M.A. in Instructional Technology – 2013/14 Director's Report

Goals from Academic Year 2013-14

Describe any goals your program has set and report results your program measured. If you have set long term goals from a previous Program Review, report on those here.

Please type your answer here

1. First goal

Review and improve program curriculum in terms of quality and relevance to a broader audience.

Progress: The program has established a revised curriculum that eliminates a core course (INTC 5110) and deletes the distinction of tracks to allow students to take elective courses they find individually appropriate. The program has also streamlined the number of offerings for electives to those most likely to be of interest for students. The new program requires 5 core courses plus 6 electives and remains at 33 credits.

The program has revised the courses to be utilized for the Supervisor Endorsement, addressing concerns of the State reviewers of endorsement applications. Working in conjunction with Dr. Lebak and Dr. Marchetti from MAED, the program revised content and retitled INTC 5330 (Integrating Technology in the Curriculum) and INTC 5230 (Supervision and Leadership for Technology) to bring them into better alignment with the State code for the endorsement.

2. Second goal

Explore ways to expand program reach.

Progress: The program is currently fully hybrid in all courses, allowing students to complete their degrees with at least half of each course accomplished using online methods, either synchronous or asynchronous.

The program faculty continues to meet and discuss the ways that it can best expand the program. A program meeting with Dr. Susan Davenport, Vice Provost for E-learning and Dr. Lewis Leitner, Dean of Graduate and Continuing Studies, to discuss potential program directions provided ideas, as did meeting with Dr. Claudine Keenan, Dean of the School of Education, to establish a three-year plan for course offerings.

Efforts to find new cohorts with Pinelands/Tuckerton/Little Egg Harbor, Upper Township, Ocean City and Camden County Technical School have been unsuccessful, though the opportunity to market the program may result in some new on-campus students. A team-teaching opportunity with MAED for a course on Common Core Standards for English-Language Arts is being followed this summer at the Manahawkin location. Several MBA students have taken MAIT courses as electives, and the program continues to serve the undergraduate teacher education program with courses. The program has been advertising via the SRI-ETTC newsletter, the NJEA Convention and their *Review* magazine, and through sponsorships of the NJEA Summer Techstock event at

Stockton, the Padcamp unconference at Galloway Middle School, and the Teachmeet NJ unconference at Stockton this coming summer of 2014.

3. Third goal

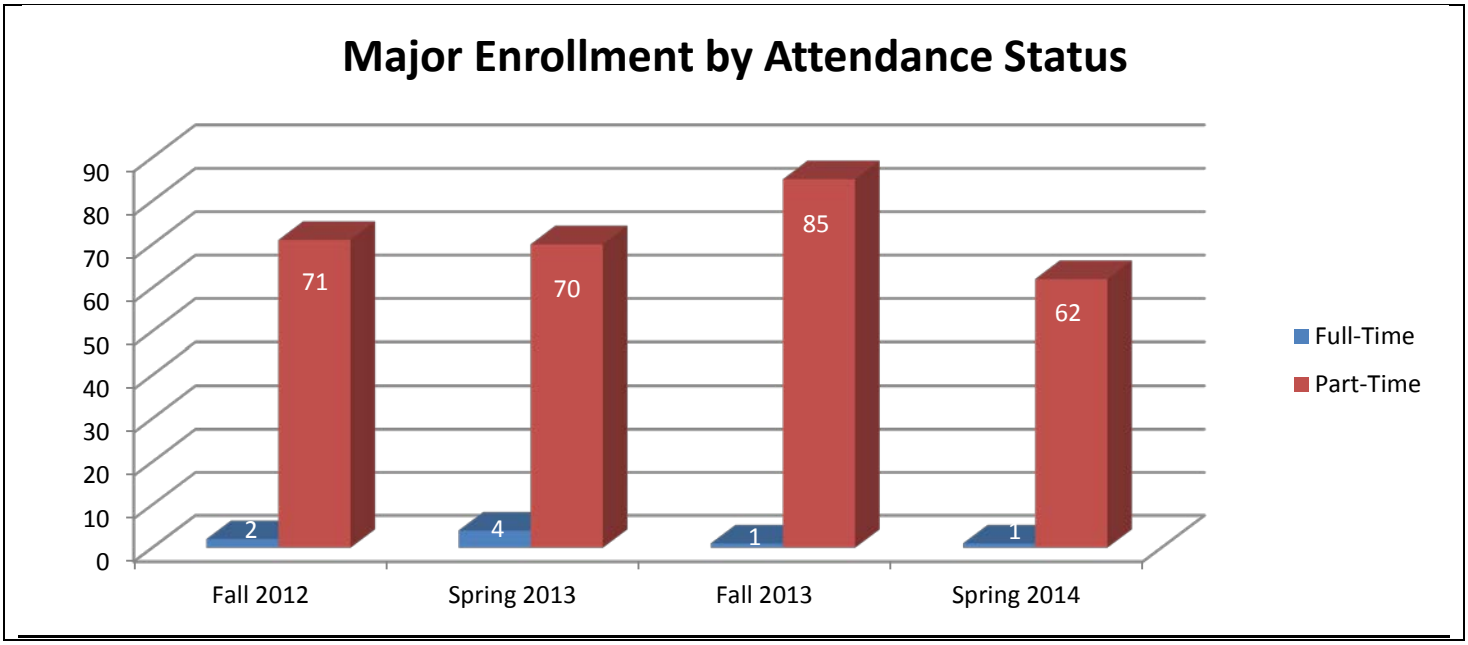
Determine ways to continue servicing School of Education and college-wide program needs for technology integration and digital technology learning.

Progress: The program faculty met with three members of the TEDU program (Drs. Boakes, Caro and Cydis) to discuss direction for technology integration including the importance of the INTC 2610 service course, allowing for substitution of GEN 2108 for INTC 2610 for undergraduate students who need to do so in order to fulfill degree requirements in a reasonable time frame. INTC 2610 counts for the elementary education (LIBA ELEM) and language arts social studies (LIBA LASS) LIBA degrees established by the TEDU program. Also expressed in the task force was the need for ongoing technology integration throughout the TEDU curriculum. A task force to devise specific ways to achieve that integration will be convened for the 2014-2015 academic year.

Dr. Lee continues to build the Digital Literacy minor, and the program faculty offered several G-courses during 2013-2014. Students in the MBA and MAED programs utilized several MAIT offerings as electives as well.

