

Program Vision

The vision of the Ed. D. in Organizational Leadership Program is to improve the quality of organization

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Demand for Program

Reflect on the following with reference to the data supplied through Tableau and Institutional Research. In relation to “Viability,” please discuss your evaluation of the program’s sustainability given enrollment, etc. at local, regional, or national trends related to the discipline/field(s). Although it is not necessary to collect and to analyze benchmarking data, you may find doing so useful. If you plan to include benchmarking data/analysis in your report, contact Institutional Research for guidance obtaining the data.

Enrollment

A complete Enrollment and Marketing report is available in the Appendix. Additionally, a breakdown of Cohorts One and Two based on demographics and enrollments is also provided. Cohort One enrolled 24 students and Cohort Two (as of this writing) has made

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teach have on the overall program? For example, do faculty members contribute to the teaching of required core program courses/General Studies courses in ways that benefit the program, students' learning experiences, and faculty members' growth as teacherscholars?

Please remember to copy and paste any community engagement activities included in this section of the report into the "Community Engagement" section.

Please also remember to copy and paste any diversity comments/program activities included in this section of the report into the "Diversity" section.

The faculty demographics are included in the Appendix. With only one full time faculty member and one 75% faculty member currently working with the program, the program will be stretched

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Curriculum

Please describe the program curriculum, reflecting especially on areas for growth, possible needs for envisioning or recasting to connect with current trends in the field, interdisciplinary opportunities, design of tracks or concentrations if applicable, innovations, face-to-face and online/hybrid/low residency delivery methods and pedagogies, incorporation of ELOs and portfolios into courses and the program, etc. Use the categories below to organize your reflection.

Please remember to copy and paste any community engagement activities included in this section of the report into the "Community Engagement" section.

Please also remember to copy and paste any diversity comments/program activities included in this section of the report into the "Diversity" section.

Major

n/a

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Eportfolios

Students do not develop portfolios, per se. They do complete competency forms that reflect artifacts that are required for program completion. These documents are maintained in a file that students and faculty have access to.

Dual-Credit Courses

n/a

Dual-Degree Courses

n/a

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Assessment: Course Goals, Program Outcomes, Essential Learning Outcomes, LEGS Alignments
Describe the program's assessment plan for continuous program improvement and elaborate on the kinds and progress of program assessment efforts. In your reflection, pay particular attention to the following kinds of assessment activities.

Please make use of the Academic Program Curriculum Map and Assessment Matrix to display your program's assessment efforts.

Course/Program Objectives/Learning Outcomes
Course/Program Assessment Instruments
Course/Program Assessment Results
Course/Program Current Action Items
Course/Program Progress on Action Items
Alignment of Program Goals to ELOs
Curriculum Mapping
Connection of Program Goals to Academic/Strategic Plan

A copy of the program's overall assessment plan can be found in the appendix. Also, the first two course evaluations are included in the Appendix. Overall, we are pleased with the implementation of the first two courses of Cohort One. Areas identified on the surveys that need to be reviewed, e.g. meals/refreshments, are being addressed. Student evaluative responses reflect developmental growth at the interdisciplinary level (beyond the 'silo' approach) is evident.

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Community Engagement

As you may know, Stockton is one of 240 institutions around the country that has been awarded the Carnegie classification for Community Engagement. See [http://www.carnegie.org](#) for more information. Please report below any Stockton sponsored community partnership activities in which your courses/programs/unit have participated. Please also discuss which Stockton and Community groups/individuals collaborated, the purpose of the collaboration, and any outcomes achieved this year.

Also relevant to the Carnegie classification for Community Engagement are Stockton community involvement in activities such as volunteering, performing humanitarian work, serving on boards or committees, consulting or advising community organizations as well as environmental/community improvement work, educational workshops/presentations, collaboration with local schools and organizations, etc. Please report courses/programs/unit and faculty/staff members' involvement in these activities, encouragement for students in their courses/curricular learning experiences to do this kind of work, and their incorporation of this kind of work into courses/programs/units.

Describe any courses/programs/unit involvement in community engagement activities and, in addition, reflect on students' learning as a result of participating in this kind of service/learning. Reflect on any related effects on faculty/staff who teach and facilitate engagement projects or produce scholarship of engagement. Also, reflect on the impact of the service on the community.

Please remember to include any community engagement activities from the "Faculty," "Staff," and "Student" section of the report in this "Community Engagement" section.

Given the community focus of the program, students participating in Cohort One are using their organizations and other programs which they are involved to implement and address concepts raised in the course curricula. As students complete their learning outcome projects for each course, they work either individually or in team mode in addressing community-related issues. This reinforces the learning from the classroom setting by implementing programs and projects in various work environments. Student reports of this model are very positive. This approach also benefits community agencies and entities in meeting their specific needs.

Professional Activities 2015-16

Dr. Joseph Marchetti, Professor of Education

Served as founding graduate director for the Ed. Organizational Leadership program – coordinated marketing and information sessions, led admissions review committee for all applicants, coordinated admission decisions with graduate studies office.

Stockton University Faculty Senate, Post Tenure Review Committee, Member

Middle States Association, Accreditation Team Member for University of the District of Columbia.

International Leadership Association, Member since 2010

Center for Creative Leadership, Member

Gilda's Club South Jersey, Cancer Support Agency, Board Member, March-2011

Instructional Sites

Stockton has instructional sites in Hammonton, Manahawkin, Woodbine, and in Atlantic City at the Carnegie Center.

If relevant, describe any current program use of these sites/campus and any anticipated future use. Discuss ways that the use of these sites/campus reflect on students' learning and on faculty effectiveness. Please share any faculty community collaborations developed as a result of teaching at the sites/campus, their purpose, and outcomes achieved from the collaborations.

The program is currently based out of the Seaview Resort. The facility lends itself to the 'executive weekend' format of the program. Students are able to stay overnight at reduced rates. We are addressing concerns raised by students regarding the timeframe and timing. Efforts to identify alternate locations should be made. The need for affordable housing and meal arrangements is a priority.

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Revenue Generated (grants, fundraising, outreach, etc.) and Special Costs of Administering the Program (professional memberships, software, etc.)

Please discuss any grants or revenue other than tuition generated by the program, including partnership opportunities that have yielded resources such as space, volunteers, guest speakers, etc.

Also, summarize any specialized needs that impact the cost to administer the program, if applicable. You might also reflect on the program's cost in relation to its academic and social benefits, scholarly or artistic reach, and the benefits of the program's community service to the institution, to Stockton's students, and to the public.

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Acknowledgements

You may want to thank colleagues for their guidance and support during the academic program five year reporting process or for contributing to the writing of or data collection for this report, etc. Please share acknowledgements of this sort in the space below.

The program is appreciative of all faculty and invited presenters who participate in design, assessment, and implementation of the program elements. Invited presenters and speakers, advisory program faculty, deans and administrators, Bursar and Financial staff, and graduate admissions staff go 'above and beyond' to make sure the program is successful. Also, those who volunteered to serve as Community Advisory Council members are to be commended.

Dean's Comments/Reflections/Look Forward

Reflections: Alan Turing once said that "we can only see a short distance ahead, but we can see plenty there that needs to be done."

Appendices

1. Institutional Research Data, 2015
2. Enrollment and Marketing PowerPoint, June 1, 2016
3. Cohorts One (Spring 2016) and Two (Fall 2016) Interview Profile and Demographics
4. Program Retreat Meeting Summary June 1, 2016
5. Community Advisory Council Membership
6. Course Evaluations Survey Monkey Spring 2016
7. Assessment Plan, Sept 2015