Academic Program Annual Report Template

Program: Ed. D. in Organizational Leadership (LEAD)   Year: 2015-16

Coordinator/Director: J. Marchetti

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.

Program History, Development, Expectations

> With the Spring 2016 term ended, the Ed.D. in Organizational Leadership program completed its first semester of operation. It has taken four years to develop and receive the necessary approvals for this creative and innovative initiative. The program is designed to be relevant, practical, flexible, and process-driven. Leadership development is viewed as an integrated and sustained process, not as an event, or series of disconnected events. The leadership concepts and understandings embedded in the program are designed to be relevant and connected to and applied within the leader's real world and work environment. The program is designed to be interdisciplinary. Leaders from the following types of organizations are welcome to participate in the Ed.D. in Organizational Leadership program:
> - Education;
> - Business;
> - Non-profit organizations;
> - Government agencies;
> - Health care networks and agencies; and
> - Faith-based organizations
>
> We expect Cohorts Two and Three over the next three years to augment Cohort One successes as we move forward with implementation of the program design.

Program Mission

> The primary intent of the program is to help leaders improve so that they, in turn, will help their respective organizations to improve. The overarching goal is to help resolve the disconnect that exists between the work environment in which leaders will lead and the leadership development programs that are designed to prepare leaders to lead in this changing work environment.

Program Vision

The vision of the Ed. D. in Organizational Leadership Program is to improve the quality of organizations one leader at a time. This will be accomplished through an effective and responsive interdisciplinary leadership program within the university that integrates theory and practice to benefit leaders of community agencies and organizations to solve problems in their settings.

Connection of Program Mission/Vision/Purpose to the College's Mission and Vision

The Ed.D. in Organizational Leadership program is consistent with the Learning and Engagement themes of the University's strategic plan, with all ten of our essential learning outcomes, and with the mission statements of the University and its Graduate school. In keeping with Stockton's mission-specific commitment "insisting on breadth, as well as depth, in our curriculum," this interdisciplinary program advances knowledge and skills both within the field of leadership and across different organizational fields of application.

As noted in the program's consultant (Dr. Bob Long) report in 2015: "The Program is consistent with the School of Education's and the University's mission, vision, and core values. It has grown out of the foundational guiding principles as they have been realized throughout the history of the institution as an essential resource in the ongoing economic and social development of the region. The Program is positioned to become the next strategic link between the University and community, as another essential approach to nurturing and advancing the institutional commitment to improving the quality of life across the region. The Program's focus on *organizational leadership development* comes at a critical time in the life of the region, when economic and social conditions are challenging. In these challenges lie exciting opportunities for a leadership education program that is integrated into the daily lives of organizational leaders creating strategies to respond.

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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

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 offers to 26 students.

Declared Majors/Minors

n/a

Degrees Granted

n/a   We are in the first year of the program.

Service Role of Program

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

We believe the viability of this program is very strong. Word of mouth and social media advertising, including Twitter, Facebook, and information fairs, resulted in strong numbers showing interest. For Spring 2016 there were 36 applications with 25 applicants paying deposits and 24 students enrolling. For Cohort Two, Fall 2016, there were 37 total applications with 26 offers of admission. We believe there is strong potential for subsequent cohorts over the next few years. Most importantly, the professional distribution of students enrolling is encouraging. Cohort Two has representation from all targeted disciplines. Breakouts of this information can be found in the Appendix.

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.

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 significantly as we move to implement Cohort Two in the Fall 2016. Precepting, course development, and faculty review of competency submissions will only increase as more students are added, and students begin to submit competency reviews that can be very time consuming. The program was approved with three full time faculty lines; with the recommendation that one additional full time faculty as enrollments grow. Currently, the program is not staffed sufficiently to meet the growing enrollments anticipated. This will only increase as Cohort One begins dissertation phase of their program in Summer 2018.

As Dr. Bob Long, program consultant noted, "One challenge the Program will face is found in the human resources that will be needed to deliver instructional elements as the enrollments grow. While the three full-time faculty members dedicated to the Program meet the minimum human resources need for the launch, the amount of faculty time that it will take to deliver all of the instructional elements is considerable. In addition to the ongoing academic advising that each will undertake, the number of students requiring individual support during the dissertation in practice process will likely press the initial faculty capacity. This challenge is well understood by the faculty, and there is reason for confidence that they will be able to make a compelling case for additional support as this demand emerges. The implementation plan involves starting with a smaller number of students in the initial cohort and preparing for the increased workload over time. The number of faculty is appropriate for the launch period, but resources will need to be increased as the program enrollments grow and students move into the dissertation phase." (2015)

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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.

The student profile for Cohorts One and Two can be found in the Appendix. 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.

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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.

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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.

Major

n/a

Minor

n/a

Electives

n/a

General Studies

n/a

Cross-Disciplinary/Intra-School Options

> The program focus is to provide interdisciplinary approach to leadership. This is reflected in the admissions profile provided in the Appendix.

Service Learning/Internships/Experiential Learning

n/a

ELOs

> The program addresses all ten Essential Learning Outcomes (ELO'S) of the University. ELO's are integrated within the Core Leadership Understandings and Essential Habits and Mindsets which form the foundation for this doctoral program.