Graduate Enrollment

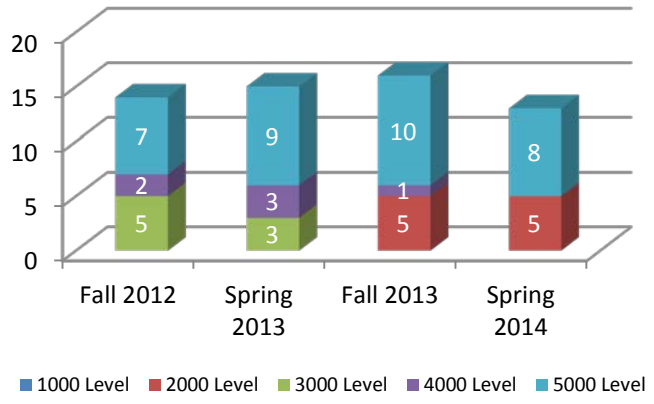
Chart 1

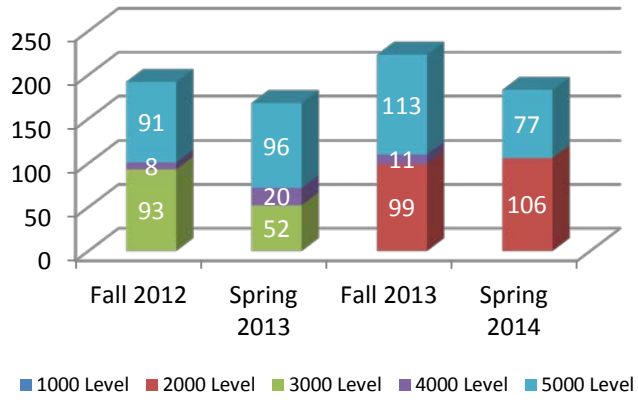


EDUC - MAIT	Fall 2012			Spring 2013			Fall 2013			Spring 2014		
Major Program	Full Time	Part Time		Full Time	Part Time		Full Time	Part Time		Full Time	Part Time	
(All MAIT)	2	71		4	70		1	85		1	62	
Corporate Training Concentration	Full Time	Part Time		Full Time	Part Time		Full Time	Part Time		Full Time	Part Time	
	0	0		0	0		0	0		0	0	
Education Concentration	Full Time	Part Time		Full Time	Part Time		Full Time	Part Time		Full Time	Part Time	
	0	38		0	35		0	35		0	21	
General Concentration	Full Time	Part Time		Full Time	Part Time		Full Time	Part Time		Full Time	Part Time	
	1	21		3	21		1	37		1	33	
No Concentration	Full Time	Part Time		Full Time	Part Time		Full Time	Part Time		Full Time	Part Time	
	1	8		1	12		0	11		0	8	
Technology Coordination Concentration	Full Time	Part Time		Full Time	Part Time		Full Time	Part Time		Full Time	Part Time	
	0	4		0	2		0	2		0	0	
Graduate School	Full Time	Part Time	Non-Matric	Full Time	Part Time	Non-Matric	Full Time	Part Time	Non-Matric	Full Time	Part Time	Non-Matric
	283	517	84	278	474	47	319	518	82	272	488	39

Note: Graduate School totals include Post-Baccalaureate Certificate Enrollments
SOURCE: SURE Enrollment Files fall 2012, 2013, spring 2013, 2014 and Student Demo Files fall 2012, 2013, spring 2013, 2014

Summary of INTC Acronym Courses Taught by All Faculty
Chart 2





NOTE: Courses taught refers to all courses with this acronym and may include courses taught by faculty members outside of this home program
SOURCE: Faculty Workload Raw Data Reports fall 2012, 2013 and spring 2013, 2014

Total Course Enrollments	Fall 2012				Spring 2013				Fall 2013				Spring 2014*			
Course	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching
INTC 2610									5	99	3	2	5	106	3	2
INTC 3610	5	93	3	2	3	52	2	1								
INTC 4620																
INTC 4650	1	8	1		2	16	2		1	11	1					
INTC 4800	1	0	1		1	4	1									
INTC 5001	1	9	1		1	22		1	1	14	1		1	8		1
INTC 5110	1	12	1		1	10	1						2	18	2	
INTC 5120									1	16	1					
INTC 5160	1	19	1						1	13		1				
INTC 5170					2	16	2		2	28	2		1	10	1	
INTC 5250																
INTC 5280	1	11		1												

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Total Course Enrollments	**Fall 2012**				**Spring 2013**				**Fall 2013**				**Spring 2014***			
Course	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching
INTC 5290					1	12	1									
INTC 5320													1	13	1	
INTC 5330	1	19	1						1	15	1					
INTC 5340									1	5		1				
INTC 5410					1	12	1									
INTC 5420									1	5	1					
INTC 5530					1	7		1								
INTC 5560	1	14	1		1	16	1									
INTC 5701					1	1	1									
INTC 5800													1	1	1	
INTC 5810	1	7	1						2	17	2	0	2	27	2	
Total INTC	**14**	**192**	**11**	**3**	**15**	**168**	**12**	**3**	**16**	**223**	**12**	**4**	**13**	**183**	**10**	**3**

Summary of Courses Taught by MAIT Program Faculty

Total Course Enrollments	**Fall 2012**				**Spring 2013**				**Fall 2013**				**Spring 2014***			
Course	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching
INTC 2610									3	51	1	2	3	69	1	2
Total 2000 Level	0	0	0	0	0	0	0	0	3	51	1	2	3	69	1	2
INTC 3610	4	75	2	2	2	35	1	1								
Total 3000 Level	4	75	2	2	2	35	1	1	0	0	0	0	0	0	0	0
INTC 4620																
INTC 4650	1	8	1		1	8	1		1	11	1	0				
INTC 4800	1	0	1		1	4	1									
Total 4000 Level	2	8	2	0	2	12	2	0	1	11	1	0	0	0	0	0
INTC 5001	1	9	1		1	22		1	1	14	1	0	1	8		1
INTC 5110	1	12	1										2	18	2	
INTC 5120					1	10	1		1	16	1	0				
INTC 5160	1	19	1						1	13	0	1				

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Total Course Enrollments	**Fall 2012**				**Spring 2013**				**Fall 2013**				**Spring 2014***			
Course	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching
INTC 5170					2	16	2		2	28	2	0				
INTC 5250																
INTC 5280	1	11		1												
INTC 5320													1	13	1	
INTC 5330	1	19	1						1	15	1	0				
INTC 5340																
INTC 5410					1	12	1									
INTC 5420									1	5	1	0				
INTC 5530					1	7		1								
INTC 5560	1	14	1		1	16	1									
INTC 5701					1	1	1									
INTC 5800													1	1	1	
INTC 5810	1	7	1						2	17	2	0	2	27	2	
Total 5000 Level	7	91	6	1	8	84	6	2	9	108	8	1	7	67	6	1
Total INTC	**13**	**174**	**10**	**3**	**12**	**131**	**9**	**3**	**13**	**170**	**10**	**3**	**10**	**136**	**7**	**3**
GAH 2342					1	36	1						1	35	1	
GAH 2343													1	25	1	
GAH 3204					1	20	1									
GAH 4303													1	24		1
GIS 4623	1	20	1						1	19	1	0				
GIS 4662					1	19	1						1	20	1	
Total GEN	**1**	**20**	**1**	**0**	**3**	**75**	**3**	**0**	**1**	**19**	**1**	**0**	**4**	**104**	**3**	**1**
INTL 4800									1	1	1	0				
Total OTHER	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**0**	**0**	**0**	**0**

NOTE: Regular Faculty refers to those faculty members that are FT, 1/2 time, 2/3 time, or 3/4 time. Courses may have multiple sessions or be stacked/pyramided course and may be taught by the same faculty member.

