

Ed.D. in Organizational Leadership Annual Report 2016

Submitted by Dr. Joe Marchetti, Program Director

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A. Progress on goals from the previous year

We are pleased with the breakout of demographics and the representative disciplines, particularly given the inaugural cohort. Due to the admission requirements, only those with Master's Degrees are considered for admission. We continue to admit cohorts that reflect ethnic, gender, and professional affiliation diversity. Our goal is to continue recruiting cohorts of twenty to twenty-five students each Fall. Student summary profiles for Cohorts One and Three can be found in Appendix A.

With regard to last year's goal of reviewing the venue for program offerings, we are pleased to report that the program will be moving to the new Atlantic City campus beginning Fall 2018. This is an exciting time for the Ed.D. in OL program and we look forward to new beginnings ~~also~~ our program components to this new setting.

With regard to identifying additional faculty to take on course responsibilities, two Stockton faculty members, Drs. Leitner and Rodriguez, have agreed to accept course responsibility as the program moves along. We have also identified a non-Stockton faculty member, Dr. Kathmayer, to serve as an Adjunct for the Research One and Two courses. In addition, a SOE faculty member, Dr. John Quinn, has indicated an interest in serving as an invited presenter and/or faculty member for select courses.

Finally, the program offers sample work (See Appendix B) to give a 'snapshot' of the learning outcomes and competencies that are being submitted for review.

B. Report on curriculum, students, course enrollment, faculty

Appendix C provides demographic information by course, student, and faculty. This data is provided by the Office of Institutional Research. With the addition of two full time faculty lines for Fall 2017, the program is staffed to provide courses for all three cohorts ~~with~~ using adjunct faculty for selected research and qualitative/quantitative courses. Also, a review of the curriculum resulted in the inclusion of additional 'vertical leadership' framework items to the course structure. Also, a copy of professional development activities of program faculty during 2016-17 is provided in Appendix D.

C. Report on assessment of program effectiveness/impact

A copy of the program's overall assessment plan and curriculum map is included in Appendix E. Also, copies of SurveyMonkey course evaluations of invited presenters and speakers are available for review. Overall, we are pleased with the implementation of the first seven courses of Cohort

One and the first four courses for Cohort Two. Areas identified on the surveys continue to need attention include meals/refreshments site location, and invited presenters and speakers. Student evaluative responses reflect developmental growth at the interdisciplinary level (beyond the 'silo' approach) is evident.

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