM's REvolutionizing engineering and computer science Departments (RED) project, Dr. Svihla collaborates with engineering faculty to identify and build on diverse students' engineering assets. This work was recognized by ASEE in 2016 as the Best Diversity Paper.

Dr. Svihla teaches the undergraduate creativity and design course, the master's level instructional design sequence, and doctoral courses on advanced instructional design and research methods, including design-based research and advanced qualitative analysis. As of Fall 2018, she is the chair for 7 doctoral students

and co-chair for 2. She has also served on student committees across disciplines (i.e., teacher education, language & literacy, water resources, educational leadership, museum studies).

#### Oleksandr "Alex" Tkachenko

Oleksandr "Alex" Tkachenko received his PhD degree in Human Resource Development (HRD) at the University of Minnesota, where he also received a PhD minor in Business Administration from the Carlson School of Management. Prior to joining the PhD program, Oleksandr had worked as a trainer, project manager, and consultant in the Netherlands and in Ukraine. Oleksandr is a recipient of the Edmund S. Muskie Graduate Fellowship (U.S. Department of State, 2004-2006). Oleksandr received his M.A. in Comparative and International Development Education at the University of Minnesota in 2006.

In the OILS program, Dr. Tkachenko teaches courses in Foundations of HRD & Instructional Technology, Training Techniques, Consulting & Project Management, Leading Change, and Team Development & Facilitation. His research interests include workplace learning, employee engagement, organization development, and leadership development. Oleksandr published articles in such journals as *Journal of Management & Organization*, *Human Resource Development Review, The Journal of Workplace Learning*, and *Human Resource Development International*.

# Appendix 13-5A.3. OILS Secondary Appointments Faculty Bios

#### Nick V. Flor

Nick V. Flor is an associate professor of information systems at the University of New Mexico's (UNM's) Anderson School of Management and he is associate faculty in UNM's Department of Organization, Information, and Learning Sciences. He has a PhD (1985) and Masters in Cognitive Science and a Bachelors in Computer Science all from the University of California San Diego. Flor teaches classes in business applications programming, digital marketing, digital media, and exploratory data analytics. His research focuses on virtual worlds, immersive interactive visualizations, exploratory data analytics, and distributed cognition in social media. Flor is co-PI on two National Science Foundation grants (SEPTET-1231046, SNM-1635334).

#### **Publications with OILS students:**

Gunawardena, C. N., Flor, N. V., **Gómez, D.**, & **Sánchez, D**. (2016). Analyzing social construction of knowledge online by employing interaction analysis, learning analytics, and social network analysis. *Quarterly Review of Distance Education*, 17(3), 35.

#### **Presentations with OILS students:**

One upcoming at Wisconsin Learning Conference

#### **Christopher Holden**

Christopher Holden is an Associate Professor in the Honors College at UNM. He teaches math and game/technology related courses. He is an associate in OILS and Educational Linguistics. His PhD (Mathematics-Number Theory, 2008) is from UW - Madison.

Since 2006 his research intersects mobile, games, learning, and local place, realizing mobile as a vernacular medium to enable progressive pedagogies and serve community needs. He designs AR games for education, from museums to classrooms, and from language learning to paleontology, and studies their potential and use. He has worked with David Gagnon (Field Day Lab) et al. since 2009 to help design ARIS, open source AR design software, and other similar platforms. The goal is to leverage this work—individual projects and easy-to-use and free creative tools—to create and support a vibrant and diverse community of practice. For instance, work with Julie Sykes on one AR project, Mentira, supported a flurry of related research worldwide in language learning contexts. He also supports others online (running forums, blogging, creating tutorials, documentation, etc.) to give students, teachers, and researchers more say in what and how they teach and learn.

In OILS, he has served on the committees of graduates Heather Mendoza and Francisco Garcia, and currently Paige Prescott. He has assisted Vanessa Svihla in starting up the OILS Learning Lab, and developed an AR game, \*Zimm\* with her and graduate Yang Liu. He has no other projects with OILS students, has not chaired dissertations, won awards, grants, or held consultancies connected to OILS.

# Appendix 14-5A.4. OILS Supporting Faculty Bios

#### **Karl Benedict**

Karl Benedict received a Ph.D. (with Distinction) in Anthropology from the University of New Mexico in 2004. As the Director of Research Data Services in the College of University Libraries and Learning Sciences and as an Associate Professor in the College, his areas of research and teaching focus on the development of open standards-based interoperable data management workflows and infrastructure in support of diverse research projects and streamlining the integration of research data products into longterm preservation systems to maximize the ongoing value of those data beyond the projects in which they are collected or generated. Dr. Benedict has served on MA, MS or Ph.D. committees for nine students from the departments of Anthropology, Geography, Civil Engineering, and OILS - including service for three OILS students currently working towards their MA or Ph.D. degrees. Dr. Benedict currently serves as Chair of the Technical Advisory Committee for the Digital Preservation Network, and as Chair of the External Advisory Board for the US Virgin Islands EPSCoR program; and previously served as the President of the Federation of Earth Science Information Partners, and was appointed by the US EPA Administrator to serve on the National Advisory Council for Environmental Policy and Technology for the Environmental Protection Agency. Since 2003 Dr. Benedict has served as PI or Co-I on 17 funded projects from NASA, IMLS, NSF, and other federal and state agencies totaling \$5.5 million in organizational/departmental funding out of over \$47.7 million in total awards.

#### Frances C. Wilkinson

Frances C. Wilkinson is the Senior Associate Dean of University Libraries and a Professor at the University of New Mexico. She is responsible for Administrative Services (including assessment, budget and finance, facilities, information technology, marketing, and human resources) and Technical Services. She is also the Administrative Director of the Organization, Information & Learning Sciences (OILS) program. She holds a BA with distinction, MPA, and EdD from the University of New Mexico as well as a MLS from the University of Arizona. She received the prestigious American Library Association, ALCTS, Leadership in Library Acquisitions Award, among other awards. She is the author of eight books and over fifty articles, chapters, and columns. She serves on several editorial boards and was a journal column editor. She was PI on a grant and named on several others. She is a member of the American Library Association and NASIG, and has served on or chaired various committees. She is very active on UNM faculty senate committees, currently serving as chair or a member of several. She is a mediator for the UNM Ombuds/Dispute Resolution Services. She teaches or has taught graduate courses in qualitative research (introductory and advanced), leadership, organizational development, consulting, and adult learning. She currently advises nine doctoral students in OILS. She has been on numerous comprehensive exam and dissertation committees, and chaired two (one completed and one in progress). Her research and consulting interests include leadership, organizational development, qualitative research, competitive procurement, disaster preparedness and recovery, acquisitions, and computer ergonomics.