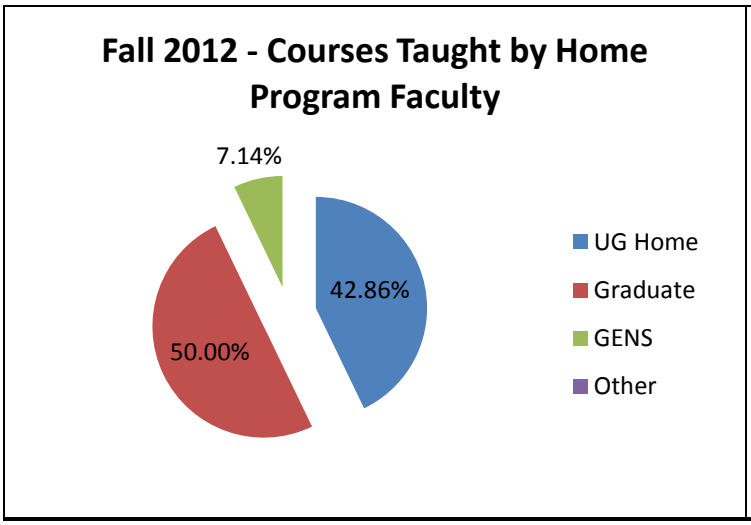
* Spring 2014 data was pulled on 1/29/14and final data will not be available until after 5/15/14.

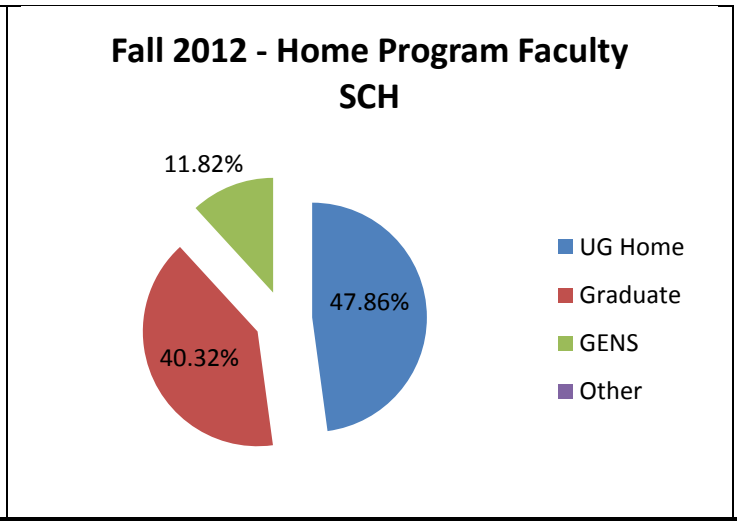
SOURCE: Faculty Workload Raw Data Reports fall 2012, spring 2013, fall 2013 and spring 2014

Completion Date: 5/1/14 GBT

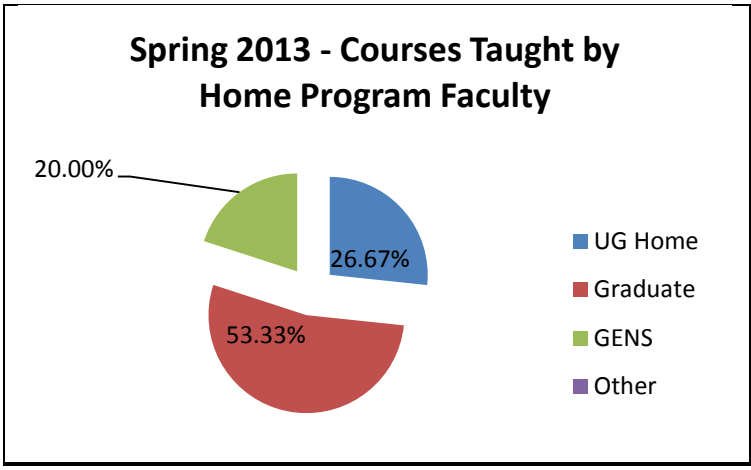
Chart 3

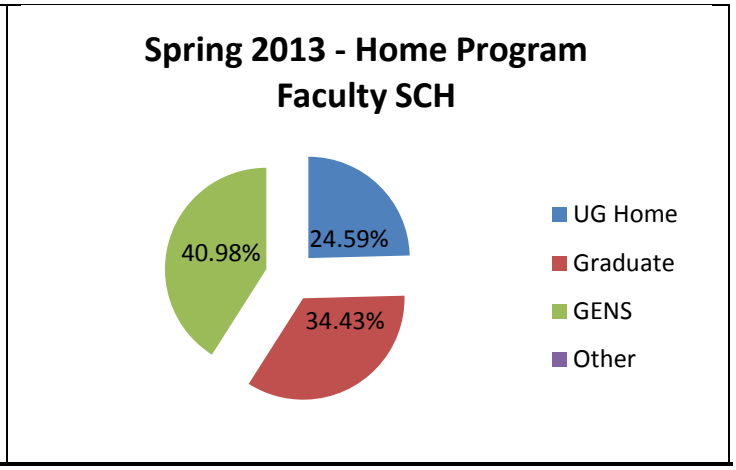
AY12-13





	# of Courses	% of Courses	SCH	SCH %
UG Home	6	42.86%	324	47.86%
Graduate	7	50.00%	273	40.32%
GENS	1	7.14%	80	11.82%
Other	0	0.00%	0	0.00%
Total	14	100.00%	677	100.00%





	# of Courses	% of Courses	SCH	SCH %
UG Home	4	26.67%	180	24.59%
Graduate	8	53.33%	252	34.43%
GENS	3	20.00%	300	40.98%
Other	0	0.00%	0	0.00%
Total	15	100.00%	732	100.00%

