

Ed.D. in Organizational Leadership Annual Report 2016-17

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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 Two 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 as we relocate 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. John Kellmayer, 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 while utilizing 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 into 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 Survey Monkey 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 that 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. Also, further integration of vertical leadership concepts along with the horizontal leadership materials are well-received.

The development of a Mission, Vision, and Belief Statement document was approved at the June 2017 retreat. In addition, the School of Education formalized its Strategic Goals. Copies of these document are included in [Appendix F](#).

D. Community engagement/impact of community engagement

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.

E. Diversity

A breakdown of student diversity for Cohorts Two and Three is provided in [Appendix A](#). Overall, we are pleased with the gender, ethnicity, and professional affiliation breakouts. 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.

Fall 2016 breakdown included 7 males and 18 females, with 52% being Caucasian, 44% was Black or African American, and 4% Hispanic.

Cohort Three for Fall 2017 includes 6 males and 19 females, with 52% being Caucasian, 28% Black or African American, 8% Hispanic, and 12 % Asian.

Decisions regarding invited presenters and speakers also reflect diversity. (See [Appendix G](#)). 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.

The number of applicants for 'non-profits' decreased for Cohort Three and additional efforts need to be made to recruit from this sector.

F. Use of instructional sites/Atlantic City (if appropriate)

The program currently uses Seaview Resort as an instructional site. This has resulted in some challenges related to access, food service, and parking. Cohort One will relocate to the Galloway campus for Fall and Spring 2017-18 courses. Cohorts Two and Three will continue using Seaview for the 2017-18 year. Summer 2018 courses will be on the Galloway campus. The entire program will relocate to the Atlantic City campus beginning Fall 2018.

G. Goals for the upcoming year

The Annual Summer Program Retreat was held in May 2017 and a summary of the retreat, including a summary of program highlights for 2016-17 can be found in [Appendix I](#). As part of this retreat, a complete Marketing and Recruitment plan was reviewed and is included in [Appendix H](#). Based on discussions with program faculty, following are program goals for the upcoming year:

1. Program faculty will continue to work with Graduate Admissions staff to identify applicants for the program that reflect a diverse and interdisciplinary constituency. Participation in Open Houses and targeted Information Sessions will be a priority of program faculty.
2. The program will also work to transition Cohort One to Phase Two of the program by providing courses at the Galloway campus. Cohorts Two and Three will continue with their course offerings as described in the program. Continuation of quality course offerings will remain a priority.
3. Development and administration of a Phase One assessment for both Cohorts One and Two will be conducted early Fall 2017 and late Spring 2018 respectively.
4. Further integration of vertical leadership components into the program design.

H. Budget (if appropriate)

Resources to cover costs of invited presenters and speakers have been identified and continue to provide this valuable service to the program. 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 establishment of a course fee to accommodate instructional resources e.g. software and program instrumentation, and other 'executive' style necessities, e.g. refreshments, has been a major benefit for the program during 2016-17. This fee structure should be reviewed each year to insure that sufficient resources are available to manage the program.

Dean's Comments:

The LEAD program has fulfilled every aspect of its initial degree proposal, and has succeeded in gaining approval for a more recent proposal to transition to the new location in Atlantic City in Fall 2018. The component of this same proposal pertaining to a Center is still pending as the graduate program continues to gain strength. The faculty have done excellent work on recruiting diverse, vibrant cohorts of students from outside Stockton University, and have begun to admit employees more judiciously. Continuing to seek demographic alongside sector/sociographic diversity in faculty, guests, and speakers is an important goal, in keeping with a university-identified strategic priority. As directorship passes from Founding Director Marchetti to newly-tenure-eligible Dr. Sharp, the program will continue to appeal to students for its personalized, interdisciplinary, and creative features. The student work sample reveals the innermost reflections and insights that one of our doctoral candidates is sharing, characterized by the instructor in the nomenclature of the curricular materials. In addition to single vignettes for each student, the program continues to develop a more comprehensive, program-wide system of learning outcomes assessment that should establish a programmatic feedback(forward) loop for faculty members.

Ed. D. in Organizational Leadership Program**Director's Annual Report 2016-17****Appendix Items**

- A. Cohorts Two (Fall 2016) and Three (Fall 2017)- Applicant/Interview Summary Reports and Diversity Summary
- B. Samples of Learning Outcomes and Competencies
- C. Institutional Research Data Report (Tableau)
- D. Faculty Professional Development Summary
- E. Curriculum Map and Assessment Plan
- F. Program Mission, Vision, and Beliefs Statement; SOE Strategic Goals
- G. 2016-17 Invited Presenter and Speaker Demographics
- H. Marketing/Recruitment Summary
- I. Program Retreat Summary 2016-17 and Program Update