# Appendix 15-5A.5. OILS Adjunct Faculty Bios

#### Rebecca Adams, Ph.D.

Curriculum and Instruction, Educational Technology. New Mexico State University, 2010.

#### **Courses Taught for OILS:**

- OLIT 535/OI&LS 530 Online Theory and Practice of Distance Education
- OLIT 593/OI&LS 593 Online Exploring Virtual Worlds: Possibilities and Limitations in Bridging Transactional Distance

#### **Publications:**

- Adams, R., Bryant, L., Johnson, M., Kohler, M., Miller, T., Peters, K., Shinn, C., Rettler-Pagel, T., Learning Innovation: Student Success at Reach University. Presented for Penn State Administration at Institute for Emerging Leadership in Online Learning (IELOL). August 9, 2017.
- Adams, R., Wolf, R. *Getting started with UNM Learn* Presented to UNM Tech Days. June 9, 2017.
- Adams, R., Allen, E. *Designing New Educational Models in a World of Disruptive Innovation* Presented to UNM Tech Days. June 8, 2017.
- Adams, R., Akpovo, I., Buckner, M., Guptill, A., Phillips, C. *Diversity and Inclusion in Online Education*. Presented for UPCEA West Region Conference. September 29, 2016.
- Adams, R. Online Student Panel Conversation with Online Faculty. Presented for UNM CTL Conference. April 28, 2016.
- Adams, R. (2016). A Student Panel on Virtual Worlds and Transactional Distance in Higher Education Online Courses. *Journal of Virtual Studies*, 7(1), 61-65.
- Adams, R., Roberson Wildenstein, S., *World of Higher Education Connecting and Creating a Community of Practice.* Presented to SL MOOC16 Education Conference. April 22, 2016.
- Adams, R., Hardesty, L., Martinez, L., Roberson Wildenstein, S., Sanchez, J., *Virtual Worlds and Transactional Distance in Higher Education Online Courses a Student Panel*. Presented to The Virtual Worlds in Education Conference. March 10, 2016.
- Adams, R., Meize-Grochowski, R., Welch, I. Assessing Online Courses Using a University Wide Best Practices Rubric. Presented to New Mexico Higher Education Assessment and Retention Conference. February 25, 2016.
- Adams, R., Kloepper, M., Martinez, R., Spong, S. Job Search/Employability with Solid Online Teaching Skills – Presented to Success in the Classroom, Graduate Student Success Conference, UNM (CTL). February 17, 2016.
- Adams, R., Kozel, K., Parra, J. *Highlights from the 1st Annual NM DLA Conference* Presented to New Mexico Technology in Education Conference. November 19, 2015.
- Adams, R., Allen, E. *What's New at UNM for Distance Learning?* Presented to UNM Tech Days. June 5, 2015.
- Adams, R., Browder, M., Jaderlund, E., Tucker, M., Wolf, R. What's New at UNM for Distance Learning? – Presented to New Mexico Distance Learning Association Virtual Conference. May 20, 2015.

Adams, R., Cooley, M. – Trait EI and Job Satisfaction: A Study of Faculty Teaching Online –
 Presented to WCET Annual Meeting. November 20, 2014.

#### Merriam F. Bleyl, PhD

Organizational Learning and Instructional Technologies, The University of New Mexico, December 16, 2000. Emphasis on The Adult Learner and Wisdom.

#### **Courses Taught for OILS:**

• I have taught "The Role of Wisdom in Adult Learning Across Cultures" since 2002 at UNM. From 2009 to 2018, I taught the course online in 2011, 2013, 2014, 2015, 2017, and 2018.

#### **Publications:**

PhD Dissertation, The Wise Ones (2000), generated several publications. In 2001,
"Transformative Rungs on Wisdom's Ladder," in Learning Toward an Ecological Consciousness,
In October 2007, 7th International Learning Conference, I presented and published: "Becoming
Wiser Through Proverb and Story," and "Triggering Self-Reflection through Creative Behavior."
In 2009, Finding Wisdom: Learning From Those Who Are Wise, In 2016, In God's Pocket: Carl
Howard Fields. Viking Wisdom, in preparation.

#### Linda Barril, PhD

Organizational Learning and Instructional Technology program at the University of New Mexico, May 2017

Linda Barril received her Ph.D. from the Organizational Learning and Instructional Technology program at the University of New Mexico, May 2017. Linda's studies focused on instructional design, with an emphasis in distance education and technology for adult learners. Her dissertation study investigated the influence of student characteristics on learners' preferred ways of online learning. Linda has taught several OILS' courses (as Teaching Assistant/Adjunct faculty) including Principles of Adult Learning (OILS 466), Production and Utilization of Instructional Materials (OILS 421), Technological Change and Society (OILS 481), Management of eLearning Systems (OILS 493/405/505), Culture and Global eLearning (OILS 531), and eLearning Course Design (OILS 532). Her publications to date focus on evaluation techniques that support culturally inclusive inquiry based online learning. She has written two chapters for the book, *Culturally Inclusive Instructional Design: A Framework and Guide* (2018), and one chapter for the *Handbook of Distance Education*, *4th Edition* (in press).

#### Eliot Knight, Ph.D., M.F.A

Ph.D., 2000, Organizational Learning and Instructional Technology (Multimedia), University of New Mexico

M.F.A., 1985, Creative Writing (Poetry), University of Oregon

Eliot Knight, holds a Ph.D. in Organizational Learning and Instructional Technology from University of New Mexico and an M.F.A. in Creative Writing from the University of Oregon. She is part-time faculty in the College of Arts and Sciences, Department of Communications & Journalism at the University of New Mexico, where she teaches Web Design online; and in the College of University Libraries and

Learning Sciences, OI&LS Program where she teaches Digital Video Techniques and Presentation Technologies. She has over twenty years of experience as a multimedia developer in both corporate and academic environments. As an Instructional Media Projects Manager at the Health Science Center, she designs online programs and mentors faculty in instructional design and distance learning techniques. Her research, which focuses on the design of visual meaning and for cross-cultural distance education learners, has been published in peer-reviewed journals and she has presented at conferences internationally as well as in the USA.