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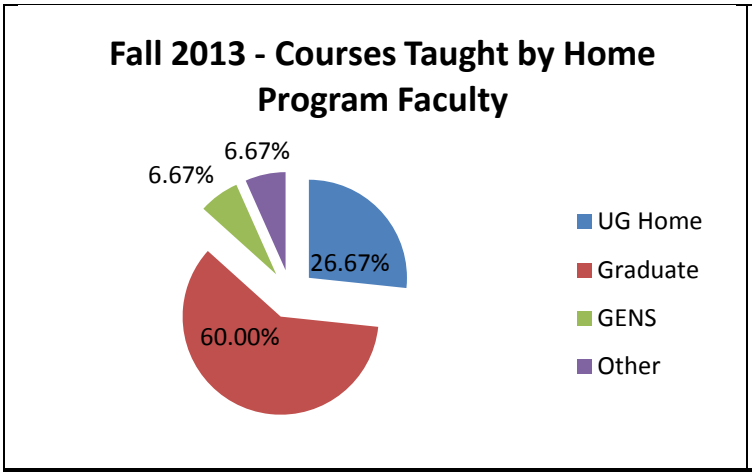
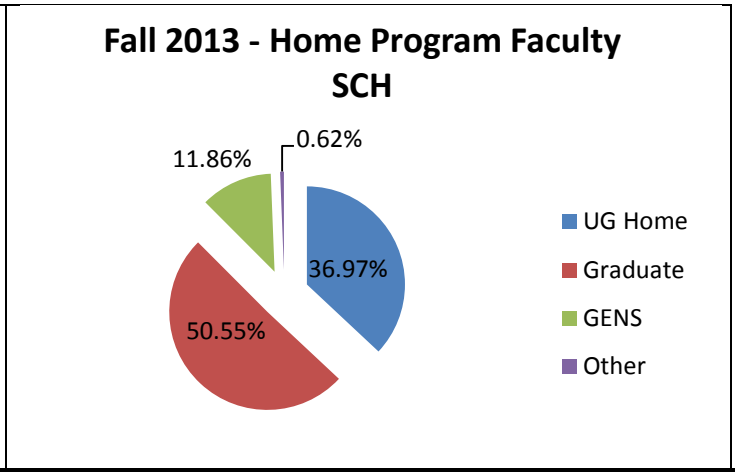
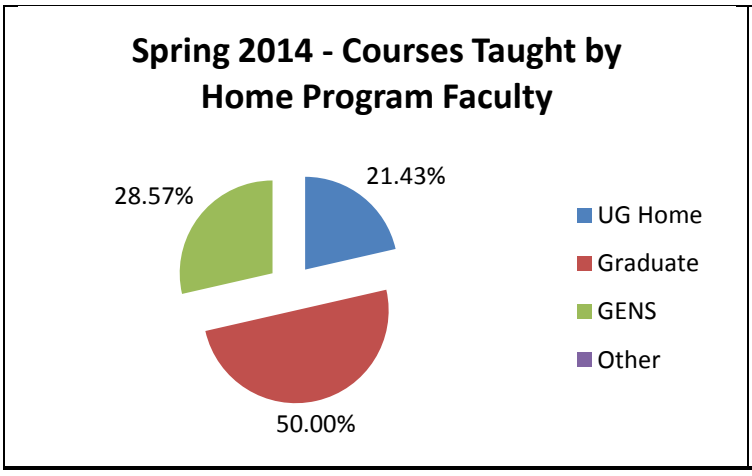
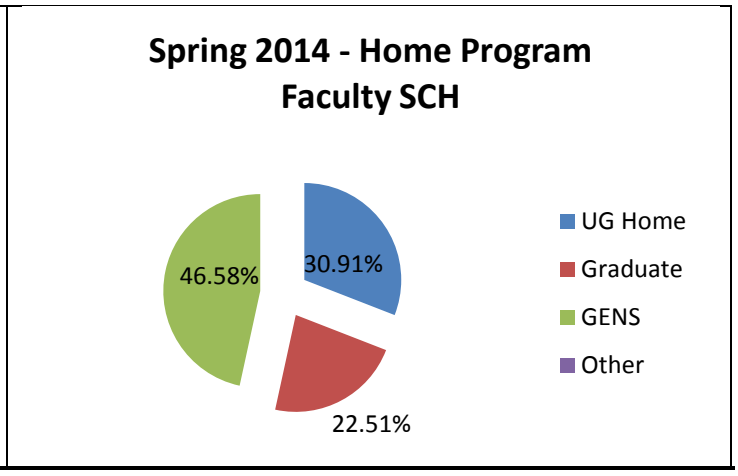
AY13-14





	# of Courses	% of Courses	SCH	SCH %
UG Home	4	26.67%	237	36.97%
Graduate	9	60.00%	324	50.55%
GENS	1	6.67%	76	11.86%
Other	1	6.67%	4	0.62%
Total	15	100.00%	641	100.00%



