

Appendix A: TEMPLATE FOR ANNUAL PROGRAM REPORT REVIEW (See [Academic Program Review Procedures](#) document for detailed descriptions for each section)

ANNUAL PROGRAM REPORT

College	College of Education and Allied Studies
Department	Teacher Education / University Extension
Program	Master of Science in eLearning
Reporting for Academic Year	2022-2023 Submit by 10/01/2022
Last 5-Year Review	New Program Fall 2020
Next 5-Year Review	Fall 2025 according to APS
Department Chair	Dr. Lyn Scott
Author of Review	Dr. Roger Wen
Date Submitted	09/27/2023

I. SELF-STUDY (suggested length of 1-2 pages)

A. Five-Year Review Planning Goals (from Last 5-Year Review[N/A])

- National Quality Matters (QM) certification of all courses in the program. (QM is a national standard higher education rubric with design standards for online courses).
- Update technical elective courses with current technology instruction.
- Update instructional materials to keep current with best practices in online teaching and learning and emerging instructional design models.
- Create “master” courses for multiple instructors where appropriate.
- Develop and implement creative ways to market programs.
- Develop Internship course.

B. Progress Toward Five-Year Review Planning Goals

Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives

taken with respect to each goal.

- i. Total four Quality Matters certified courses in the program during 22-23 (OTL 601, OTL604, OTL602, and OTL608).
- ii. All courses were updated during 2020-2021. Minor update for some of the courses while piloting Canvas Outcome.
- iii. Three courses started the QM self-review early summer and will continue throughout the rest of the fall 2023 and spring 2024.
- iv. All courses now have an updated master course template in Canvas and each semester instructors will have a copy from the master syllabus template that meets the updated faculty senate syllabus policy.
- v. Due to the T&C issue, the Procurement department terminated the Credly contract, Office of the Online Campus acquired Canvas Credential in order to continue offering digital badging and eCertificate Spring 2023. Workflow has been programmed to issue to students automatically upon completion of the required courses. As of Summer 2023, 129 students have received the Online Teaching & Learning, eLearning Design, Technology, eLearning Administration certificates. (see below for breakdown of number of students per badge and certificate)

Course Badges	OTL 601	OTL 602	OTL 603	OTL 604	OTL 605	OTL 608	OTL 672	OTL 673	OTL 680	OTL 681	OTL 682
# of student earned	118	107	113	109	104	94	73	14	36	64	21

MSeL Certificates	# of students earned
Online Teaching & Learning	79
eLearning Design	38
eLearning Technology	11
eLearning Administration	5

Badge Example:

Backpack / OTL 601



OTL 601

Awarded to **Serena Kohgadai** (
serena.kohgadai@csueastbay.edu)

Issued on Jul 21, 2023 at 8:00 AM

OTL 601: Intro to Online Teaching and Learning

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Badge Details

EARNING CRITERIA

Recipients must complete the earning criteria to earn this badge

Earners must complete the graduate level OTL 601: Intro to Online Teaching and Learning course with a C or higher.