#### **Courses Taught for OILS:**

- Summer 2013, OLIT 521, 002 CRN: 22709, Presentation Technology
- Summer 2014, OILS 503, 001, CRN: 23809, Digital Video Techniques
- Summer 2015, OILS 501, 001, CRN: 24277, Presentation Technologies
- Summer 2016, OILS 503, 001, CRN: 25240, Digital Video Techniques
- Summer 2017, OILS 501, 001, CRN: 26174, Presentation Technologies

#### **Conference Papers, Proceedings and Publications**

- Bradley, P., Hannigan, G.G., Knight, E., Rayburn, W. F., (2015, May). Good Information for Good Health: A Collaboration to Educate Unaffiliated Community Health Care Practitioners about Patient Information Resources through Online Continuing Education. Contributed Paper. MLA '15 Librarians without Limits Conference, Austin TX.
- Bradley, P., Hannigan, G.G., Knight, E., Rayburn, W. F., (2015, October). Good Information For Good Health: A Free Online Course About Consumer and Patient Education Resources for New Mexicans and Their Health Care Providers. Paper presented at: 2015 NMLA Annual Conference, Albuquerque, NM.
- Knight, E., Gunawardena, C., Barberà, E., & Aydin, C. (2014). International Interpretations of Icons and Images Used in North American Academic Websites, In I. Jung, & C. Gunawardena (Eds.), Culture and Online Learning: Global Perspectives and Research. Sterling, VA: Stylus Publishing.
- Knight, E., Gunawardena, C., Barberà E. (2010). Beyond Hofsteded: Designing visual meanings of icons and images for cross-cultural interpretation. In V. Evers, J. Abdelnour-Nocera and E. Del Galdo (Eds.), Proceedings of the 9th International Workshop on Internationalization of Products and Systems (IWIPS 2010), London, England, July 7-10.
- Knight, E., Gunawardena, C., 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.
- Knight, E., Gunawardena, C., Barberà, E., Aydin, C. (2008). Cross-Cultural Perspectives of Icon and Image Design of North American Academic Websites. Proceedings of Cultural Attitudes Towards Communication and Technology Conference 2008. Nimes, France. F. Sudweeds, H. Hrachovec and C. Ess (eds.).
- Knight E., Gunawardena C., Bouachrine F., Dassanayake N., Kulasuriya C., Gnanakumar T. (2006). A Cross-Cultural Analysis of Icons and Images Used in North American Web Design. In Internet and Society 2006 Conference Proceedings. WIT Press.

#### Wesley Pak, PhD

2013 - Organization, Information, and Learning Sciences

After completing Ph.D. with distinctions in 2013, I have worked as the director of research and evaluation at the Maricopa County Education Service Agency (MCESA), serving 1 million K-12 students in Arizona. Applied statistical analysis and appropriate research methods to analyze program data and assist in the identification of next steps. Assisted 58 school districts in the creation and/or acquisition of summative and formative assessments for all content areas. Oversee the assessment of current data management systems in MCESA partner districts in collaboration with MCESA staff and federal and state program directors. Created data management systems in MCESA, in collaboration with MCESA staff and federal and state program directors that would enable agency to make informed decisions, report progress, and measure success. Served at least 4 OILS graduate thesis committees.

#### **Courses Taught for OILS:**

- OILS 501 Instructional Multimedia
   Introduction to computer based learning environments incorporating multiple forms of media.
   Students study the theories applicable to multimedia learning, gain practical skills for implementing simple systems, and design a large scale multimedia learning environment.
- OILS 500 Contemporary Instructional Technologies

  An overview of contemporary instructional technologies and how they can be utilized to improve the effectiveness of instruction. Students will gain expertise in selecting and using appropriate instructional technologies supporting the achievement of performance-based objectives.
- OILS 470 Workplace Training Introduction to the concepts of training in the corporate sector.
- OILS 420 Creativity and Technical Design
   Design theory and principles as applied to the research and development functions of industry.

   Product development via team organization, brainstorming, data analysis, oral presentations and creative problem solving.

#### **Publications:**

- Learning Trajectories, Innovation and Identity for Professional Development publication date Sep 15, 2011 publication description Springer
- Outcomes of Treatment for Hepatitis C Virus Infection by Primary Care Providers publication date Jun 9, 2011 publication description New England Journal of Medicine
- Expanding access to hepatitis C virus treatment—Extension for Community Healthcare Outcomes (ECHO) project: Disruptive innovation in specialty care publication date Jun 11, 2010 publication description Hepatology

#### Barbra Portzline, PhD

University of New Mexico, 2006

Barbra Portzline, is the President at Organizational Rebel® LLC, the co-developer of the P6 Assessment, and the creator of Sherot Oracle Cards. Barbra Portzline has over 20 years of consulting and coaching experience. Her clients have achieved such results as launching signature programs, turning side hustles into profitable businesses, increasing long term revenue over 30%, successfully launching product lines, and transition from nearly shutting down their business to becoming profitable. Additionally, she has determined return on investments for her corporate clients and saved corporations hundreds of thousands of dollars.

#### **Courses Taught for OILS:**

• OILS 544 Program Evaluation

#### **Publications:**

- Preskill, H., Dudeck, W, and Zuckerman (Portzline), B. (2005). Using Appreciative Inquiry to Develop a Training Evaluation System at Sandia National Laboratories. AI Practioner, February 2005, 24-29.
- Zuckerman (Portzline), B. & Preskill, H. (2003). Throwing a Curveball in the Game of Evaluation: Deception and the Misuse of Findings, Academy of Human Resource Development Standards on Ethics and Integrity: Case Studies in Research and Practice, Baton Rouge, LA: AHRD Press.
- Preskill, H., Zuckerman (Portzline), B., & Matthews, B. (2003). An exploratory study of the factors that influence process use. American Journal of Evaluation, 24 (4), 423-442.

#### Agnieszka (Aga) Palalas Ed.D.

Athabasca University, Canada, 2012

Dr. Palalas graduated from the Doctor of Education in Distance Education program and her dissertation focused on mobile learning and mobile-assisted language learning. Dr. Palalas is an Assistant Professor in the Centre for Distance Education at Athabasca University. She is an internationally recognized expert with more than 25 years of experience in adult learning, e-learning, m-learning, instructional design, software development, and innovative technologies. She is President of the International Association for Blended Learning (IABL) and Past-President of the International Association for Mobile Learning (IAmLearn). Dr. Palalas conducted multiple research studies in the area of mobile learning and published on the topic as well, including a co-edited book: The International Handbook of Mobile-Assisted Language Learning.

#### **Courses Taught for OILS:**

• Introduction to Mobile Learning and Mobile Learning Design (2013-2015)

#### **Publications:**

• Her publications can be accessed from https://athabascau.academia.edu/apalalas.

#### Carol Richmond

Ph.D. University of New Mexico in Organizational Learning and Instructional Technology with a Distance Learning Concentration, 2007.

