

# Academic Program Annual Report Template

Program/Center   MAED PROGRAM  

Program Coordinator/Director   KIMBERLY LEBAK  

Date   JUNE 30, 2016  

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## 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.

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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 recognizes that all teachers, regardless of background or experience, can develop further as reflective practitioners and empower themselves to improve the educational outcomes of all children in their schools. The MAED program faculty's mission statement reflects our commitment to developing teachers who improve the learning of their own students:

**The Master of Arts in Education (MAED) Program is designed to support educators to successfully impact student learning through:**

- \*Building and integrating content area knowledge, implementing effective pedagogy strategies, and applying educational theory and research.**
- \*Effectively engaging their students in classroom instruction that supports students' academic achievement.**
- \*Demonstrating commitments to professionalism through caring relationships, reflective teaching practices, and involvement in learning communities.**

The MAED program consists of three areas of focus—content, pedagogy, and research. Based upon research in effective professional development, coursework in each of the three areas is designed to connect directly to a teacher's classroom practice. Ultimately, the MAED faculty is determined to improve teaching and learning outcomes for all children in our region which directly supports the mission of the university.

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## 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, 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

Summer, 2015 marked the launch of three on-line endorsement programs. Increased competition from on-line institutions coupled with decreased enrollments in specific endorsement programs led the faculty of the MAED program to increase course offerings to include on-line formats. In Fall, 2015 the ESL/BE program was offered in an on-line format providing students with the option to complete the entire endorsement program on-line. In addition, the Supervisory and Principal endorsement programs was also offered on-line. During the 2015-2016 academic year, the faculty of the MAED program closely monitored both enrollment trends and outcome data from the on-line courses. As the table below illustrates, the movement to on-line programs resulted in a significant increase of students during the Fall, 2015-Spring, 2016 academic year. Enrollment increased 19.5% from Fall, 2014 to Fall, 2015. The MAED faculty will continue to carefully monitor these trends as we work to offer both the Special Education endorsement program and the Reading Specialist endorsement program on-line beginning Fall, 2016.

	<b>Fall, 2013</b>	<b>Spring, 2014</b>	<b>Fall, 2014</b>	<b>Spring, 2015</b>	<b>Fall, 2015</b>	<b>Spring, 2016</b>
<b>MAED</b>	<b>94</b>	<b>100</b>	<b>106</b>	<b>105</b>	<b>112</b>	<b>118</b>
<b>EDUC Cert</b>	<b>68</b>	<b>68</b>	<b>53</b>	<b>59</b>	<b>78</b>	<b>63</b>
	<b>162</b>	<b>168</b>	<b>159</b>	<b>164</b>	<b>190</b>	<b>181</b>

## Declared Majors/Minors

Students enrolled in the Special Education endorsement program continue to dominate the enrollment of the MAED program. Special Education is followed by the Content, Instruction, and Assessment track which accounts for degree seekers who may also be pursuing additional endorsements including ESL, P-3, and Supervisor.

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## Fall and Spring Master of Arts in Education Enrollment with Concentrations

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Program	Concentration	Term			Grand Total
		Fall 2015	Spring 2016	Spring 2014	
MAED	Special Education	69	74	68	211
	Content, Instruct & Assessment	24	26	20	70
	Educational Leadership	6	6		12
	Reading Specialist	5	5	8	18
	English as a Second Language	3		1	4
	No Concentration	2	5	1	8
	Learning Disabilities	2	2	1	5
	Language Arts/Literacy	1			1
	<b>Total</b>	<b>112</b>	<b>118</b>	<b>99</b>	<b>329</b>
MAEL	No Concentration			9	9
	<b>Total</b>			9	9
<b>Grand Total</b>		<b>112</b>	<b>118</b>	<b>108</b>	<b>338</b>

Enrollment only includes matriculated students who have a primary program of this major.

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## Degrees Granted

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

Major	Degree	Term Graduated							Grand Total
		SU2014	SP2014	SU2014	FA2014	SP2015	SU2015	FA2015	
MAED	MA	4	15	4	1	21	2	5	52
<b>Grand Total</b>		<b>4</b>	<b>15</b>	<b>4</b>	<b>1</b>	<b>21</b>	<b>2</b>	<b>5</b>	<b>52</b>

Fall 2015 degree information is unofficial. Spring 2016 degrees are not available as of 5/1/16.

