

Academic Program Annual Report Template

Program/Center MAED PROGRAM

Program Coordinator/Director KIMBERLY LEBAK

Date JUNE 30, 2016

History, Development, and Expectations of the Program

Briefly describe the history, development, and expectations of the program. To the best of your knowledge, reflect on the reason for creating the program and the ways in which the program has evolved in response to students' needs or changes in the field. In addition, explain the design and operation of the current program in relation to that which preceded it, to market demands, to students' needs, and to academic/higher education climate.

Also, describe the ways in which the program mission and vision (or the program purpose) connect to/reinforce Stockton's institutional mission and vision. Stockton's **mission** and **vision** statements can be accessed on the College's website.

The MAED Program was created in 2004 as a graduate level program offering advanced professional development in effective teaching and learning for certified teachers. The MAED program faculty

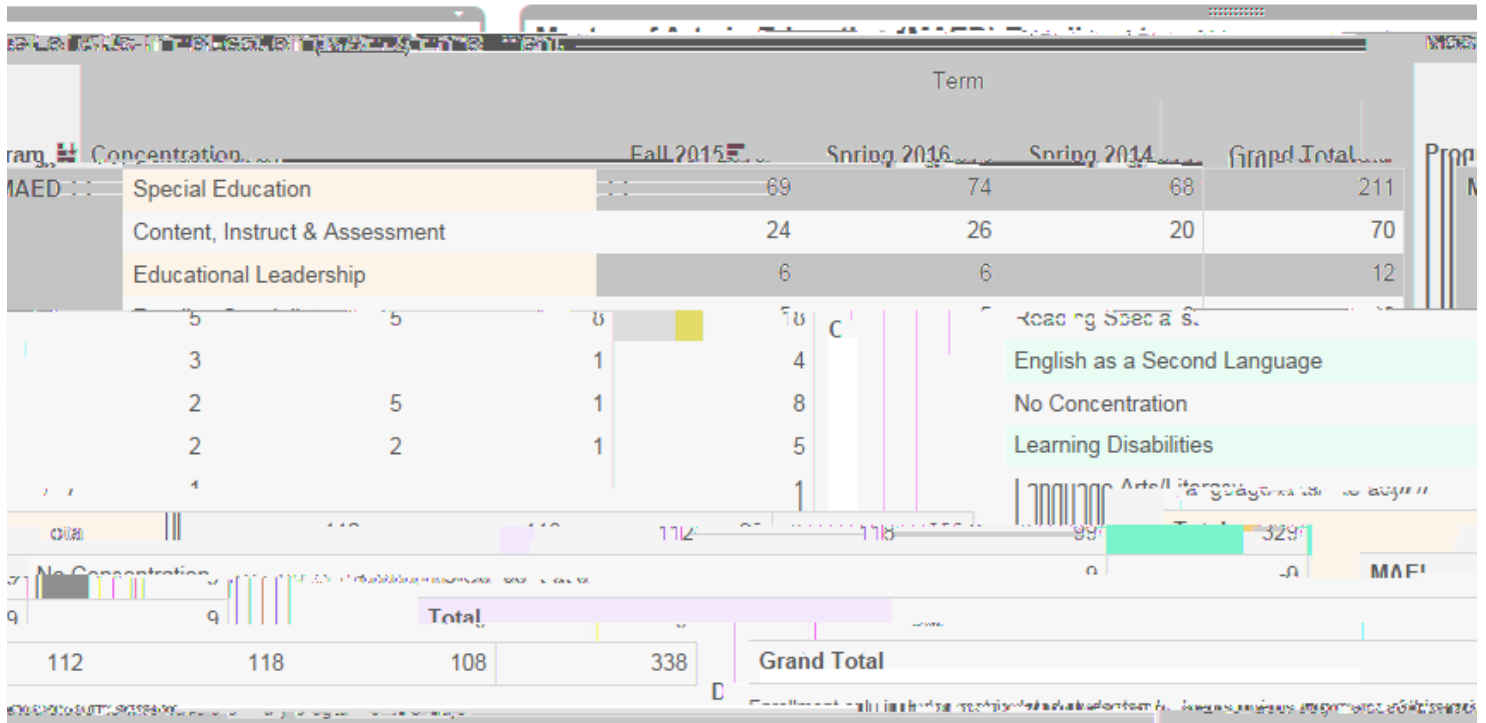
Academic Program Annual Report Template

Demand for Program

Reflect on the following with reference to the data supplied through Tableau and by Institutional Research. In relation to “Viability,” please discuss your evaluation of the program’s sustainability given enrollment, etc. and local, regional, or national trends related to the discipline/field(s). Although it is not necessary to collect and to analyze benchmarking data, please plan to include a plan to improve the program’s sustainability.