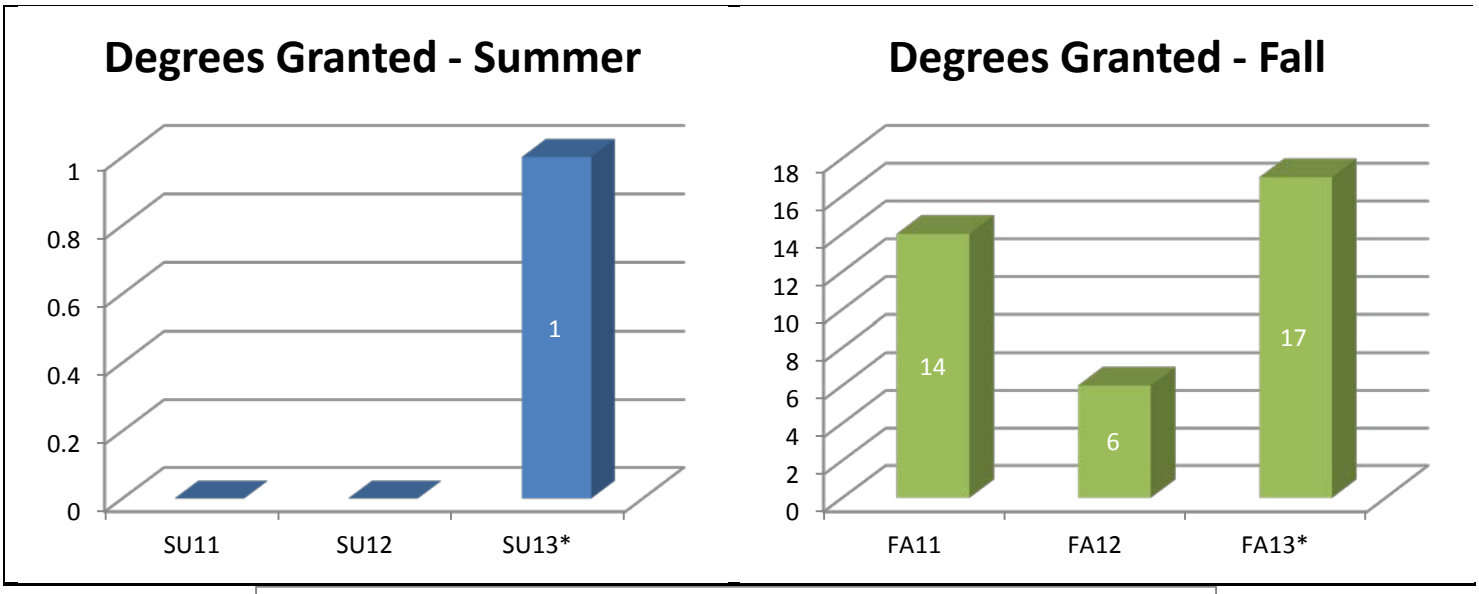


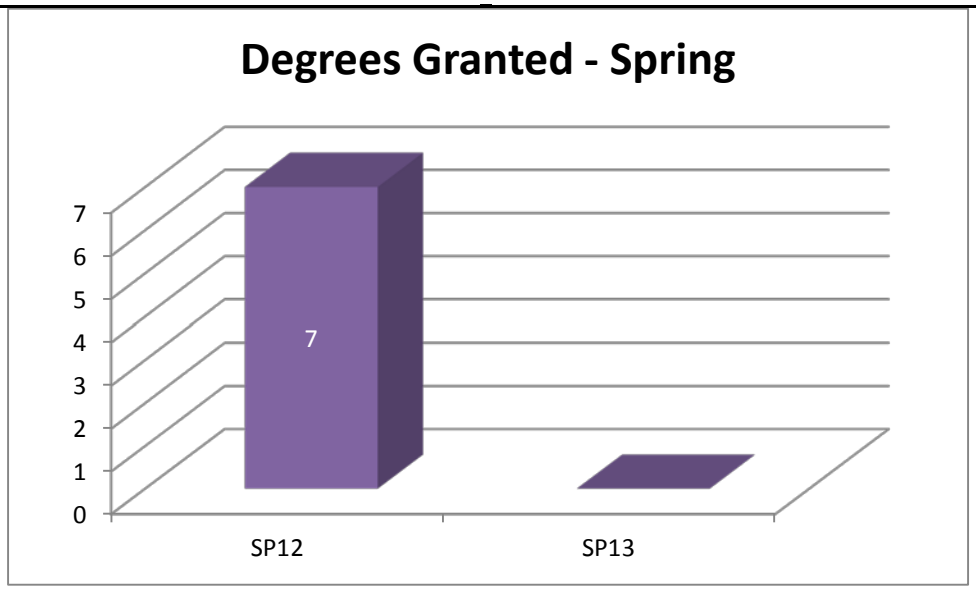
	# of Courses	% of Courses	SCH	SCH %
UG Home	3	21.43%	276	30.91%
Graduate	7	50.00%	201	22.51%
GENS	4	28.57%	416	46.58%
Other	0	0.00%	0	0.00%
Total	14	100.00%	893	100.00%

SOURCE: Faculty Workload Raw Data Reports fall 2013 & spring 2014

Summary of Degrees Granted

Chart 4





	SU11	FA11	SP12	SU12	FA12	SP13	SU13*	FA13*
Degrees Granted - MA	0	14	7	0	6	0	1	17

SOURCE: Degrees Conferred FY12, Degrees Conferred FY13, Degrees Conferred FY14

*SU13 & FA13 numbers are unofficial and will be available after 8/15/14.

Director Comments about Course Enrollment, Degrees Granted and Other Curriculum/Teaching Issues:

Reflect on the tables above, as well as on any applicable teaching innovations; curricular changes including delivery mode, track and certificate development; senior experience, internships etc.

Please type your answer here.

The program was honored to see a very large graduating class of 43 students, including 11 from our on-campus program, 13 from our Camden County cohort, 9 from our Millville Cohort, and 13 from our Southern Regional County cohort:

Stockton Campus Fall 2013 (8)

1. Johana de Jesus Pagan – The Adjuncts Tab: A web based performance support site for human resources service to new adjunct instructors.
2. Danielle Hartman – Effecting Change: Project Based Learning, English Language Arts, and the Common Core State Standards: Technology-based training designed to help teachers learn and apply problem-based learning strategies.
3. Arthur Sarnese – Online Integration at Stockton College's Writing Center: Tutorials designed to help create an online tutoring system for writing assistance to undergraduate students.
4. Tarah Sawyer – Towards Digital Wisdom: A Repository for Educators with Emergent Technology Skills: Online staff development of teachers in technology integration.
5. Roma Surti – Borgata Transportation Cashier Manual with Visual Learning: Transformation of a text-heavy manual to a visual just-in-time support tool for valets at a resort hotel.
6. Dawn Watkins – Bloodborne Pathogens & Sharps Safety Interactive Computer Based Instructional Tool: An online and mobile-friendly training and performance support tool for custodial workers.
7. Michelle Wendt – Developing Visually Rich Assessments to Enhance Critical Thinking: An online course designed to help K-12 educators use visuals to enhance assessment of learning.
8. Theresa Winneberger – Bridging the Gap: Connecting Middle School Social Studies Curriculum Using Performance Supporting Technology: Online repository of information to support middle school students learn social studies content.

Millville School District Cohort Fall 2013 (9)

9. Ryan Hudson – 14 Steps to Mastering Multiplication Facts: Web site for helping elementary school students learning multiplication.
10. Jennifer Kundera – Effective Teacher Training of Social Media to Enhance Instructional Practices within the Classroom: Teacher training online resource to train high school teachers the use of Edmodo.
11. Sandra Lokuta – Moving to Middle School: Instructional program to support students transitioning from elementary to middle school, including the use of an online notification system and web pages.

12. Wallace Maines - Bridging the Gap: 2nd Grade to 3rd Grade Math: Online activities designed to support elementary school math instruction.
13. Kristina Messina – Comprehension Clues: Aiding Elementary Students in Reading Skills: Using iPad and iBooks author, students improve reading skills with technology tools that capture their reading practice.
14. Heather O'Donnell - Developing 21st Century Resources for the Advanced Placement Macroeconomics Exam: Online instruction supporting high school students prepare for the AP Macroeconomics test.
15. Bernadette Phillips – Teaching Effective Internet Research Strategies in Seventh Grade: Online tools to help middle school students learn ways to conduct searches for education information on the Internet.
16. Carolyn Sinone – Virtual Classroom: Web site created to help communicate with elementary school students and their parents in order to improve learning.
17. Jacquelyn Votta – Homework and Assessments in the Sixth Grade Science Classroom: Utilized a web site and communication tools to promote better homework habits for middle school science students.

Stockton Campus Spring 2014 (3)

18. Shawn Burke – Providing Feedback: The Implementation of Standards-Based Reports: Project designed to help students improve their interpretation of data from reports to aid in decision-making processes.
19. Chelsi Crompton – Examining the Effects of Peer Feedback on Online Homework in the Middle School Classroom: Creation of an Edmodo-based message board as a vehicle for promoting students to provide one another with peer feedback and improve homework completion rates.
20. Audra Schappell – Implementation of Google Applications in School District Using Professional Development: Staff development program for teachers designed to use video, direct instruction and practice to guide teacher incorporation of Google applications in their instructional activities.