## Service Role of Program

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N/A

## **Viability of the Program (impact, justification, and overall essentiality)**

The MAED program offers advanced professional development in effective teaching and learning for certified teachers. Furthermore, the MAED program provides opportunities for certified teachers to earn additional endorsements in order to further their career. Since 2004, the MAED program has served hundreds of teachers in our community.

Recently, the increase in the student population provides further evidence of the need for this program in our community. As noted by the enrollment numbers, students continue to seek additional endorsements to add to their initial certifications. The change in delivery options to provide more on-line offerings has significantly increased our enrollment in the areas that were lagging in the past two years. Specifically, we have seen an increase in enrollment in the areas of ESL/BE and Supervisor/Principal endorsement programs, indicating a need for these programs.

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## **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 produced by faculty, program faculty contributions to precepting, mentoring, and assessment. What impact do the courses faculty members 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 teacher-scholars?

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.

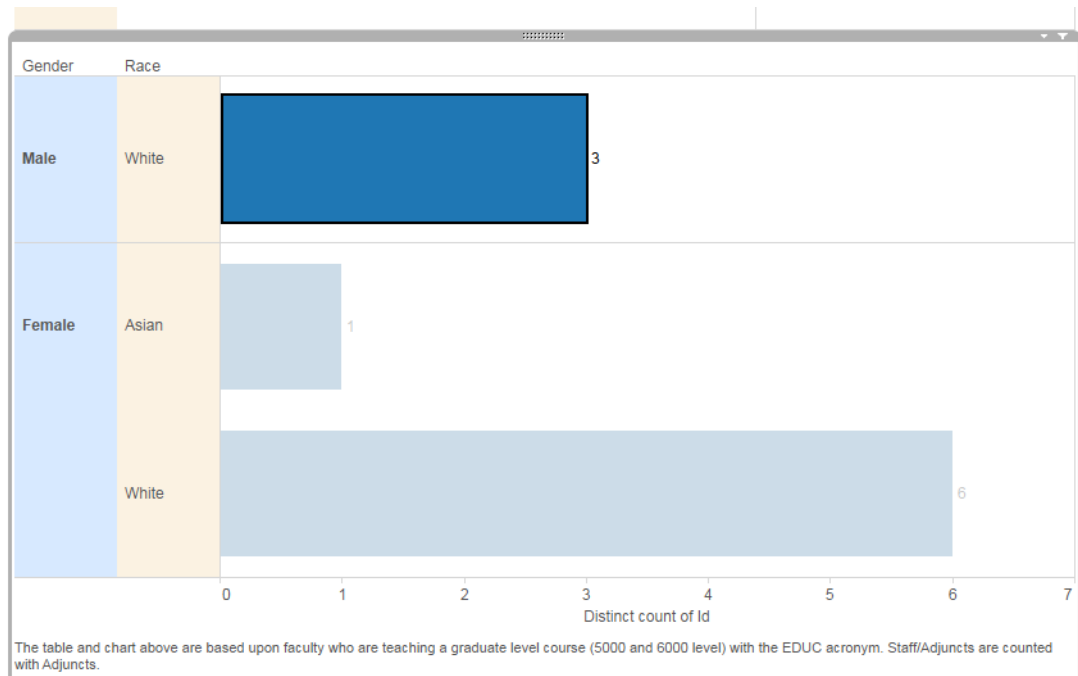
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## **Faculty Demographic Information**