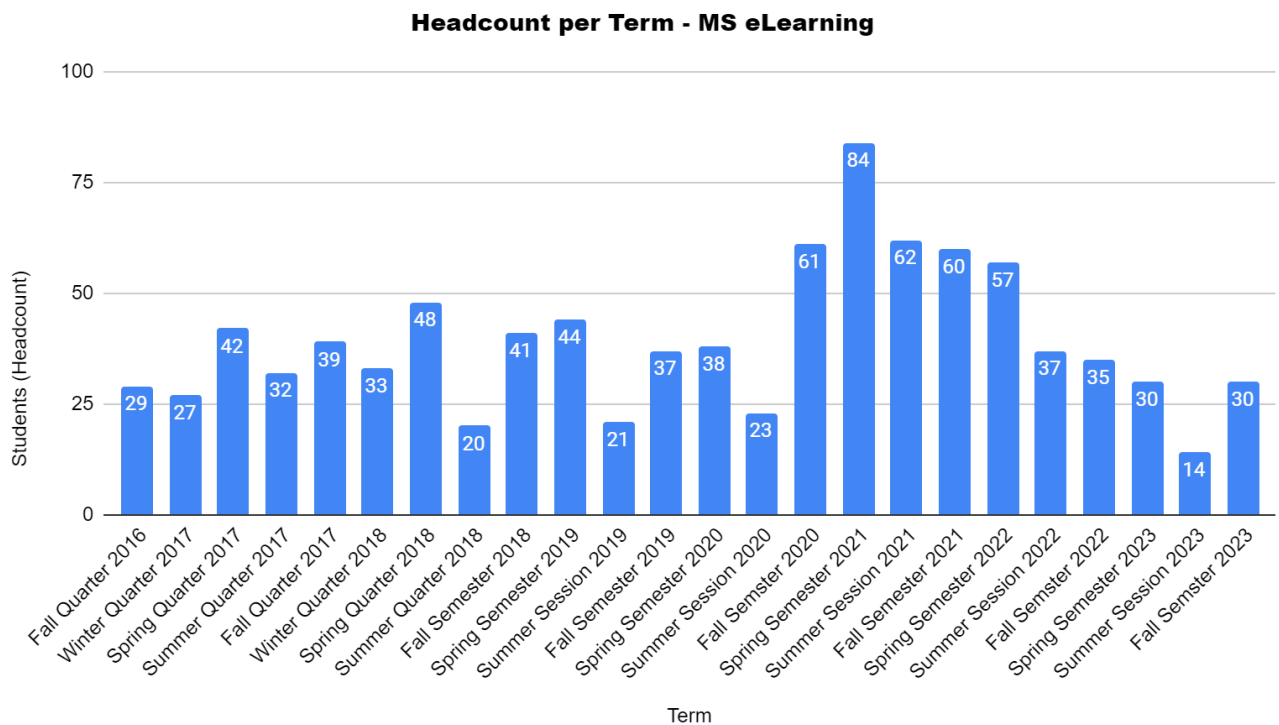
[View External Criteria](#)

- vi. Virtual Information Sessions to recruit program and certificate students were hosted regularly. This generated 129 RSVP to the event, over 46 potential students attended (35.6%) and 13 converted (10%).
- vii. Marketing effort
 1. Targeted digital advertising campaigns (Google Ads, Facebook)
 2. Continuing Education Course Catalog Cover (Spring 2022)
 - a. eLearning program featured on cover of Spring 2022 issue
 - b. [Cover story](#)
 3. Continuing Education Course Catalog Program Highlights
 - a. [Fall 2022](#)
 - b. [Spring 2023](#)
 4. University Extension Blog
 - a. Summer 2023 [featured story](#)
 5. Info Sessions and Promotional Email Campaigns - multiple throughout the year
 - a. 12 in 2022 (6 MSeL and 6 eLearning Certs)
 - b. 12 in 2023 (6 done, 6 more left for the year)
 6. eLearning Industry Insights Series Session on 10/27/22 – multiple promotional emails and follow-up email
 7. Social Media Posts (Facebook, Instagram, LinkedIn, Twitter)

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- a. Application Deadlines
 - b. Info Sessions
 - c. eLearning Industry Insights Series
 - d. General Awareness
 - e. YouTube: [MS eLearning student testimonial video](#)
8. Updated student testimonials on MS elearning website
 9. Combined websites for all eLearning certificate programs
 10. Developed unified Salesforce drip marketing campaigns
 11. Targeted email blasts pushing registration deadlines and open enrollment cycles
 12. Feature Stories
 - a. [Game-Based Learning and the Future of Education](#) (featured on University Extension Blog and University News Center)



*program elevation and name change as of Fall Semester 2020

Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Average Headcount	30	33	35	35	33	69	51	26

The previous chart shows the number of enrolled students in the MSeL every term since 15-16. The above table further shows the average enrollment per academic year has remained steady over the last seven years. Due to the post-pandemic, our MSeL program experienced a decrease in enrollment because of the interest in eLearning, which might continue for the following year. Overall, this reflects a stable interest in the program.

C. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview:

The current MS in eLearning (Formerly known as MS Ed. - Concentration in Online Teaching and Learning [MSEd-OTL] program) is the first fully online program at Cal State East Bay and has been empowering educators, instructors, trainers, and support staff in different industries to effectively design and implement online courses since 1999. The MSeL is a self-support Special Session program administered through University Extension and academically through Teacher Education department -CEAS. With the partnership with the University Office of the Online Campus since 2019, this program brings better expertise to the management, curriculum development, resources and instruction to the program. Better utilization of the resources for students and the program. Applications and enrollment numbers for the elevated program have seen dramatic increase during pandemic as expected but back to its pre-pandemic level starting spring and summer 2022. However, one of the focus areas for the last couple of years was to build some collaboration with private sectors, setting up Internship course, and continuing the set up articulation agreement to allow students to transfer their prior learning into their program of study. Based on the conversation with AVP of University Extension early 2023 regarding the cost differential between MS students and certificate seeking students, the program will not accept summer MS students and offer only one elective course during summer starting summer 2023.