Camden County Technical School Cohort Spring 2014 (10)

21. JoAnn Filer – E-Exit Portfolio to Promote Sustainability Awareness: A program to help high school graduates sustain their ability to present their skills and knowledge to prospective employers.
22. Annemarie Guida – Raising Mental Health Awareness in High School: Creation of a student led campaign that utilized video and surveys to promote awareness of mental health issues among highschool students.
23. Teri Hardmeyer – Scaffolding PBL in a Small Learning Community: A study of the impact of problem based learning and the ways to support learners new to the process.
24. Ryan McCarty – Assessing Special Education Students' Growth in Reading and Writing in Small Learning Communities vs. Special Education Students Outside of Small Learning Communities: Peer tutoring program developed to help students with special needs overcome obstacles to learn reading and writing skills.
25. Dennis O'Connor – First-Year New-Teachers' Induction Program: Establishment of a teacher support program in a workshop format throughout their first year at the district.

26. Judi Russo – The Effects of SEL on Behavioral and Academic Performance: Program designed to support learning of emotional literacy to promote more positive classroom behavior among chronically misbehaving students.
27. Joshua Schultz – Improving Student Engagement through Self-Assessment during Block Scheduling: Employment of self-assessment rubrics with 9th grade students to increase student awareness of their role in their own learning process.
28. Matthew Stagliano – Self-Regulated Learning and Self-Determination Theory: Impacting Students' Work-Study Habits: Implementation of a design based on Self-Determination theory to improve student motivation to learn.
29. Francis Williams – The Personalization of Education: Student Goal Setting and Achievement Through Effective Peer Mentoring: Development of a program of study that involved use of a web-based program to help students identify personal goals in a collaborative environment with their peers.
30. John Zeck – Toward Making Professional Learning Work: Implementing an Online Community and Library of Resources for a Cohort of High School Teachers: A social constructivist approach to support 2nd year teachers and sustain a leaning community using online tools.

<u>Southern Regional High School Cohort Spring 2014 (13)</u>

31. Sarah Collins – Using Systems Thinking to Improve Critical Thinking & Problem Solving Skills in High School Biology Students: Deployment of surveys and concept maps along with collaboration to increase student confidence of their critical thinking and problem solving skills.
32. Karl Eiker - Using Web-based Tools to Improve Dimensional Analysis Skills: Increasing student grasp of algebra concepts through the supplemental use of online resources.
33. Andy Essinger -Teacher-Led VS On-Line Learning of the Metal Lathe: Comparison of face-to-face demonstration versus self-paced video instruction in learning of machines in a technical skills class.
34. Danyl Grose - Using Innovative Graphic Organizers to Plot Story Patterns: Development and implementation of graphic organizers to promote reading comprehension.
35. Lindsey Hackbarth - Twenty First Century Multiplication Fact Power: Effects of Self-Regulated Math Tracking Tools: Deployment of iPads to support game-based learning of multiplication facts by elementary school students.
36. Jason Hoch - Reform Based Science Instruction: Implementing GLOBE Atmosphere Temperature Protocols: Study of the methods by which students can be encouraged to think like scientists when learning science content in both print and digital forms.
37. Darlene Kowalski - Using Elearning to Improve Ninth Grade Computer Skills: Creation of an technology-rich tutorial program to teach computer skills to high school students.
38. Shana Kuchinsky - Digital Index Cards in Middle School Math: Use of digital notetaking and study tools to improve student retention of mathematical concepts.
39. Vasiliki Matthew – Stories Help Students to Develop Critical Thinking Skills: An alternative teaching method that used fables and fairy tales to enhance German vocabulary acquisition and critical thinking skills for high school students.
40. Colleen Murray – Scaffolding Metacognition in Eportfolios Using Interviews: Utilized technology as a way to collect student reflection on their own learning, in an effort to boost acquisition of meta-cognitive skill.
41. Carolann Pfeiffer - Integrating Technology into the Classroom: Interventions to support teacher use of iPads and web-based tools in elementary classrooms.

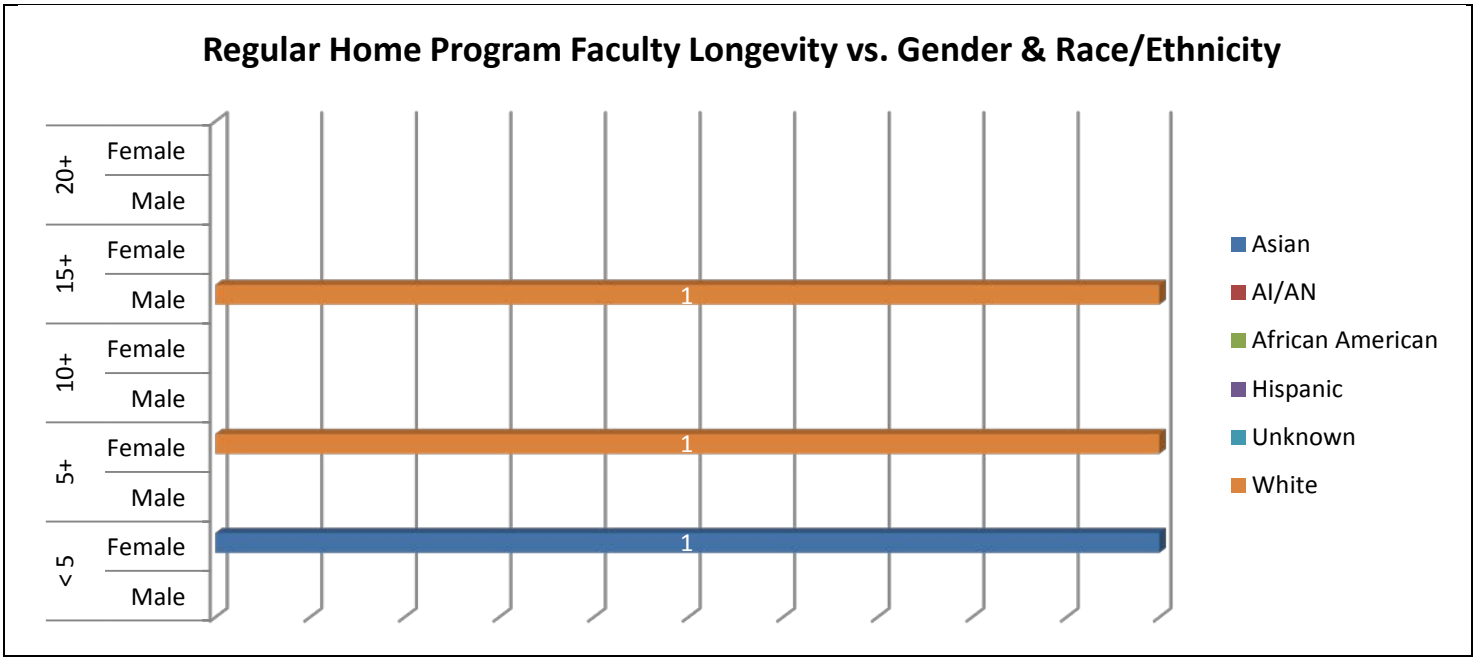
42. Susan Stinson - FACS to STEAM: Integrating Family & Consumer Science into STEM Education: Employment of project based learning to connect family and consumer science content to wider areas of science, technology, engineering and math.
43. Julie Suarez - Technology and Instruction to Improve Spanish Pronunciation: Utilized voice-related technologies to improve the learning and application of Spanish vocabulary by students.