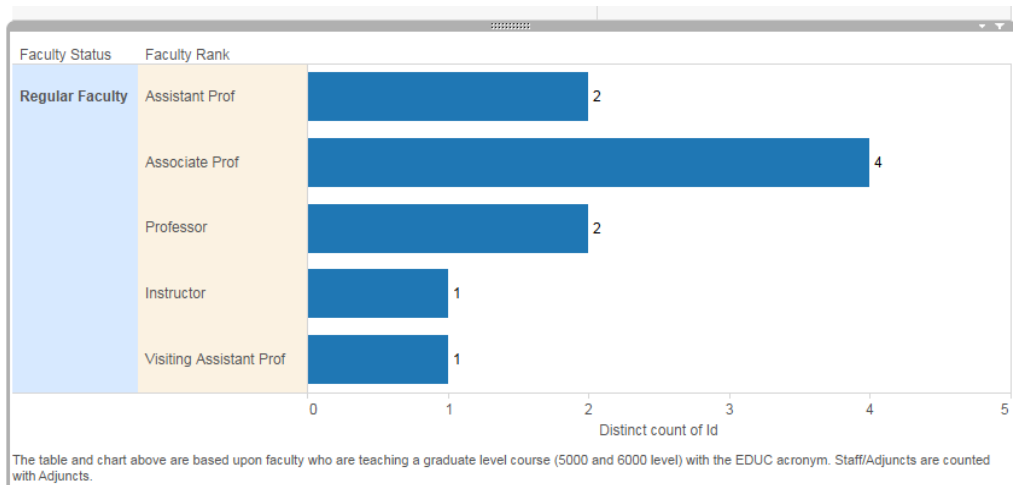
In the tables below demographic information of the faculty is presented. There were no changes in faculty demographics from academic year 2014-2015 to academic year 2015-2016.

### **MAED Faculty Makeup by Gender/Race**

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## MAED Faculty by Faculty Rank



In this section faculty contributions as related to teaching within the MAED program are reported. Faculty contribute substantially to the program courses. As illustrated in the table below, in Fall, 2015, 70% of all students were taught by full-time faculty members. In Spring, 2016 77% of all students were taught by full-time faculty. Further analysis of individual sections revealed that in Fall, 2015 60.7% of all sections were taught by full-time faculty while in Spring, 2016, 64% of all sections in Spring, 2016 were taught by full-time faculty. In addition to teaching the majority of sections of MAED courses, full-time faculty members also oversee all courses taught by adjuncts to maintain quality control for all sections.

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**Master of Arts in Education Course Enrollment**

Subject	Fall 2014			Spring 2015			Fall 2015			Spring 2016			Grand Total
	REG FAC	ADJ FAC	Total	REG FAC	ADJ FAC	Total	REG FAC	ADJ FAC	Total	REG FAC	ADJ FAC	Total	
EDUC	207	55	262	192	56	248	196	86	282	227	68	295	1,087
Grand Total	207	55	262	192	56	248	196	86	282	227	68	295	1,087

The table above is based upon course acronym and course level. Please note it is currently filtered to show graduate level courses only with the EDUC acronym.  
 \*REG FAC\* includes faculty that are full, 2/3, 3/4, or half time. \*ADJ FAC\* includes faculty that are adjuncts (part time) and staff/adjuncts.

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. *Journal of Science Teacher Education*.

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Meyers, S. & Lester, D. (2016). An Attempt to Change College Students' Attitudes Toward Individuals with Disabilities, *Comprehensive Psychology*, 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. *NJTESOL-NJBE VOICES Newsletter*, 44, 5.

## Presentations

Cydis, S., Richard, M. (2016, June). *Promoting Student Competence: Integrating and Assessing Essential Learning Outcomes*. 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. *Proceedings of the 13<sup>th</sup> Biennial Conference of the International Association of Special Education*, Vancouver, B.C., 133-134.

Meyers, S. (2015). Teacher and Faculty Collaboration to Improve Academic Performance of Students with Disabilities: A Case Study. *Proceedings of the 14<sup>th</sup> Biennial Conference of the International Association of Special Education*, Wroclaw, Poland, 33-34.

Spitzer, L. & JY Zhou. (2016, June). *Constructing an Institution's Capacity for Global Learning*. 2016 NAFSA Conference, Denver, Colorado.

Spitzer, L. & JY Zhou. (2016, February). *A Strategic Approach to Strengthening and Centralizing Comprehensive and Institutional Commitment to Internationalization*. 2016 AIEA Conference, Montreal, Canada.

Spitzer, L, Zhou, J., (2016, April 1). *Constructing Stockton's Capacity for Global Learning*. Presentation, Stockton University Day of Scholarship.

Spitzer, L. (2015, November). *Culturally Responsive Teaching: Meeting the Needs of All Students*. NJEA, Atlantic City, New Jersey



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Spitzer, L. (October 2015, April 2016). Stockton Global Lecture Series. *Language and Global Culture: Is one language enough for a global culture?*

## Grants

Lebak, K. & Boakes, N. (September, 2015-September, 2016) Building Teacher Leader Capacity in Beginning Teachers. NJDOE funded grant. \$200,000.