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/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, copies of 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 reviewed, e.g. meals/refreshments, are being addressed. Student evaluative responses reflect developmental growth at the interdisciplinary level (beyond the 'silo' approach) is evident.

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.

Given the community focus of the program, students participating in Cohort One are using their organizations and other programs in 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.D. in 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 – present

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

Dr. George Sharp, Visiting Assistant Professor of Education

Since July 1, 2015, almost of my professional activities have been related to the curriculum and programmatic aspects of the Ed.D. in Organizational Leadership program and to preparation of the launch of the program in January 2016.

Attended MAED meetings

Attended two Center for Creative Leadership webinar programs: October 21 and May 12

Presented at three Ed.D. Information Sessions: January 15, March 15, and may 3

Completed the Global Leadership Profile (GLP) on April 19. I was sponsored by Dr. William Torbert, Boston College and Action Inquiry Associates

Member of the Center of Creative Leadership

Member of Leadership Cumberland County

Authored an article entitled, "Why an Ed.D. in Organizational Leadership"; Posted on LinkedIn

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.

The program is uniquely aware of the need for a diverse student and faculty profile. We believe our student profile for both cohorts reflect the desired diversity of the program. Spring 2016 Cohort was comprised of 14 males and 11 females. Also, 76% of the cohort was Caucasian, 20% was Black or African American, and 4% was American Indian or Alaskan Native.

Decisions regarding invited presenters and speakers also reflect diversity. It is equally important to engage presenters and speakers that do not all come from the same professional background. This is a core ingredient of the program design and we believe we meet this concern by identifying faculty and presenters who best represent their respective fields and the themes of the course for which they are contracted to teach. The nature and content of course projects, learning outcomes, discussion, and team presentations, all address global issues and diversity. Stakeholder involvement and community engagement are underlying themes for all coursework and outcome projects.

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 lunch time frame and timing. Efforts to identify alternate locations should be made. The need for affordable housing and meal arrangements is a priority.

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.

Revenue Generated

n/a

Special Costs

> Resources to cover costs of invited presenters and speakers have been identified. These presenters provide the true 'interdisciplinary' approach necessary to meet the program design and curriculum structure. Maintaining memberships in national and international leadership affiliated professional organizations is a necessary component to maintain current and future approaches to leadership trends and theory. Support for faculty travel and professional development is also necessary.

> Additional costs to run the program include ongoing instructional resources and specialized testing and instrumentation to achieve program thematic initiatives. The provision of a course fee to accommodate instructional resources e.g. software and program instrumentation, and other 'executive' style necessities, e.g. refreshments, will help as the program moves forward. These fees will be implemented beginning 2016-17.

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 Aid staff, and graduate admissions staff go 'above and beyond' to make sure the program is successful. Also, those who volunteer to serve as Community Advisory Council members are to be commended.

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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." Such has been the case with the founding of this program. Although arduous, the path from idea to reality was filled with plenty to be done, and the two founding leaders of this program completed all those tasks, and more. A completely original, innovative, interdisciplinary curriculum, delivered by our two dedicated full time and their carefully-selected guest faculty members from so many diverse backgrounds, has launched this program from heady conversations to thought-provoking proposals to successful reality. Dr. Marchetti and Dr. Sharp are to be commended for these achievements. Also commendable is the work that Dr. Vaughan has contributed to this program, not only in its early developmental stages, but every step along the way in her active service to the admissions and selection process.

Thanks to all of these efforts, the program today stands at capacity, with a waiting list of applicants who share in the essential hopefulness of its founding vision. As the "fighting first" cohort completes an initial full year of coursework, our entire Stockton community is looking to these students as the strong, founding members of a new cadre in leadership: identifying complex challenges and proposing appropriate solutions from a solid base of understandings, habits of mind, and competencies.

Our future leaders will be equipped like no other comparable group in our region, and thus, represent the great potential that the LEAD program designers have "baked in" to every aspect of this program. Their composition is exemplary as evidenced in the appendices, and their dedication to excellence comes through in their thoughtful survey responses to the guest instructors and learning environment.

Look Forward: The future for this program is very positive overall. I look forward to working with faculty leaders and the advisory board to analyze additional feedback and to offer my support to plans for continuing to strengthen its success. Specifically, Dr. Marchetti mentions the possibility of re-examining the venue, which is a recommendation I fully support as the faculty and advisory board discuss and consider it.

The learning outcomes plan references summative signature assignment reviews for the purpose of tracking aggregate student progress on program competencies, which is also referenced in item 5 of the June retreat summary. Even as the program faculty members work with Information Technology to develop a system for handling these complex and innovative learning artifacts, non-representative samples should accompany the next annual report, along with any loop-closing plans based on results of faculty program assessment.

A plan to incorporate those guest faculty who demonstrate strength and who offer an opportunity to diversify the LEAD faculty complement for subsequent cohorts would also be most appropriate in next year's report, to which I look forward already, based on the strong success of this program thus far.

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Provost's Comments/Reflections/Look Forward

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Appendices

1. Institutional Research Data, 2015-16

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