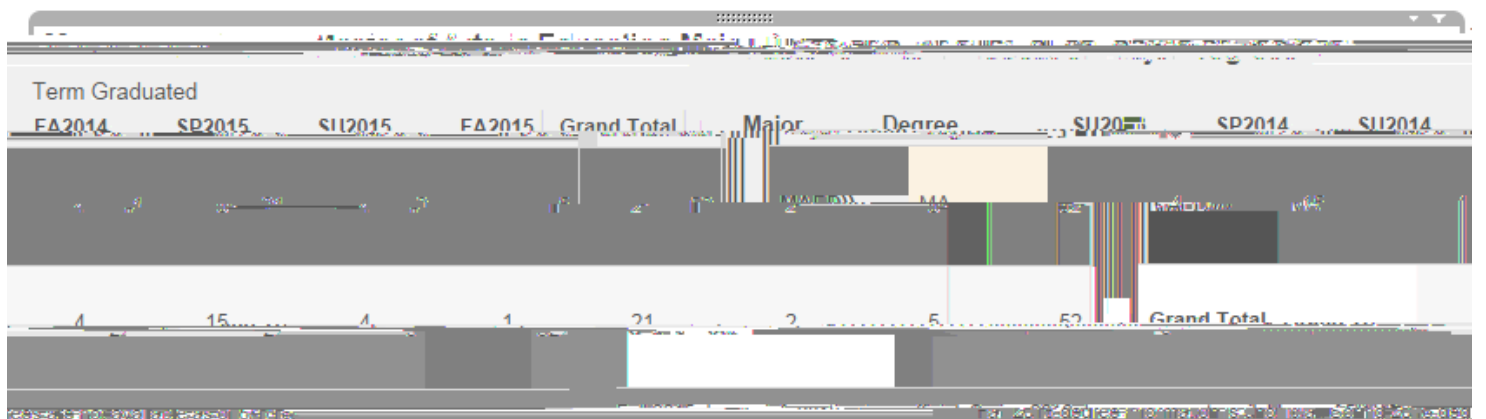
Academic Program Annual Report Template

with Concentrations



Degrees Granted

The following table provides available of the number of degree seekers by term graduated.



Service Role of Program

Academic Program Annual Report Template

Faculty

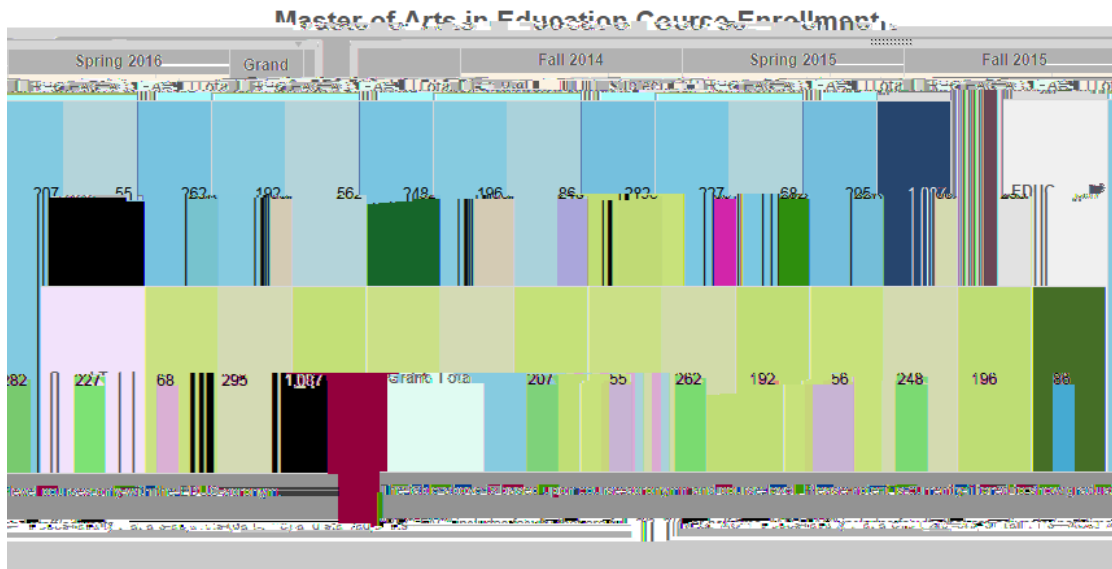
Discuss the program's faculty makeup.