Curriculum:

We constantly receive feedback from students and professionals in the field to provide up-to-date training and skills to students, which they can later transfer into elearning fields.

According to EMSI's (job market analysis) report for the last 3 years, job posting related to the position in the elearning field increases and investment still maintains a significant amount compared to last year. Top skills required for those jobs include knowledge of instructional design, educational technologies, learning management systems, curriculum development, learning theory, learning platforms, learning technology, as well as application or project management. Since our program is completely online and asynchronous, it is open to all qualified students nationwide as well as internationally. Since the focus of our marketing effort is limited to CA, the number of potential students could be more than we currently serve. Our degree would help meet the demands of employers in our region and internationally. The global eLearning device market is powered by economic development, technological advancement, internet penetration, continuous demand for skilling, re-skilling, and upskilling. Some key insights from such research indicate that there is an increased demand for elearning due to technological advancements and rising demand for online certification and professional courses due to rapid technological transformations.

The overall goal of our curriculum is always designed to help students in online education to gain the knowledge and expertise in areas such as online learning design, learning technology, training, or program coordination within the public sector and private industry as aspiring professionals. Continuing to review and update our curriculum will enable our graduates to update their skills and expertise in the growing field of online education, online program administration, and increase their marketability in today's economy. It will allow them to integrate technology into their teaching to facilitate learning.

Students:

MSEL is a professional development degree program that accepts students with prior teaching, training, instructional design experience, or shows interests in these fields. Since our program is completely online and offered asynchronously, it caters to the busy working professional who cannot attend a class offered at traditional times. They never need to be logged on to their online class at any specific time, which will benefit students in different time zones. They also gain first-hand knowledge of what it is like to be an online student, allowing them to apply their experience when they create their own online course or module. Although all the courses are completely online, students still have the opportunity to work with faculty and/or groups, where they learn to problem-solve, collaborate and interact across geographic, cultural and social boundaries.

Faculty: Currently there are 14 instructors who are actively teaching courses in the program (including the Certificate courses). Average teaching experience ranges from one to over 20 years. All instructors are experts in the field of online teaching, eLearning design, eLearning technology, and/or eLearning administration. Recently hired instructors are focused on strengthening our areas of expertise in the eLearning administration, eLearning technology, and eLearning research area. Our instructors are hired through University Extension with a contract for each course. Instructor compensation is based on the enrollment of students enrolled in the course according to the rate set by the Chancellor's Office, the instructor's terminal degree, teaching and working experience in the field. We did hire 2 new part-time instructors during 2022-2023 to replace those who have decided to retire.

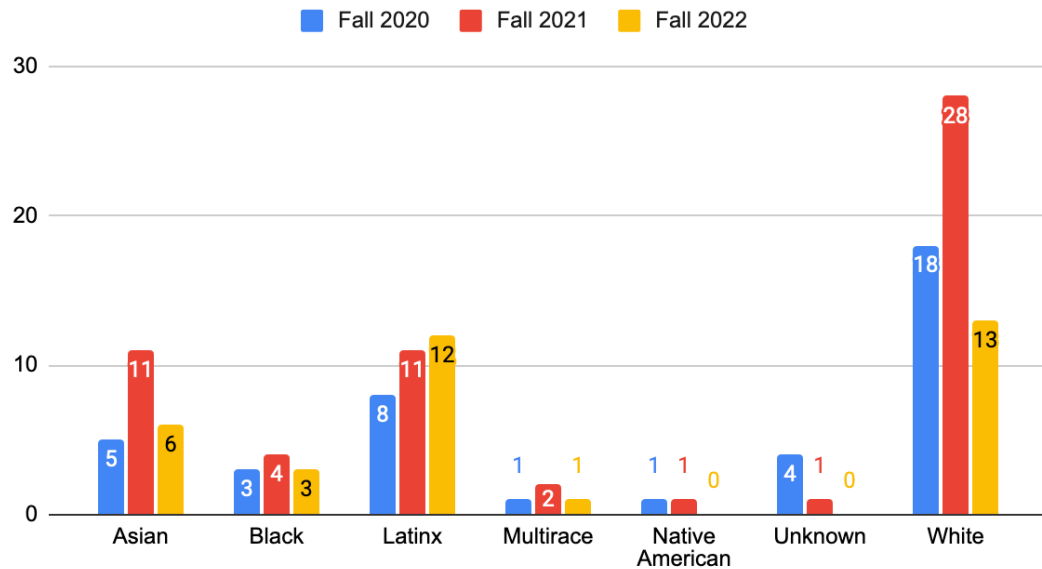
Staff: Staff includes a director and a program manager. There are a couple of tenure-track faculty from Teacher Education who have committed to be part of the advisory board when needed as well as provide instructional support when needed and/or during summer session. Currently both the Director and Manager are serving as part-time staff to the program.