Board Certified Executive Leadership Coach by Center for Credentialing and Education and a New Mexico Licensed Clinical Counselor. Adjunct faculty at the University of New Mexico OILS Program, Masters Level classes teaching Theory and Practice of Distance Learning or e-Learning. 2009-13 & 2016.

#### **Publications:**

- "Using Appreciative Inquiry to Develop CBP's Mentoring Program to Engage Employees," 2016, "The New World of Work -- Mentoring and Coaching Millennials," 2017, and "Coaching Entrepreneurs: Dancing in the Moment with Your Client," 2018, UNM Mentoring Institute of New Mexico, Mentoring Conference Papers and Presentations, Albuquerque, NM.
- "Converting Traditional Courses to Online Courses" and "Cross-cultural e-mentoring for Collaboration and Knowledge Construction," April, 2017...World Learning College, Brattleboro, VT. Conference Paper & Presentation.
- "Learning, Persistence and Success in Online Courses: An Appreciative Paradigm." 2009, Lambert Associates, Netherlands.

#### Janet Shiver, PhD

Ph.D. 2001, Organization Learning & Instructional Technologies, emphasis in Training & Development University of New Mexico. Albuquerque, NM

Dr. Shiver taught courses for the OILS/OLIT program including graduate level courses in The Adult Learner, Designing Training, Training Techniques, and Consulting. Most recently, she taught Leading the Training Organization at the undergraduate level.

Prior to her retirement in 2017, Dr. Shiver served as full-time faculty and Chair in Communication and Journalism. She is owner of Shiver Group, Inc and has been a business consultant and organization development consultant for more than 20 years in addition to teaching at UNM.

Dr. Shiver served on OLIT dissertation committees for Dr. Sara Frasch and Dr. Cathy Tingstrom.

#### **Sample Publications**

- Shiver, J.L. (2012). Teaching the basic course. Training Manual.
- Shiver, J.L. (2005). What they see is what they get: Steps to achieving a positive professional image. Training manual.

# Appendix 16-5C.1. OILS Core Faculty Supported Student Research Teams, Publications, and Presentations

This appendix provides lists of publications, presentations, and research teams core faculty have completed with OILS students. Student names are bolded in the lists.

#### Patricia Boverie

#### **Presentations with OILS students:**

- Altenberg, M. & Boverie, P. (2009) To serve those in need: Transformative learning, altruism, and public health dentistry. 8th International Transformative Learning Conference Proceedings, November, Bermuda, p. 14-20.
- Gallegos, B. & Boverie, P. (2009) Transforming Academic Programs: Measuring the Transformative Change in Programs and Reviewers. 8th International Transformative Learning Conference Proceedings. p. 131-139.

#### Lani Gunawardena

#### **Publications with OILS students:**

Refereed Journal Articles

- Gunawardena, C. N., Flor, N. V., **Gomez, D., & Sanchez, D.** (2016). Analyzing social construction of knowledge Online by Employing Interaction Analysis, Learning Analytics, and Social Network Analysis. *The Quarterly Review of Distance Education*, 17(3), 35-60.
- Palalas, A., **Berezin, N.,** Gunawardena, C. N., & **Kramer, G.** (2015). A design based research framework for implementing a transnational mobile and blended learning solution. *International Journal of Mobile and Blended Learning*, 7(4), 57-74.
- Gunawardena, C.N., **Linder-VanBerschot**, **J. A.**, LaPointe, D. K., Rao, L. (2010). Predictors of learner satisfaction and transfer of learning in a corporate online education program. *The American Journal of Distance Education*, 24(4), 207-226.
- Gunawardena, C. N., **Hermans, M. B., Sanchez, D., Richmond, C., Bohley, M., & Tuttle, R.** (2009). A theoretical framework for building online communities of practice with social networking tools. *Educational Media International*, 46(1), 3-16.
- **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.

#### Refereed Conference Proceedings

Gunawardena, C. N., Palalas, A., Berezin, N., Legere, C., Kramer, G., & Amo-Kwao, G. (2016). Negotiating cultural spaces in an international mobile and blended learning project. In L. E. Dyson, J. Fergusson, & W. Ng, (Eds.), Mobile Learning Futures-Sustaining Quality Research and Practice in Mobile Learning: Proceedings of the 15<sup>th</sup> World Conference on Mobile and Contextual Learning, mLearn 2016 (pp. 83-94). Sydney, Australia: The University of Technology.

- Gunawardena, C., Faustino, G., Keller, P., Garcia, F., Barrett, K., Skinner, J., Gibrail, R., Jayatilleke, B., Kumarasinha, M., Kulasekara, G. & Fernando, S. (2013). E-mentors facilitating social construction of knowledge in online case-based reasoning. In *Proceedings of the Sixth Annual Mentoring Conference* (pp. 60-68). Albuquerque, New Mexico: University of New Mexico, The Mentoring Institute.
- Gunawardena, C.N., Keller, P.S., Garcia, F., Faustino, G.L., Barrett, K., Skinner, J. K., Gibrail, R. P. S., Jayatilleke, B. G., Kumarasinha, M.C.B., Kulasekara, G.U., & Fernando, S. (2011). Transformative education through technology: Facilitating social construction of knowledge online through cross-cultural e-mentoring. In V. Edirisinghe (ed.), *Proceedings of The 1st International Conference on the Social Sciences and the Humanities (volume 1)*, pp.114-118. Peradeniya, Sri Lanka: The faculty of Arts, University of Peradeniya.
- **Knight, E.,** Gunawardena, C., Barberà E. (2010). *Beyond Hofstede: Designing visual meanings of icons and images for cross-cultural interpretation*. In V. Evers, J. Abdelnour-Nocera and E. Del Galdo (Eds.), Proceedings of the 9th International Workshop on Internationalization of Products and Systems (IWIPS '10), London, England, July 7-10.
- Layne, L., Gunawardena, C. N., & Main, C. (2010). Enhancing collaborative problem solving in distance education courses using web-based concept mapping. In
   J.Sánchez, A.J.Cañas, J.D.Novak, (eds.), Proceedings of the Fourth International Conference on Concept Mapping (pp. 213-221). Viña del Mar, Chile.
- Gunawardena, C. N., Weaver, M. R., Barberà, E., Ortegano-Layne, L., Amezcua, L., Lester, D. (2009). A Cross-disciplinary, cross-country study of faculty perspectives on interaction in online courses. *Proceedings of the 23<sup>rd</sup> International Council for Open and Distance Education (ICDE) World Conference. Maastricht*, The Netherlands: Open Universiteit. www.ou.nl.