Lebak, K. (October, 2013-August, 2015) Stockton College Assessment Literacy Exploration. Principle Investigator. NJDOE funded grant. \$646,948.00

Spitzer, L. 2015-2016 NJDOE Teacher Professional Development in Sheltered English Instruction Program Grant, Co-author and Project Director, awarded \$40,000 to train (50) K-12 teachers strategies to better serve ELLs in their classes.

## **Students**

Discuss the program's student population.

Refer to the data supplied by Institutional Research to examine student demographics in relation to goals regarding program recruitment, retention in the program/major, and degrees granted as well as curriculum design and broad appeal, if relevant. Please note: Only demographic information reported through Institutional Research is required for this report.

In addition, reflect on the ways in which the program serves transfer v. Stockton students, major and minor students/students in other programs.

As all students take General Studies courses, you can also inspect students' choices of General Studies courses and, if applicable, the overall offerings in content areas relevant to program students' personal interests, professional and educational goals, and career objectives.

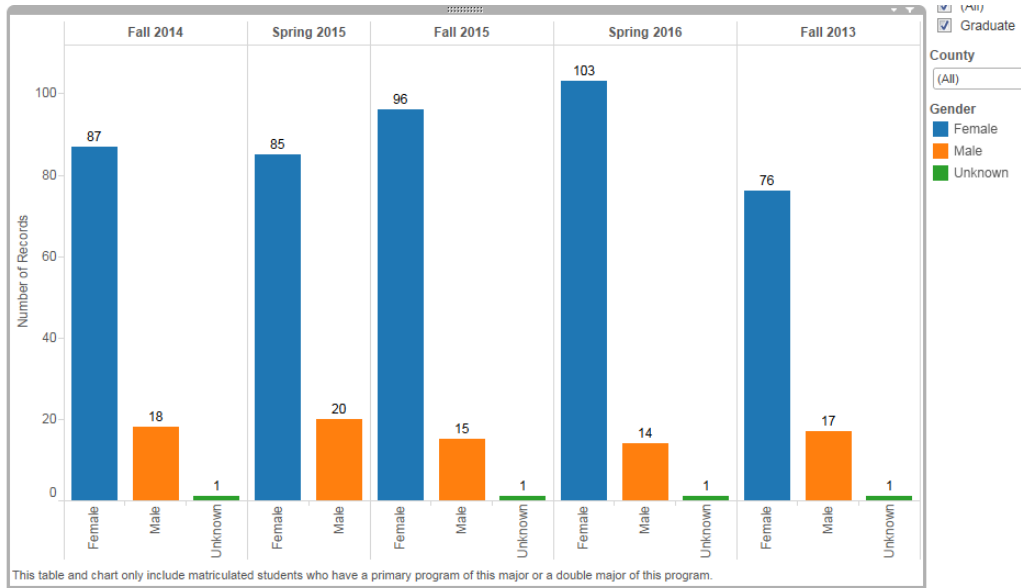
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Please also remember to copy and paste any diversity comments/program activities included in this section of the report into the "Diversity" section.