Refer to the data supplied by Institutional Research for guidance.

Consider the implications and benefits of faculty demographics in relation to the overall design and delivery of the program. Since full-time and adjunct faculty members may teach the same or different courses, please explain the advantages of the current arrangement or the strains resulting from it.

In addition, take the opportunity to summarize and reflect on the courses taught/students taught by faculty type (workload/FTE), release time by faculty type, service contributions by faculty type, scholarship

Academic Program Annual Report Template



In addition to the courses taught the faculty of the MAED program contribute significantly the university and community at large. Each MAED faculty member precepts over 60 MAED and TEDU students. Faculty members also serve on a committees across the university. Finally, MAED faculty have been actively engaged in both community outreach and scholarly endeavors during the 2015-2016 academic year. In the next section, individual accomplishments in the areas of community and scholarly engagement are outlined.

Community Engagement

Marchetti, J. Gilda's Club South Jersey, Cancer Support Agency, Board Member, March 2011- present
Executive Committee Member, Chair, Governance Committee, 2014 - present

Marchetti, J. Omicron Delta Epsilon, Leadership Fraternity, Stockton College Charter Member, 2005 – present

Marchetti, J. Phi Delta Kappa, Stockton Chapter, 1985 - present

Scholarly Engagement

Publications

Lebak, K. (2016). Unpacking the complex relationship between beliefs, practice, and change related to inquiry based instruction of one science teacher.

Academic Program Annual Report Template

Meyers, S. & Lester, D. (2016). An Attempt to Change College Students' Attitudes Toward Individuals with Disabilities, *Journal of Disability and Health*, 2016: (5):1-7. DOI: 10.1177/2165222816648076

Sharpe, G. (2015). , "Why an Ed.D. in Organizational Leadership"; Posted on LinkedIn

Spitzer, L and Negrin, J. (accepted-2016, summer) Growing Your Own: Strategic Partnerships between District and University. *Journal of Disability and Health*, 44, 5.

Presentations

Cydis, S., Richard, M. (2016, June). *Journal of Disability and Health*. Lilly International Conference on Evidence-Based Teaching and Learning, Bethesda, MD.

Lebak, K. (2016, April) Does participation in video-supported collaborative reflection change teacher practice? American Educational Research Association (AERA). Washington DC.

Lebak, K. (2016, April) Using On-Line Video Clubs to Notice and Analyze Formative Assessment Interactions. American Educational Research Association (AERA). Washington DC.

Pine, C., Kirova, D., Rand, M., Lebak, K. & Kuder, J. (2015, December). Strengthening Our Core: Collaborating to Improve Formative Assessment. Learning Forward, Washington DC.

Meyers, S., Cydis, S. & Haria, P. (2015). The Coaching Partnership: Professors and Middle School Teachers Collaborating in Inclusive and Multicultural Settings. *Journal of Disability and Health*. Vancouver, B.C., 133-134.

Meyers, S. (2015). Teacher and Faculty Collaboration to Improve Academic Performance of Students with Disabilities: A Case Study.

Academic Program Annual Report Template

Spitzer, L. (October 2015, April 2016). Stockton Global Lecture Series.

Academic Program Annual Report Template

Academic Program Annual Report Template

Curriculum

Please describe the program curriculum, reflecting especially on areas for growth, possible need for re-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 eportfolios 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

Academic Program Annual Report Template

Cross-Disciplinary/Intra-School Options

N/A

Service Learning/Internships/Experiential Learning

N/A

ELOs/ePortfolio

During 2015-216, the faculty of the MAED program will be working the development of an ePorfolio system. The faculty completed the development of the rubric and identified signature assignments that will be included in the portfolio. The curriculum map of signature assignments is attached.