#### **Book Chapters**

Two OILS students: **Linda Barril and Damien Sanchez**, have written two chapters each for our co authored book:

• Gunawardena, C. N., Frechette, C., & Layne, L. (2019). *Culturally Inclusive Instructional Design: A Framework and Guide for Building Online Wisdom Communities*. New York: Routledge.

One student, **Kerrin Barret** wrote a book chapter for the co-edited book:

• Jung, I. & Gunawardena, C. N. (Eds.), (July, 2014). *Culture and Online Learning: Global Perspectives and Research*. Sterling, VA: Stylus.

Evaluation Reports with OILS Students:

- Gunawardena, C. N., & Sanchez, D. (November, 2016-2014). Southwest Tribal Native American Research Centers for Health (NARCH) VII Formative Evaluation Report for Year 3. (Evaluation of a National Institute of Health (NIH), and Indian Health Service (IHS) funded Project). Submitted to NARCH VII, and the Albuquerque Area Indian Health Board (AAIHB), 5015 Prospect Avenue NE, Albuquerque, NM
- Gunawardena, C. N., & **Kekatpure**, **K.** (November, 2013-2012). Southwest Tribal Native American Research Centers for Health (NARCH) V Summative Evaluation Report for Year 4. (Evaluation of a National Institute of Health (NIH) funded Project). Submitted to NARCH V, and

the Albuquerque Area Indian Health Board (AAIHB), 5015 Prospect Avenue NE, Albuquerque, NM 87110.

#### **Presentations with OILS students:**

- **Berezin, N. A.,** & Gunawardena, C. N. (2016, February). *Cultural factors impacting the implementation of a transnational distance education project*. Poster presented at the 45<sup>th</sup> Annual Meeting of the Society for Cross-Cultural Research, Portland, Oregon.
- Main, C., Gunawardena, C. N., Barril, L. (2010, November). Online community of practice for teachers enhances TESL diploma program in Sri Lanka. Poster session presented by co-author, C. Main, at the Annual Conference of WICHE Cooperative for Educational Technologies (WCET), La Jolla, CA.
- **Richmond, C.,** & Gunawardena, C.N. (2009, October). *Cross-cultural e-mentoring to develop social construction of knowledge.* Paper presented at the XVII ISTEC General Assembly, Albuquerque, New Mexico.
- Hermans, M. B., & Gunawardena, C. N. (2009, October). A Theoretical Framework for Building Online Communities of Practice with Social Networking Tools. Paper presented at the XVII ISTEC General Assembly, Albuquerque, New Mexico.
- Gunawardena, C. N., Weaver, M. R., Barberà, E., Ortegano-Layne, L., Amezcua, L., Lester, D. (2009, June). A Cross-disciplinary, cross-country study of faculty perspectives on interaction in online courses. Paper presented at the 23<sup>rd</sup> International Council for Open and Distance Education (ICDE) World Conference, Maastricht, The Netherlands.

Research Mentorships with International Visiting Scholars:

In addition to mentoring OILS students in research, Gunawardena has facilitated and organized visits to OILS by international scholars and mentored them in their research projects. Following is a list of international scholars mentored since 2009.

- Dr. José Dutra de Oliveira Neto: Visiting Professor from Brazil (2016)
- Deymi Margarita Collí Novelo: Visiting doctoral student from University of Quintana Roo, Cozumel Mexico (2015)
- Debora Siqueria: Visiting Fulbright (USA) & Capes (Brazil) scholar from Brazil (2010-2011)
- Dr. Maria João Loureiro: Visiting Professor from Portugal (2009)
- Dr. Gihan Wikramanayake: Visiting Professor from Sri Lanka (2009)
- Bingshan Yin: Visiting Doctoral Candidate from the People's Republic of China (2008-2009)

# Pil Kang

#### **Research Teams with OILS students:**

Pil Kang is currently working with Amber Gallop, OILS doctoral student, on a research study on change management in the Chemical Engineering Department's revolutionary curriculum change project.

#### **Victor Law**

#### **Research Teams with OILS students:**

• Dr. Law has been participating in the IDDEA Lab to facilitate student research.

#### **Publications with OILS students:**

- Law, V., Faustino, G., & Gallegos, M. (in preparation). An integrative approach to assess technology acceptance in higher education.
- Jimenez Carrion, M., Kittinger, L., Lopez, B., Prescott, P., Schaaf, S., Law, V., & Merchant, Z. (in preparation). Digital badging education: A meta-analysis
- Fallad-Mendoza, D., Rodriguez, A, White, L., & Law, V. (in preparation). Digital badging in workplace: A systematic literature review.

#### **Presentations with OILS students:**

- Liu, Y., Law, V. (2017). Immersive virtual reality applications of physics education: A literature review. Paper presented at the *HKAECT-AECT 2017 International Research Symposium*, Hong Kong, China, June 15-17, 2017.
- **Bowers, S.,** Svihla, V., & Law, V. (2017). Assessment as learning: Increases in self-efficacy in a design-build school. Paper presented at *the Annual Meeting of the American Educational Research Association*, San Antonio, TX, April 27 May 1, 2017.
- Svihla, V., Datye, A., Gomez, J., Law, V., **Bowers, S.** (2016). Mapping assets of diverse groups for chemical engineering design problem framing ability. Paper presented at *the Annual Conference of the American Society of Engineering Education*, New Orleans, LA, June 26-29, 2016. (Received **2016 ASEE Best Diversity Paper**)
- Pun, A., Knottenbelt, S., Law, V., Smith, G., Stark, A., Sanchez, D., Svihla, V. (2015).
   Educational outcomes and student perceptions of introductory science instruction in studio classrooms at an ethnically and socioeconomically diverse large university. Paper presented at 3rd Biennial National Forum on Active Learning Classrooms, Minneapolis, MN, August 5-7, 2015.
- Wilder, S., & Law, V. (2014). Scaffolding self-regulation in technology-supported problem- and inquiry-based learning. Poster presented at *the Annual Conference of the Association for Educational Communications and Technology*, Jacksonville, FL, November 4-8, 2014.
- Law, V., **Granato, J., McGinnis, S.** (2013). Learning by doing for a thirty-second task Triage! Poster presented at *the Annual Conference of the Association for Educational Communications and Technology*, Anaheim, CA, October 29- November 2, 2013.

## Gary A. Smith

#### **Publications with OILS students:**

- Stark, A. M., & Smith, G. A. (2016). Communities of practice as agents of future faculty development. *Journal of Faculty Development*, 30(2), 59–67.
- Smith, G. A., & Stark, A. M. (2017). Enhancing continuing professional development with insights from implementation science. In W. F. Rayburn, D. Davis, & M. Turco (Eds.), Continuing professional development in medicine and health care: Better education, better patient outcomes (pp. 305–322). New York: Wolters Kluwer.
- Smith, G. A., **Stark, A. M.** & Sanchez, J. A. (in review). What does course design mean to college science and mathematics teachers? *Journal of College Science Teaching*.

