

**EXECUTIVE SUMMARY**  
**Academic Program Review**  
**Master of Arts in Educational Technology**  
**School of Education**  
**Fall 2004**

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The School of Education invited two respected consultants to act as external reviewers for the Masters of Arts in Educational Technology (MET). Drs. Peggy Benton and David Georgi reviewed the Master of Arts in Educational Technology during a campus visit May 6, 7 and 8, 2004. Dr. Benton is Professor of Instructional Technology at San Francisco State University. Dr. Georgi is Professor of Education at CSU, Bakersfield, with emphases in educational technology and curriculum development and assessment. Prior to their visit the reviewers were sent a copy of the self-study document. To further assist the team in their work, they were provided copies of various other documents that included student and alumni survey data, registration statistics, samples of student work, University of San Francisco's Mission Statement, and the USF catalog. The team met with the acting dean, associate deans, tenured and part-time faculty, staff, current students, and alumni.

This Executive Summary addresses six basic questions regarding the quality of the MET program. The narrative below reflects the external reviewers' assessment of the program.

**1. How did the external review committee rate the quality of the MET program? How does the program compare with top-tier programs nationally?**

The external reviewers would rate the MET program as **Good**. They found the students and faculty to be of high quality. Students reported very high satisfaction with the courses and the program's flexibility. However, they expressed some concern regarding the lack of full time faculty teaching the program, low enrollments in some classes, and the need to develop additional courses to be a fully certified masters program.

**2. What are the most general issues that emerged from the external review process?**

- a. Courses are taught by adjunct faculty. While they are excellent and highly qualified, it is important that the program be staffed by a core of full time faculty.
- b. An insufficient number of courses is offered in the program. The reviewers believed that there does not appear to be an adequate number of courses to support a comprehensive and cohesive master's degree.

- c. While insufficient numbers of classes are offered, low enrollments exist in some of the non-teacher preparation classes resulting in too few students.
- d. Courses in the program do not specify any prerequisites. The reviewers believed the skills required for each class should be identified.

**3. What are specific recommendations for improving the program's quality?**

- a. The Masters in Educational Technology is now part of the Teacher Education department. The reviewers recommended that it should be considered for departmental status with its own chair and appropriate resources.
- b. The number of MET tenure track faculty should be increased. Specifically they cited adding Dr. Pam Redmond to the program. She currently assists Dr. Garner and the adjunct faculty, advises MET students, and has successfully secured grant funds along with Dr. Garner.
- c. The reviewers believed the MET program should be structured as an educational technology doctoral program, or developed as an emphasis within one of the existing School of Education doctoral programs—either the Departments of Organization and Leadership or Learning and Instruction.
- d. The educational technology curriculum should be developed to create a clearer path of core and elective courses for students in the MET program and other School of Education departments and programs.
- e. A marketing plan should be developed to communicate effectively the educational technology program and courses.

**4. Is the program following the University's strategic initiatives?**

- a. **Recruiting and retaining a diverse faculty of outstanding teachers and scholars?** The technology courses are taught by an excellent cadre of adjunct faculty with diverse experiences in the field and technology professions. While there is good gender balance among the faculty, more faculty of color should be recruited.
- b. **Enrolling, supporting and graduating a diverse student body?** Although enrollments are low, the students in the program are diverse, of high quality, and graduate in a timely manner.
- c. **Providing the environment necessary to promote student learning?** The faculty devote considerable time, energy, and expertise in mentoring the students and advancing them in their academic programs.

**5. In what way is the program contributing to the goal of making the University a premier Jesuit Catholic urban university?**

The reviewers felt strongly that the Masters in Educational Technology program promotes University of San Francisco's mission and values. For example, the program:

- a. Serves a diverse and urban population;
- b. Addresses the digital divide, an important social justice issue;
- c. Emphasizes excellence in teaching, encourages creative expression, and implements service learning; and
- d. Provides community service by reaching out to the K-12 public and Catholic schools.

**6. What is the timetable for implementation of recommendations?**

The new dean is currently working with the faculty to redesign the curriculum, develop a plan to infuse technology into other programs in the School of Education, and realign tenure track faculty appointments to support technology needs in the School. These and other recommendations by the external reviewers (e.g. departmental and doctoral status) will be reviewed and completed in the academic year 2004-2005.