A large number of these graduates who are K-12 educators have also followed up in taking or planning to take EDUC 6120 in order to complete their Supervisor Endorsement following graduation.

A new MAIT cohort was begun at the Millville School District in the fall of 2013 with 8 students. Interest in education degrees as a whole appears to be down significantly due to external factors such as the state economy and changes in the reimbursement and evaluation policies of school districts. The program does anticipate a handful of new students coming in to the campus program for fall of 2014, and the program is working towards ways to extend the program's attractiveness for a wider audience by revising the curriculum.

Faculty Complement – AY13-14 Teaching Faculty

Chart 5



Ethnicity	Gender	
	Female	Male

Longevity	
< 5	1

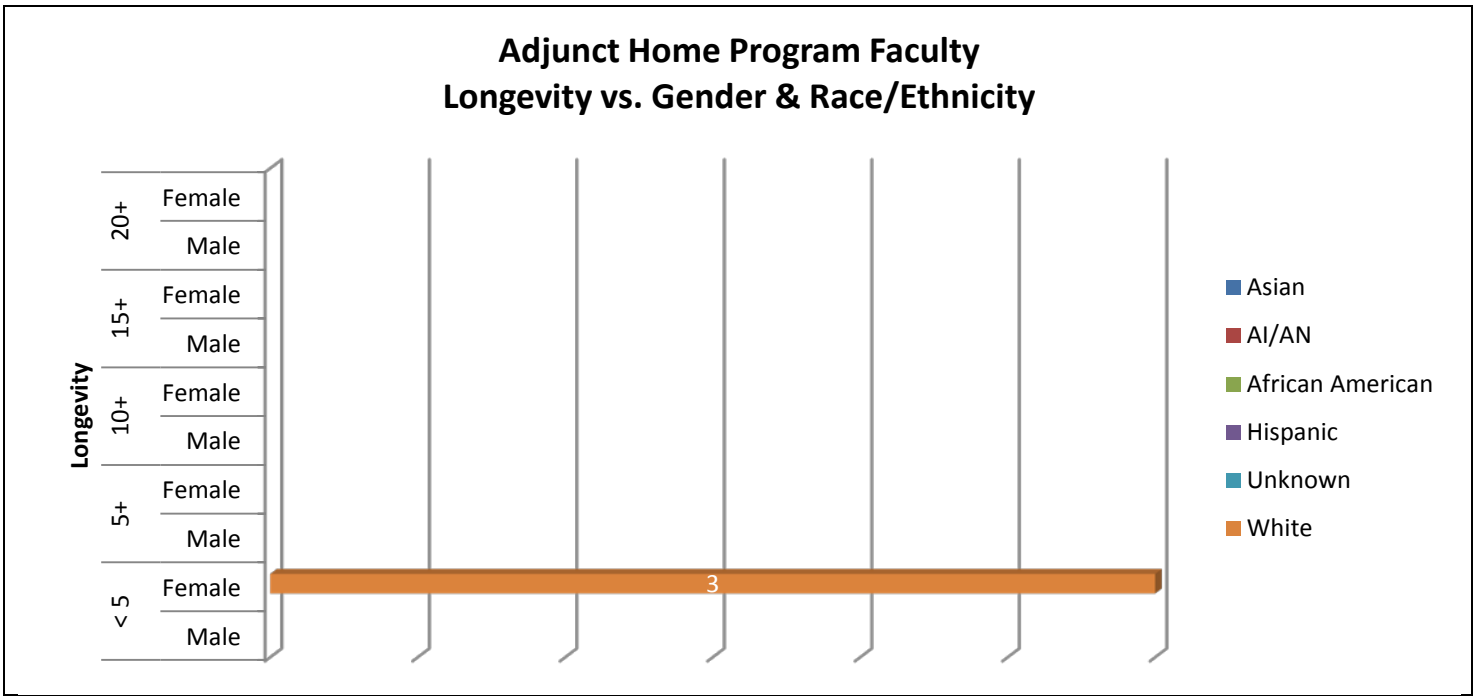
Completion Date: 5/1/14 GBT

Asian	1	0
AI/AN	0	0
African American	0	0
Hispanic	0	0
Unknown	0	0
White	1	1
Total	2	1

5+	1
10+	0
15+	1
20+	0
Total	3

NOTE: Spring 2014 data was pulled on 1/29/14 and final data will not be available until after 5/15/14.
*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time as an adjunct cannot be determined
Source: IR Faculty Access Database, fall 2013 and spring 2014 faculty workload raw data pulled 9/12/13 and 1/29/14.