#### **Presentations with OILS students:**

- Smith, G. A., & Stark, A. M. (2013). Converting pupils into learners: Learning-to-learn strategies for your course. New Mexico Higher Education Assessment and Retention Conference, Albuquerque, NM, February 27, 2013.
- Stark, A. M., & Smith, G. A. (2014). Assessing teaching and learning practices in classrooms that foster active learning. New Mexico Higher Education Assessment and Retention Conference, Albuquerque, NM, February 26, 2014.
- Smith, G. A., & **Stark**, **A. M**. (2014). Leveraging faculty teaching knowledge: Communities of practice other than FLCs. Professional and Organizational Development Network in Higher Education Annual Meeting, Dallas, TX, November 6, 2014.
- Smith, G. A., & Stark, A. M. (2017). Teaching innovations and faculty development through an implementation science lens. Western Group for Educational Affairs, American Association of Medical Colleges, Salt Lake City, UT, February 27, 2017.
- Stark, A. M., Smith, G. A. & Sanchez, J. A. (2017). Understanding instructors' conceptualization of course design to enhance faculty development. Professional and Organizational Development Network in Higher Education Annual Meeting, Montreal, Quebec, October 27, 2017.
- Smith, G. A., & Stark, A. M. (2017). eLearning for Medical Educators (eLME): POD Network 2016 Educational Development Internship Program. Professional and Organizational Development Network in Higher Education Annual Meeting, Montreal, Quebec, October 27, 2017.

#### Vanessa Svihla

#### **Research Teams with OILS students:**

As a program, we have asserted that interdisciplinarity is a core value. I am therefore also noting interactions with students from other disciplines, as this provided opportunities for OILS students to develop their interdisciplinary research capacities.

Lab/team	Years active	OILS student participants  Bold indicates extramural funding	Interdisciplinary notes
IDDEA Lab This lab investigates design learning across a deliberately broad set of contexts.	2012-current	Sophia Bowers (2014-2017) Robert Giebitz (2014-2015) Damien Sanchez (2014-2015) Audriana Stark (2015) Shannon Robinton-Wilderstein (2014-2015) Emily Kienzle (2015-2016) Paige Prescott (2016) Yang Liu (2016-2017) Silvia Sáenz (2016-2017) Jordan O. James (2016-current) French Leger (2017) Barbara Lopez (2017-current) Chen Qiu (2017-current) Judith Tomassen (2017-current)	During the 2014-2018 period, students from geology, educational psychology, water resources, philosophy, language & literacy also participated.
Spencer project This Spencer / NAEd-funded project investigated adult learning techniques and professional identity at a design-build school	2014-2016	Shannon Robinton-Wilderstein (2014-2015)  Emily Kienzle (2015-2016)  Liza Kittinger (2015-2016)  Manuel Jimenez (2016)  Sophia Bowers (2016)	Two students from language & literacy participated, and faculty from teacher education and English collaborated
FACETS This NSF- funded project investigates faculty change and professional engineering identity development	2015-2020	Jordan O. James (2016-current) Yang Liu (2016-2017) Sophia Bowers (2017) Chen Qiu (2017-current) Amber Gallup (2017-current) Judith Tomassen (2017-current) Clarissa Sorenson-Unruh (2018-current) Lindsey White (2018-current) Todd Hynson (2018-current)	Faculty and students from chemical & biological engineering and a post doc from English participated
NM CS for All This NSF- funded project investigated the impact of CS training	2016-2018	Paige Prescott (2016-2017) Chen Qiu (2018)	Faculty and students from language & literacy, educational leadership, and computer science participated
Leadership in career schools This ECMC foundation-funded project	2016-2019	Emily Kienzle (2016-2017)	Collaboration with CEPR

Lab/team	Years active	OILS student participants Bold indicates extramural funding provided	Interdisciplinary notes
developed resources for data-driven decision making			
FRAME This NSF- funded project investigates the development of framing agency in higher education and informal settings	2018-2023	Chen Qiu (2018-current) Jordan O. James (2018-current) Todd Hynson (2018-current)	Collaboration with ABQ MakerFaire and School of Engineering

#### **Publications with OILS students:**

I published 5 papers and 3 peer-reviewed proceedings with students and post docs from biomedical research, water resources, nutrition, language & literacy, art education, English, and chemical & biological engineering.

#### 2018

- **Gallup, A., Tomasson, J.,** & Svihla, V. (6/2018). Empowerment and constraint: Design of a homecare worker training program. *International Journal of Designs for Learning.* 9(1). https://doi.org/10.14434/ijdl.v9i1.23459.
- James, J.O., Svihla, V., Qiu, C., & Datye, A.D. (7/2018). A New Facet: Building Multifaceted Engineering Identity. In J. Kay & R. Luckin (Eds.). Rethinking learning in the digital age: Making the Learning Sciences count. ISLS.
- **James, J.O.,** Svihla, V., **Qiu, C.** Riley, C. & Datye, A.D., (7/2018). Using Design Challenges to Develop Empathy in First-year courses. *Proceedings of the ASEE 125<sup>th</sup> Annual Conference and Exhibition.*

#### 2017

- Svihla, V., Gomez, J.R., **Bowers, S., James, J.O., Prescott, P.,** & Datye, A. (7/2017). Asset-based design projects in a freshman level course. *Proceedings of the ASEE 124<sup>th</sup> Annual Conference and Exhibition*. <a href="https://peer.asee.org/27645">https://peer.asee.org/27645</a>
- Svihla, V., Marshall, J., **Liu, Y**., Winter, A. (7/2017). Progress toward lofty goals: a metasynthesis of the state of research on K12 engineering education. *Proceedings of the ASEE 124<sup>th</sup> Annual Conference and Exhibition*. <a href="https://peer.asee.org/28597">https://peer.asee.org/28597</a>
- Svihla, V., Moses, M., Lim, W., Peele-Eady, T., Esterly, E.E., Lee, I., **Prescott, P.** (7/2017). Designing for assets of diverse students enrolled in a freshman-level computer science for all course. *Proceedings of the ASEE 124<sup>th</sup> Annual Conference and Exhibition*. https://peer.asee.org/28127

#### 2016

- Svihla, V., Gomez, J.R., Datye, A., Law, V., & **Bowers, S**. (7/2016). Mapping assets of diverse groups for chemical engineering design problem framing ability. *Proceedings of the ASEE 123<sup>rd</sup> Annual Conference and Exhibition. doi:10.18260/p.25675*.
- Svihla, V. & **Kittinger**, L. (10/2016). Agentic trajectories: Development and learning in a project-based high school for marginalized students. In C-K. Looi, U. Cress, J. Polman, & P. Reimann (Eds.), *Transforming Learning, Empowering Learners*. Vol. 1. ISLS.