Resources: The program shares resources with University Extension and the Office of the Online Campus. The program director is also the full-time Sr. Dir. of the Online Campus.

Assessment: Not only courses are designed to align with program learning outcomes, starting to align with industry soft skills and hard skills, most of the courses are also certified or re-certified by a national organization as high quality courses. Such certification ensures that assessments are done appropriately and aligns to the course level learning outcomes and module level learning outcomes. Some assignments and activities are designed to help students reach competencies in order to design a high quality course that meets national standards. Finally, at the end of the program, students are to complete a final capstone paper as well as a well designed online course.

DEI initiatives: This item is new for this program. However, this is something that the program is conscious about since 2019. Most of the instructors hired for this program all have their own speciality and come with a very diverse population. Due to the changes of the instructor pool, currently we are experiencing some changes to our teaching staff. The demographics for our program is a little bit different than the University student demographic, where the majority are white (37%), then Latinx(34%) and Asian(17%) but Latinx population did increase over the years. Most of our students are part-time students. Whenever possible, the program tries to hire instructors that align with the student population in the program.

Enrollment by Race/Ethnicity: CEAS eLearning



Other: (e.g., major program modifications)

II. SUMMARY OF ASSESSMENT (suggested length of 1-2 pages)

A. Program Learning Outcomes (PLO)

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: “PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6).” Program Learning Outcome(S) Assessed

List the PLO(s) assessed. Provide a brief background on your program’s history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)

Program Learning Outcomes (PLOs):

- a. Assess characteristics of online learners and components of an online teaching & learning environment.
- b. Synthesize an effective online teaching and learning environment based on current research, recent innovative ideas, and best practices.

- c. Apply teaching strategies, learning theories, and design models to online curriculum development.
- d. Apply current teaching and learning tools / technologies to online learning environment.
- e. Design a successful implementation of an online program.
- f. Develop a well designed quality online curriculum/course.

Program PLO's to be Aligned:

PLOs

1. Assess characteristics of online learners and components of an online teaching & learning environment.
2. Synthesize an effective online teaching and learning environment based on current research, recent innovative ideas, and best practices.

PLO/ILO Alignment and Assessment

In the table below, please place an "X" in one of the ILO boxes below each of the two PLOs that you identified above. Also indicate in which course the PLO/ILO will be assessed, in which term, and what kind of assignment will be used to make the assessment (e.g. capstone project, thesis, research report, etc.). Please note that the ILOs have been broken down into their components, so you only need to check one box for each of the two PLOs; e.g. if you have chosen to align to Thinking and Reasoning, you may put an x for either Critical Thinking, Quantitative Reasoning or Creative Thinking.

Institutional Learning Outcomes		PLO 1	PLO 2	Course #	Fall	Spring	Assignment/Assessment
Thinking and Reasoning	Critical Thinking						
	Quantitative Reasoning						
	Creative Thinking						
Communication	Written Communication		X	OTL606	Effective FA19	Effective SP19	Final Proposal
	Oral Communication						
	Information Literacy						
Diversity	Diversity	X		OTL 682		Effective SP19	My Interface
	Social Justice						
Collaboration	Collaboration and Teamwork						
	Leadership						
Sustainability	Sustainability						
	Social Responsibility Citizenship						

B. Program Learning Outcome(S) Assessed

List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)

The M.S. in eLearning student learning outcomes are assessed using rubrics at various aligned courses and capstone courses. The capstone is the culmination of learning in the program, and measures what students know, understand, apply, analyze, synthesize and evaluate the fundamental theory and practice in the eLearning field. The capstone has two components: a supporting paper consisting of 5 chapters and a well developed online course that aligns to the national quality standards. Below is the alignment between the course and program-level learning outcomes, for the purpose of illustrating how each PLO has been introduced (I), developed (D), and mastered (M) by students.