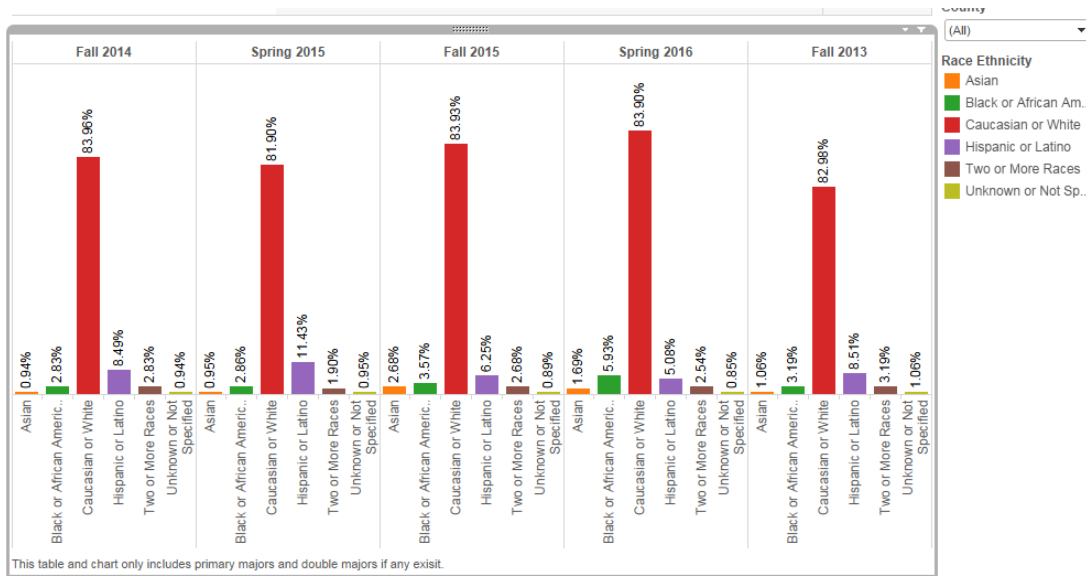
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The table below provides the data available for the population of students by gender and student race/ethnicity. As noted, our population mirrors the population of the teaching profession as a whole, predominantly female and white. Under the Diversity section of this document we report upon an initiative by the MAED program to provide 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.

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## 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 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.

## 2014-2015:

### Major

Although we are continuing to change delivery modes, we do not anticipate any changes to the current curriculum.

### Minor

### Electives

### General Studies

N/A

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## **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

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## **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 Standards was completed during the 2014-2015 academic year.

#### **Course/Program Assessment Instruments**

The MAED program continues to collect data at multiple points from multiple perspectives for program evaluation purposes. Input data (Standardized test scores, Undergraduate GPA data), on-going assessment data (course grades, videos of teaching, research projects) and summative assessment data (Final GPA, Exit Survey) provide evidence of student outcomes.

#### **Course/Program Assessment Results**

Results can be found in the summary below.

#### **Course/Program Current Action Items**

Rubrics for identified signature assignments have been identified and will be collected as a portfolio in 2016-2017.

#### **Alignment of Program Goals to ELOs**

Individual courses are aligned to ELOs as deemed appropriate.

A summary of our program learning outcomes from assessments are listed below. Please also find our 2016 CAEP annual report data tables attached to this report supporting the assessment summary.

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## Program Learning Outcomes Assessment Summary for 2015-2016

Objectives	Measure(s)	Result(s)	Interpretation(s)
1. Build and integrate content area knowledge in practice	All students hold valid teaching certificates, GPA greater than 2.75 and have completed MATs or GRE's.	Analysis of input measures found program completers met minimum requirements indicating content area knowledge necessary for certification.	Continue to collect data and analyze results.
2. Implement effective pedagogical strategies into practice	Pedagogy Course GPAs  Assessment of Videotaped Teaching Performance by Framework for Teaching  Exit Surveys	All program completers exceeded the program standard of 3.0 in courses related to pedagogy.  On all indicators of effective pedagogical strategies listed on the exit survey, 2014 the majority of program completers (between 93.3% and 100.00%) strongly agreed or agreed that the MAED program increased their teaching effectiveness on those indicators.  Please see attached spreadsheets.	Continue to collect data and analyze results to continue to establish reliability.
3. Effectively engage their students in classroom instruction that supports their students' academic achievement	Comparison of teaching performance between pre and post videos submitted by program completers.	Results of pre post videos revealed that the cohort of teachers demonstrated significant increases in all areas of teaching performance as measured by the	Continue to collect data and analyze results to continue to establish reliability.

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		<p>Framework for Teaching protocol.</p> <p>Please see attached spreadsheets.</p>	
4. Apply educational theory and research into their practice	Action Research Paper Scores	<p>All action research papers were scored by two faculty members. Results indicate that the mean scores on all identified indicators exceeded a 3.0.</p> <p>Please see attached spreadsheets.</p>	Continue to collect data and analyze results to continue to establish reliability.
5. Demonstrate a commitment to professionalism through caring relationships, reflective teaching practices and involvement in learning communities	<p>Educational Research/Capstone Course Grades</p> <p>Exit Survey Data</p>	<p>The mean GPA of program completers exceeded the 3.0 standard set by the faculty.</p> <p>On all indicators of demonstrating commitment to the profession listed on the exit survey, 2015 the majority of program completers (between 73.4% and 100.00%) strongly agreed or agreed that the MAED program increased their effectiveness on those indicators.</p> <p>Please see attached spreadsheets.</p>	Continue to collect data and analyze results to continue to establish reliability.