#### **Presentations with OILS students:**

In addition, I have given 10 presentations with students/post docs from English, chemical & biological engineering, biomedical research, teacher education, language & literacy, geology, and nutrition.

#### 2018

- James, J.O., Svihla, V., & Qiu, C., (7/2018). Using design challenges to develop empathy in first-year courses. ASEE 125<sup>th</sup> Annual Conference and Exhibition, Salt Lake City, UT. Best First-Year Programs Division Paper.
- James, J.O., Svihla, V., Qiu, C., & Datye, A.D. (7/2018). A new facet: Building multifaceted engineering identity. ICLS 2018, London, UK.

#### 2017

- Svihla, V., Gomez, J.R., **Bowers, S., James, J. O., Prescott, P.,** & Datye, A. (7/2017) *Asset-based design projects in a freshman level course*. Paper presented at the ASEE 124<sup>th</sup> Annual Conference and Exhibition, Columbus, OH.
- Svihla, V., Moses, M., Peele-Eady, T., Lim, W., Esterly, E.E., Lee, I., **Prescott, P.**, Monta Collaguazo, M. F., McCoy-Hayes, S., & Surjadidjaja, V. (7/2017). *Designing for assets of diverse students enrolled in a freshman-level computer science for all course*. Paper presented at the ASEE 124<sup>th</sup> Annual Conference and Exhibition, Columbus, OH.
- Svihla, V., Marshall, J., **Liu, Y.**, Winter, A. (7/2017). *Progress toward lofty goals: a meta-synthesis of the state of research on K12 engineering education*. Paper presented at the ASEE 124<sup>th</sup> Annual Conference and Exhibition, Columbus, OH.
- Svihla, V., Gomez, J.R., Datye, A., Law, V., & Bowers, S. (7/2017). Best 2016 Diversity Paper: Mapping assets of diverse groups for chemical engineering design problem framing ability, ASEE 124<sup>th</sup> Annual Conference and Exhibition, Columbus, OH. <a href="https://www.dropbox.com/s/6562yrbzyldw6w1/Svihla%20Plenary%20ASEE%202017.mp4?dl=0">https://www.dropbox.com/s/6562yrbzyldw6w1/Svihla%20Plenary%20ASEE%202017.mp4?dl=0</a>. [Plenary]
- Svihla, V., **Kienzle, E.,** & Reeve, R. (4/2017). *Perspectives on timescales of learning and engagement with marginalized youth*. Paper presented at the AERA Annual Meeting, San Antonio, TX.
- **Bowers, S.**, Svihla. V., Law, V. (4/2017). *Assessment-as-learning: Increases in self-efficacy in a design-build school*. Paper presented at the AERA Annual Meeting, San Antonio, TX.

#### 2016

- Gomez, J.R., Svihla, V., Datye, A., Law, V., & **Bowers, S.** (11/2016). *Tapping into diverse student assets to enhance design framing ability and professional identity formation*. AIChE Annual Meeting, San Francisco, CA.
- Svihla, V., Gomez, J.R., Datye, A., Law, V., & **Bowers, S.** (7/2016). *Mapping assets of diverse groups for chemical engineering design problem framing ability*, ASEE 123<sup>rd</sup> Annual Conference and Exhibition, New Orleans. Best Diversity Paper, selected from 1700 papers.
- Svihla, V. & **Kittinger**, L. (7/2016). *Agentic trajectories: Development and learning in a project-based high school for marginalized students*. ICLS, Singapore.

• Svihla, V. & Sanchez, D. (2/2016). *Productive constraints in fashion design under time pressure*, Paper presented at 37th annual Southwest Popular/American Culture Association (SWP/ACA) conference, Albuquerque, NM.

#### 2015

- Svihla, V., Law, V., Pun, A., Knottenbelt, S., Smith, G.A., **Stark, A.M., Sanchez, D.**, Collins, J., & Jordan, M. (11/2015). *Socially shared regulation in discipline based research*, Southwest Consortium of Innovative Psychology in Education, Albuquerque, NM.
- Pun, A., Knottenbelt, S., Law, V., Smith, G.A., **Stark, A.M., Sanchez, D.**, Svihla, V., (8/2015). *Educational outcomes and student perceptions of introductory science instruction in studio classrooms at an ethnically and socioeconomically diverse large university.* 3rd Biennial National Forum on Active Learning Classrooms, Minneapolis, MN.

#### 2014

• Svihla, V., Barber, H., Sanchez, J., Martinez, L., Wright, E., Purrington, K., Pino, J., Turner, W. & Diaz, L., (11/2014). Client-driven instructional design: Believe in the process! Community Engaged Scholarship Forum, Albuquerque, NM.

# Appendix 17-5D.1. OILS Faculty Productivity Matrices

Faculty productivity is provided in this appendix. Note that if the faculty member joined the program since 2009, their first semester in the program appears next to their name.

#### Lani Gunawardena

	Peer Reviewed Journal Articles	Peer Reviewed Conference Proceedings	Books	Book Chapters	Grants Submitted	Active Grants	Presentations
2009	2	3		1	1		5
2010	1	2					
2011		1			2		4
2012		3				1	2
2013		1		1	1		4
2014	2		1	1			
2015	1				1		3
2016	2	1					4
2017	1			1			2
2018							

# Pil Kang (Fall 2015)

	Peer Reviewed Journal Articles	Peer Reviewed Conference Proceedings	Books	Book Chapters	Grants Submitted	Active Grants	Presentations
2009							
2010							
2011							
2012							
2013							
2014							
2015					1		
2016						1	3
2017	1					1	2
2018	1 (in-						1 (presented)
	press)						+ 1 (accepted
							for 2018
						1	October)

# Victor Law (Fall 2012)

	Peer Reviewed Journal Articles	Peer Reviewed Conference Proceedings	Books	Book Chapters	Grants Submitted	Active Grants	Presentations
2009							
2010							
2011							
2012	1			2			1
2013	1						2
2014	1				1		5
2015							6
2016	4	3					9
2017	1	1		1	1		8
2018	3 (1 published and 2 online first)						1 presented and 2 will be presented in October