Course Name/Program Learning Outcomes		1. Online Learners Assessment			2. Effective Online Teaching & Learning Environment			3. Online Curriculum Development			4. Current teaching & Learning Tools			5. Successful Online Program			6. Quality Online Curriculum/Course		
Course ID	Course Name	I	D	M	I	D	M	I	D	M	I	D	M	I	D	M	I	D	M
OTL 601	Intro to Online Teaching & Learning	✓			✓			✓			✓			✓	✓		✓	✓	
OTL 602	Instructional Methods for Online Learning		✓		✓			✓	✓		✓								✓
OTL 603	Technology Tools for Online Instruction	✓	✓		✓	✓					✓	✓						✓	✓
OTL 604	Designing Curriculum for Online Instruction				✓			✓											✓
OTL 605	Educational Planning & development for Online Programs		✓	✓	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	✓
OTL 606	Research in Online Teaching & Learning	✓	✓	✓	✓			✓			✓			✓				✓	✓
OTL 608	Critical & Contemporary Practice in eLearning Design & Technology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
OTL 672	Content Development for Online Learning		✓	✓	✓	✓		✓	✓		✓	✓		✓				✓	✓
OTL 673	Supervising and Evaluating Online Teaching & Learning																		
OTL 680	Building Online Environment																		
OTL 681	Creating Digital Media for Online Instruction		✓	✓			✓			✓			✓						✓
OTL 682	Designing & Implementing User Interfaces for Online Instruction		✓	✓	✓	✓		✓	✓		✓		✓					✓	✓
OTL 698	Internship																		
OTL 693	OTL Project			✓		✓		✓		✓		✓		✓		✓		✓	✓

*Note: OTL673, OTL680, and OTL698 are elective courses.

B. Summary of Assessment Process

Summarize your assessment process briefly using the following sub-headings.

Instrument(s): *(include if new or old instrument, how developed, description of content)* **Sampling Procedure:**

Sample Characteristics:

Data Collection: *(include when, who, and how collected)*

Data Analysis:

During 2019–2020, a writing rubric developed by CSUEB faculty committee was used. This was used in OTL606: Research in Online Teaching and Learning, which was selected to meet ILO2. The new rubric has six different grading criteria (Statement of purpose, thesis or controlling idea(s), audience awareness, organization, cohesion, and clarity, presentation of supporting ideas, language usage, sentence structure, and mechanics). Before adopting the new rubric, the old rubric only covered assignment elements, analysis, grammar and writing tone, and APA formatting as the grading criteria. Additionally, OTL682 User Interface assignment has been selected to align with University diversity ILO using University approved rubric.

Sampling Procedure:

There were 21 students enrolled in OTL606 for 2022–23. All papers were included in the sample since the number is small. There were 3 students enrolled in OTL682 for 2022–2023 and all of them were included in the sample since the number is small.

Data Collection: *(include when, who, and how collected)*

Data was collected from the OTL606 rubrics at the end of the course by the instructor. The course is offered every term. Data was collected from the OTL682 at the end of the course by the instructor. This specific course is offered once a year.

Data Analysis:

University writing communication ILO rubric (OTL606)				
Category	Missing	Unacceptable	Meets Expectations	Exceeds Expectations
Statement of purpose, thesis or controlling idea(s)	0	0	0	21
Audience awareness	0	0	0	21
Organization, cohesion, and clarity	0	0	1	20
Presentation of supporting ideas	0	0	2	19
Language usage, sentence structure	0	0	0	21
Mechanics: grammar, punctuation, and spelling	0	0	4	17

University diversity ILO rubric (OTL682)

Category	Missing	Unacceptable	Meets Expectations	Exceeds Expectations
Cultural Self-Awareness	0	0	0	3
Knowledge of Diverse Views	0	0	0	3
Respect for Diverse Perspectives	0	0	0	3
Reflection on Interaction with Diverse People and Perspectives	0	0	0	3

C. Summary of Assessment Results

Summarize your assessment results briefly using the following sub-headings.