**The spreadsheets of the data collected for program assessment are attached. .**

### Curriculum Mapping

**Attached to this Director's Report is a curriculum map of courses and signature assignments aligned to the CAEP standards.**

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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 [Stockton Center for Community Engagement website](#) 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/co-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.

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## 2015-2016

Partnerships with Somers Point School District and Mainland School District and the School of Education have been established through the Teacher Leader Grant. Dr. Kim Lebak, Dr. Norma Boakes, Ms. Patty Weeks, Ms. Chelsea Tracy-Bronson, and Ms. Judy Feinberg have provided sustained professional development and intensive instructional coaching for teachers in both districts with the goal of developing mentor teachers for Stockton preservice teachers.

The MSP grant has provided further collaborative opportunities between School of Education and partner school districts including Middle Township, Fairfield, Commercial Township, Deerfield, Woodbine, Wildwood Crest. A team of Math faculty members, Drs. Chia-Lin Wu, Judy Vogel, and Brad Forrest in conjunction with a team of Education faculty members, Drs. Norma Boakes, Kim Lebak, John Quinn, and Ms. Patty Weeks have provided professional development, graduate level coursework and coaching to teachers in the partnering districts.

Joe Marchetti was involved in multiple community engagement activities including Gilda's Club South Jersey, Cancer Support Agency, Board Member, Executive Committee Member, Chair, Governance Committee, 2014 – present; Omicron Delta Epsilon, Leadership Fraternity, Stockton College Charter Member, 2005 – present; Phi Delta Kappa, Stockton Chapter, 1985 - present

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## 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.

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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.

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## 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.

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

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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. This question may not be relevant to all programs.

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### **Revenue Generated**

Grants funded by the NJDOE (MSP & Formative Assessment Grant) have yielded tuition money for participants enrolling in graduate level coursework offered in conjunction with the grant in Summer, 2015 and Fall, 2015- Spring, 2016.

### **Special Costs**

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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.

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## 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 graduate programs, this relatively small faculty offers an extraordinary level of course delivery to its students, while continuing to produce scholarly work and to offer high volumes of high quality curricular and precepting service.

Finally, the work that faculty have completed on developing a strong curriculum map and signature assignments-in-eportfolios is commendable for its exceeding the newly-raised bar in CAEP accreditation standards.

**Look Forward:** As Special Education continues to dominate degree-seeking enrollments, the year ahead may offer an opportunity for faculty to consult with similarly-structured "embedded" or "offspring" programs in business or criminal justice, to determine the feasibility of 4+1 or "bridge" approaches aimed at further strengthening our service to the region's high-needs areas. As noted in the TEDU program report, recent drops in Psychology majors might offer an opportunity for examining whether the "direct entry" options for undergraduates could be offered in some form in collaboration with that program.

Also noted in the TEDU report, faculty under Dr. Lebak's responsiveness to changing MAED enrollment trends now have the opportunity to look at the possible re-placement of P-3 certification to the undergraduate level in some way, over the long-term future.

In addition, to comply with rapidly changing regulatory requirements, the faculty have worked impressively quickly to develop a plan for reviving its "summer-to-summer" program as a credit-bearing Alternate Route graduate program. This plan has my full support in requesting one additional full-time faculty line for an initial three-year period, to be re-evaluated based on enrollment for conversion to a tenure-eligible line after its second (or if appropriate, third) full year of program implementation. Combined with the newest TEDU Tenure Track Instructor line that emphasizes precepting, this additional faculty resource can also help to bring the precepting load of MAED and TEDU faculty members closer to the institutional average near 40, rather than 60+ students.

Technical note: the revised program claims on page 1 will be used to update the text on an accreditation web page now located (pre-migration to new content management system) at <http://intraweb.stockton.edu/eyos/page.cfm?siteID=84&pageID=45>

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**Provost's Comments/Reflections/Look Forward**