# **Gary Smith (Fall 2015)**

	Peer Reviewed Journal Articles	Peer Reviewed Conference Proceedings	Books	Book Chapters	Grants Submitted	Active Grants	Presentations
2009							
2010							
2011							
2012							
2013							
2014							
2015		2				1	7
2016	1			2	1	1	4
2017	2	2		1		1	11
2018	2						2

# Vanessa Svihla (Fall 2014)

	Peer Reviewed Journal Articles	Peer Reviewed Conference Proceedings	Books	Book Chapters	Grants Submitted	Active Grants	Presentations
2009							
2010							
2011							
2012							
2013							
2014	1	4	0	0	3	3	6
2015	4	1	0	0	3	3	17
2016	3	4	1	3	5	6	14
2017	2	5	0	1	7	5	19
2018	1	7	0	1	0	3	17

# Alex Tkachenko (Fall 2017)

	Peer Reviewed Journal Articles	Peer Reviewed Conference Proceedings	Books	Book Chapters	Grants Submitted	Active Grants	Presentations
2009							
2010							
2011							
2012							
2013							
2014							
2015							
2016							
2017	4				1		1
2018	1	1					1

# Appendix 18-6D.1. Library services and spaces available to support faculty and student research

**Subject Librarians**. The subject specialist librarians serve as liaisons to academic departments. They support faculty and student research through:

- Information literacy and library instruction sessions requested by campus faculty for undergraduate through doctoral research
- Research consultation meetings both one on one and in small groups
- Reference management software training and support
- Evaluation and approval (budget pending) of library material purchase requests

There is a dedicated librarian for the OI&LS program who also supports the College of Education.

**Library Instruction**. These sessions, available to any class in any department, are taught by librarians and focus on information literacy and research strategies using library resources. Each session is developed in collaboration between the librarian and faculty member to support a specific assignment (ex: finding resources for an annotated bibliography) or teaching a concept (ex: citing sources) or a combination of both. Some departments and/or faculty members incorporate a library session every semester

**Reserves.** Provide access to hard copy items required for courses such as books and DVDs as requested by faculty for student use in any course.

**Interlibrary Loan/Library Express**. Service to borrow digital and/or physical materials from other libraries at no cost to the borrower. Most journal articles are delivered electronically within two working days and books within four days. In a typical year the library pays \$30,000 in lending fees, \$17,000 in copyright fees, and \$50,000 for shipping charges for borrowed items.

**Ask-a-Librarian.** Service to provide reference and technical help via phone, text, email, or chat during library open hours.

**Research Guides**. Online resources of curated content selected by subject librarians that highlight library resources for beginning and advanced researchers. Guides include tutorials, direct links to subscription databases and links to make an appointment for a research consultation.

Guides that are relevant to OI&LS students include:

- Education Research
- Organizational Studies
- International Business

Center for Southwest Research. The Center for Southwest Research (CSWR) specializes in preserving historical manuscripts, books, photographs, architectural drawings, recordings, and other library materials relating to New Mexico, the Southwestern U.S., and Latin America. It also houses the UNM University Archives, as well as a collection of rare books on various topics from around the world. The holdings of New Mexico history, culture, government, and environment are a centerpiece of special collections.

Latin American Collections. These materials represent the strongest single area of library print materials with nearly 600,000 books in English, Portuguese and Spanish. A growing collection of sources in Latin American Indigenous languages supplements the holdings, which are spread across all libraries. As one of the major repositories of Latin American resources in the United States, the Latin American Collections cover all of the social sciences, humanities, and fine arts as well as professional fields, including Business

Administration. UNM's holdings for Latin American Art, Art History and Photography are widely recognized among the best in the US.

**Government Information**. Zimmerman Library is the designated Federal Regional Depository Library for New Mexico. Federal government information, regardless of form or format and which is disseminated or distributed by the U.S. Government Printing Office (USGPO) is available to all users of the collection.

**Indigenous Nations Library Program.** This program (known as INLP) provides library outreach, information services and academic support to the UNM community. INLP also provides library and research information to surrounding Indigenous communities. The goal for both outreach and information services is to cultivate and support empowered Indigenous people.

Center for Research Libraries. The UL&LS is a member of CRL, an organization of research libraries which acquires and preserves research materials, providing access to almost rare books, journals, newspapers and primary sources from all regions of the globe.

**HathiTrust.** This group of research institutions and libraries provides access to a collaborative digital repository that includes content digitized by Google Books.

#### Faculty Scholarship Support

**Research Data Services.** The library's Research Data Services Program (RDS) provides a wide variety of services in support of effective research data planning, management, preservation, discovery and use. In addition to consultation and support services, the RDS team also provides support for several key research data infrastructure capabilities that are maintained by the Library for use by UNM's research community.

**Digital Initiatives and Scholarly Communication (DISC).** DISC develops online cultural heritage, scholarly and educational resources for UNM students, researchers and the public. A few project examples are:

- New Mexico Digital Newspapers
- Rudolfo Anaya Digital Archive
- UNM Open Journals Portal Working People's History of New Mexico

**Digital Repository.** The UNM Digital Repository is a collaborative initiative sponsored by the University Libraries, Health Sciences Library and Informatics Center and the Law Library. This service hosts scholarly work by UNM faculty and researchers, graduate student theses and dissertations, UNM Archives documents and records, open access electronic journals and monographs, and a variety of research and educational collections about New Mexico and the Southwest.

#### Library Spaces

**Learning Commons.** LEED Silver certified space within Zimmerman Library that includes multiple types of moveable furniture, research tools including printers, scanners, mobile flat panels, laptops to checkout and a service desk where users may ask for help with research or other library services.

**Study Rooms and Collaborative Spaces.** Rooms are available in all four libraries to support the educational and research mission of the university. Groups may reserve rooms up to a week ahead. Rooms may include technology and equipment for collaborative work such as flat panel screens.

Additionally some libraries have rooms for two week or semester long use which are often used by graduate students.

**Graduate Student Commons.** Zimmerman Library has a dedicated space for graduate students that provides a quiet study space with lockers and flexible furniture.

**Extended hours.** Zimmerman Library is open late (7:00 A.M. to 2 A.M.) five nights a week, with access limited to UNM students, faculty and staff after 10:00 P.M. During midterm and finals weeks, Zimmerman is open 24 hours.

Map and Geographic Information Center. Also known as MAGIC, this resource located in the Centennial Science and Engineering Library. The Map Room is the largest collection of maps and other cartographic information, such as atlases, gazetteers and place name guides in the state of New Mexico. As part of the Federal Depository Library Program, it houses maps from the United States Geological Survey, The National Forest Service, the National Park Service, the Central Intelligence Agency, National Oceanic and Atmospheric Agency, National Geospatial-Intelligence Agency, and the Army Corps of Engineers.