Dual-Credit Courses

N/A

Academic Program Annual Report Template

Assessment: Course Goals, Program Outcomes, Essential Learning Outcomes, LEGS Alignments

Describe the program's assessment plan/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..

Assessment

Describe the program's assessment plan and elaborate on the kinds and progress of program assessment efforts. In your reflection, pay particular attention to the items listed below.

Course/Program Objectives/Learning Outcomes

Course/Program Objectives/Learning Outcomes are aligned directly to the CAEP standards. A realignment of individual course objectives to the CAEP standards and Professional Organization Sugte kavescme.7 (f p)2 (eal)e2.8 (a4.7 (ed)1.7 (d-0.6 (u

Academic Program Annual Report Template

Academic Program

Academic Program Annual Report Template

Diversity

Stockton University values diversity in faculty members, students, and academic offerings. In this context, diversity refers to the practices that lead to inclusiveness and interaction across racial, ethnic, social class, nation of origin, national language, gender, sexuality, sexual orientation, ability, age, military/veteran status, and other forms of difference, preference, and identity.

The Stockton Mission Statement specifies that:

“We value diversity and the differing perspectives it brings. Accordingly, we are unequivocally committed to implementing the principles of affirmative action in the composition of our student body, faculty, and staff.”

The Mission Statement also communicates the importance of diversity to students’ education, indicating that students acquire “the ability to adapt to changing circumstances in a multicultural and interdependent world” throughout their Stockton careers.

Describe any ways in which the program has enhanced the structural diversity of faculty and student populations (i.e., sought applications from members of under-represented groups; hired members of under-represented groups; created mentoring and retention strategies for members of under-represented groups; actively recruited and retained students from under-represented groups; encouraged faculty to pursue scholarship, to create courses, to participate in events on diversity topics); has enhanced co-curricular diversity (such as: organizing, participating, or attending co-curricular offerings or incorporating diverse co-curricular offerings into courses, as requirements for students); or has acted on the University’s espoused commitment to diversity as a value (i.e., created partnerships with community organizations/members that foster diversity).

In addition, explain any revisions to curriculum that expand the global reach of program content (i.e., added courses to the curriculum that focus on local, national, or global diversity in the major/minor discipline, created modules for core courses that address issues of diversity, added community engagement with a diversity focus to the program/individual courses) and efforts to encourage inclusiveness of relevant, multiple voices and perspectives within the discipline.

For the past two years, under the leadership of Dr. Lois Spitzer the MAED program provided a cohort of teachers from Vineland Public Schools with a sequence of five courses for teachers in the district to earn a Bilingual/Bicultural teaching endorsement. The goal of the cohort was to increase the number of teachers available in the district to meet the needs of English Language Learners.

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.

2015-2016

Dr. John Quinn has been teaching a series of graduate level mathematics courses supported by the MSP grant at the Woodbine Instructional Site.

Academic Program Annual Report Template

The MSP grant workshops have been conducted at the Woodbine Instructional Site.

Academic Program Annual Report Template

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 .9 (p)6bfl5 (c)11n onrc .4 ()1d-5.3 (e)14.7 (t4 ()10me)3.8 (4 (voMC /P €c.8 (p)2

Academic Program Annual Report Template

Acknowledgements

You may want to thank colleagues for their guidance and support during the academic program five-year reporting

Academic Program Annual Report Template

Dean's Comments/Reflections/Look Forward

Reflections: The MAED program continues to exemplify strong performance under the rigorous scrutiny of both licensure and accreditation reviews, as evidenced in this report. Dr. Lebak is among the very best of all the graduate Directors at Stockton: she attends to every enrollment pattern, data point, and student communication with exemplary care and response. She has succeeded in working with a very heavily-burdened faculty through several drastic sets of changes, and has not only maintained steady enrollments in programs, but has painstakingly directed responses to grow, adjust, or reconsider programs based on changes in students' needs and on changes in the external regulatory environment.

As this report and the accompanying data sets make clear, the program faculty's herculean work in changing delivery mode for selected endorsement (certifications) continues to have a strong, positive impact on enrollments in ESL/BE, Supervisor and Principal endorsement and degree-seekers.

In addition, the faculty's productivity in all aspects, teaching, scholarship, and service is also laudable, not only for its quantity, but especially for its high quality and impact on our region. For one of our largest

Academic Program Annual Report Template

Provost's Comments/Reflections/Look Forward