Main Findings:

Recommendations for Program Improvement: *(changes in course content, course sequence, student advising)*

Next Step(s) for Closing the Loop: *(recommendations to address findings, how & when)*

Other Reflections:

Main Findings:

The OTL606 paper written by the majority of students met or exceeded expectations. The OTL682 assignment submitted by students exceeded expectations.

Recommendations for Program Improvement: *(changes in course content, course sequence, student advising)*

Continue the alignment between OTL606 research paper and how it relates to their capstone project (online course). Encourage students to provide more detail that ties into the design theories and online design principles for their literature review. Continue the overall curriculum redesign and add additional rubric rows to align to the PLO. Continue the alignment between OTL682 with the ILO and continue collecting data for the next cycle.

Next Step(s) for Closing the Loop: *(recommendations to address findings, how & when)*

In addition to the overall program curriculum redesign, align CLOs to PLOs, continue updating courses every 18-months to reflect the latest research topics on online teaching and learning and technical development skills.

D. Assessment Plans for Next Year

Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

For the year 23-24, the focus will be to review the pilot result on using Canvas Outcome feature with program PLOs and CLOs alignment as well as the student learning outcome. Assessment will be important during this process. We are currently piloting Canvas Outcome products since the university has discontinued the CourseTune and WaterMark contract.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS *(suggested length of 2 pages)*

Each program should provide a one-page discussion of the program data available through University Dashboard. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to University Dashboard data.

Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.

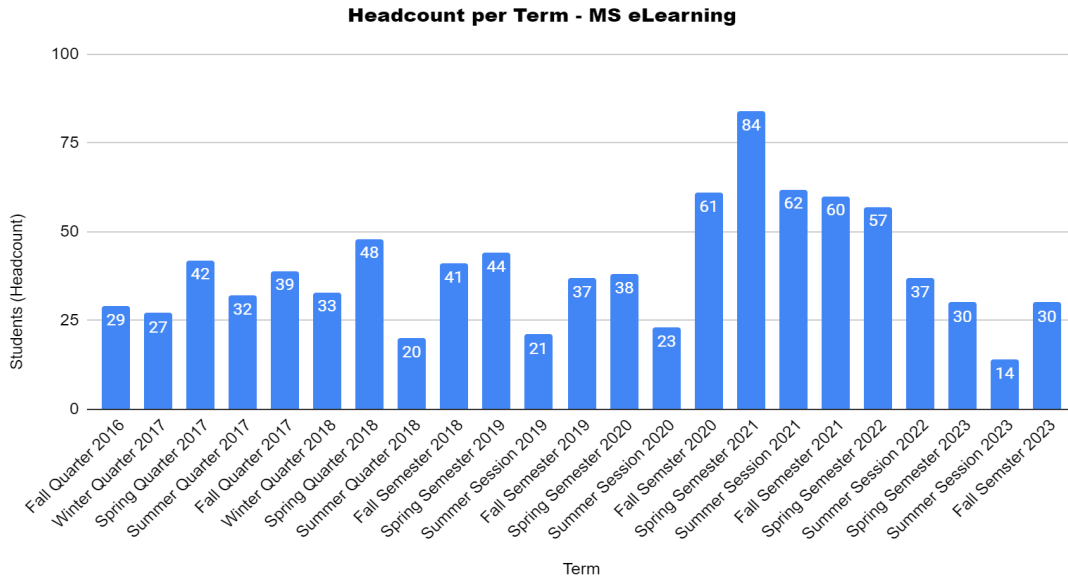
A. Discussion of Trends & Reflections Notable Trends;

Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

Reflections on Trends and Program Statistics:

Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

We are including the enrollment headcounts per semester as mentioned before:



*program elevation and name change as of Fall Semester 2020

We noticed the enrollment trend is back to pre-pandemic level and during pandemic there was a surge that might impact current enrollment. A suggestion to do more marketing out of the regular service area was strongly suggested. Based on the job/market analysis information discussed in previous sections, it is important for the program to keep updating its course design/content and incorporate innovative practices into the curriculum.

B. Request for Resources *(suggested length of 1 page)*

1. Request for Tenure-Track Hires: None
2. Request for Other Resources: None