Chart 6



Ethnicity	Gender	
	Female	Male

Longevity	
< 5	3

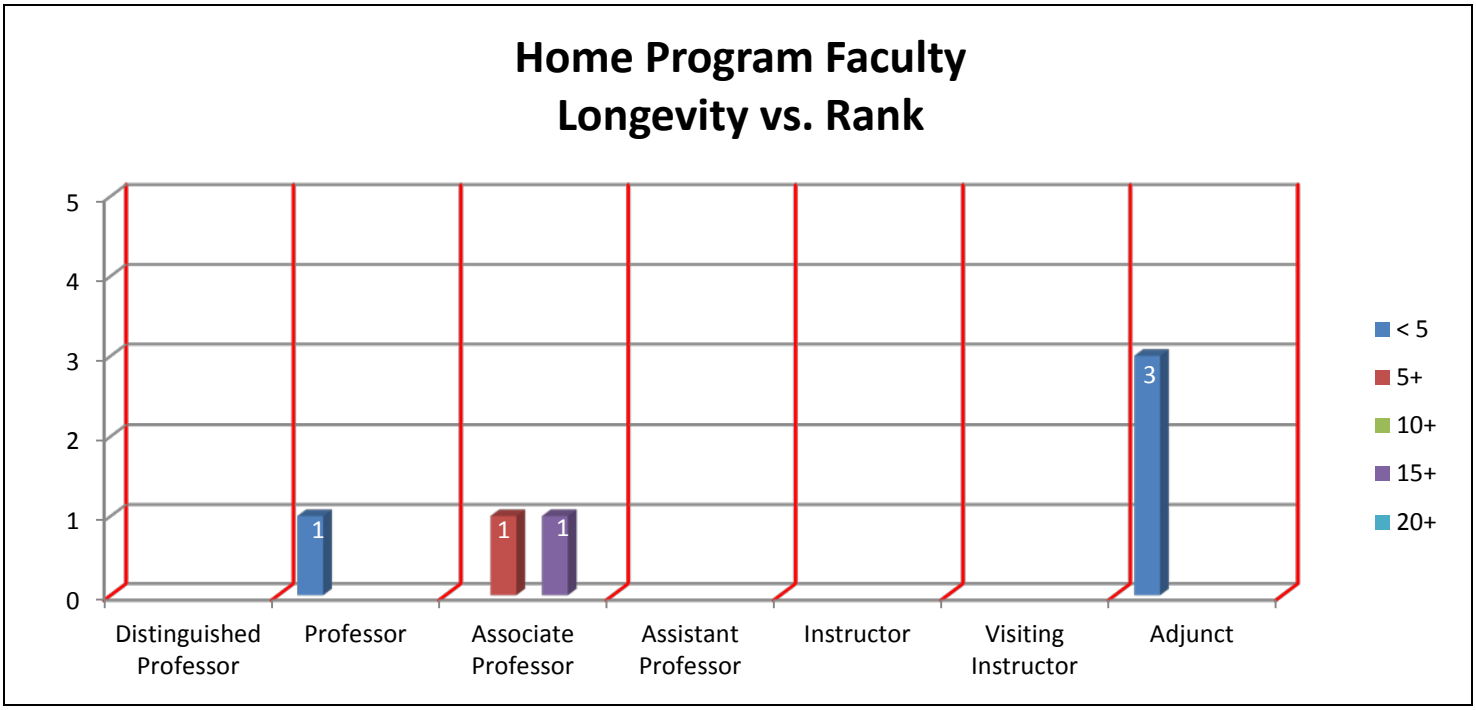
Completion Date: 5/1/14 GBT

Asian	0	0
AI/AN	0	0
African American	0	0
Hispanic	0	0
Unknown	0	0
White	3	1
Total	3	1

5+	0
10+	0
15+	0
20+	0
Total	3

NOTE: Spring 2014 data was pulled on 1/29/14 and final data will not be available until after 5/15/14.
*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time as an adjunct cannot be determined
Source: IR Faculty Access Database, fall 2013 and spring 2014 faculty workload raw data pulled 9/12/13 and 1/29/14.

Chart 7



M.A. in Instructional Technology – 2013/14 Director's Report

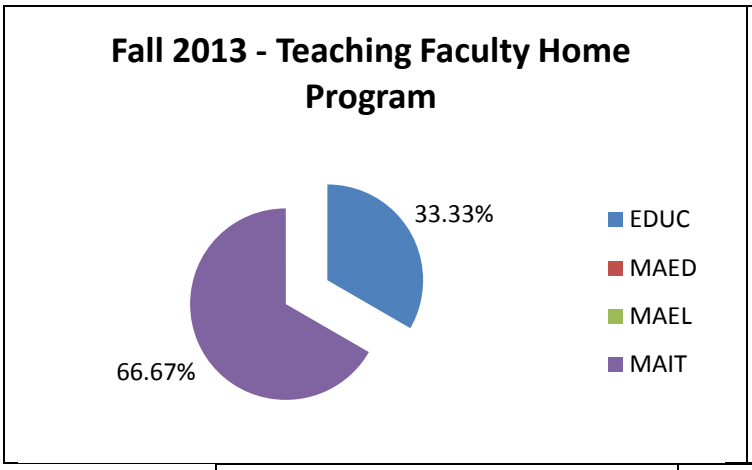
Rank	
Distinguished Professor	0
Professor	1
Associate Professor	2
Assistant Professor	0
Instructor	0
Visiting Instructor	0
Adjunct	3
Staff/Adjunct	1
Adjunct - 16+	0
Professor Emeritus	0
Total	7

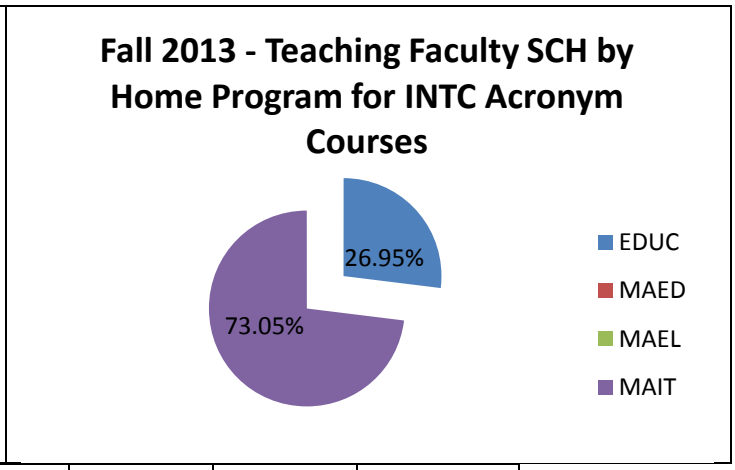
Longevity	
< 5	4
5+	1
10+	0
15+	1
20+	0
Total	6

NOTE: Spring 2014 data was pulled on 1/29/14 and final data will not be available until after 5/15/14.
*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time as an adjunct cannot be determined
Source: IR Faculty Access Database, fall 2013 and spring 2014 faculty workload raw data pulled 9/12/13 and 1/29/14.

[Attach Appendix of Faculty Activity – from Sedona]

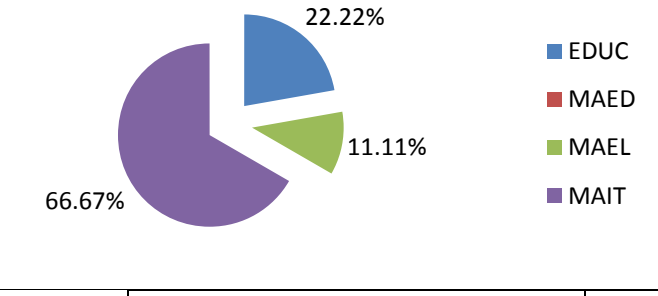
Chart 8

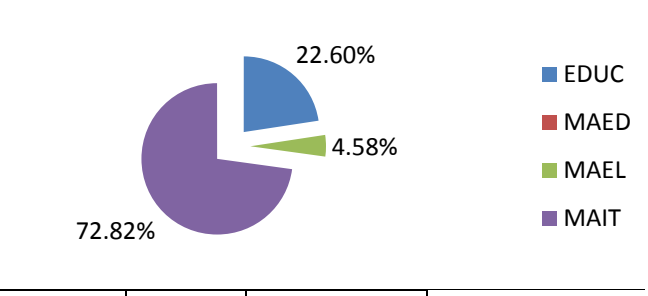




Teaching Faculty Home School Fall 2013	# Faculty	# Courses Taught	SCH	SCH %
EDUC	3	3	207	26.95%
MAED	0	0	0	0.00%
MAEL	0	0	0	0.00%
MAIT	6	13	561	73.05%
Total	9	16	768	100.00%

Completion Date: 5/1/14 GBT



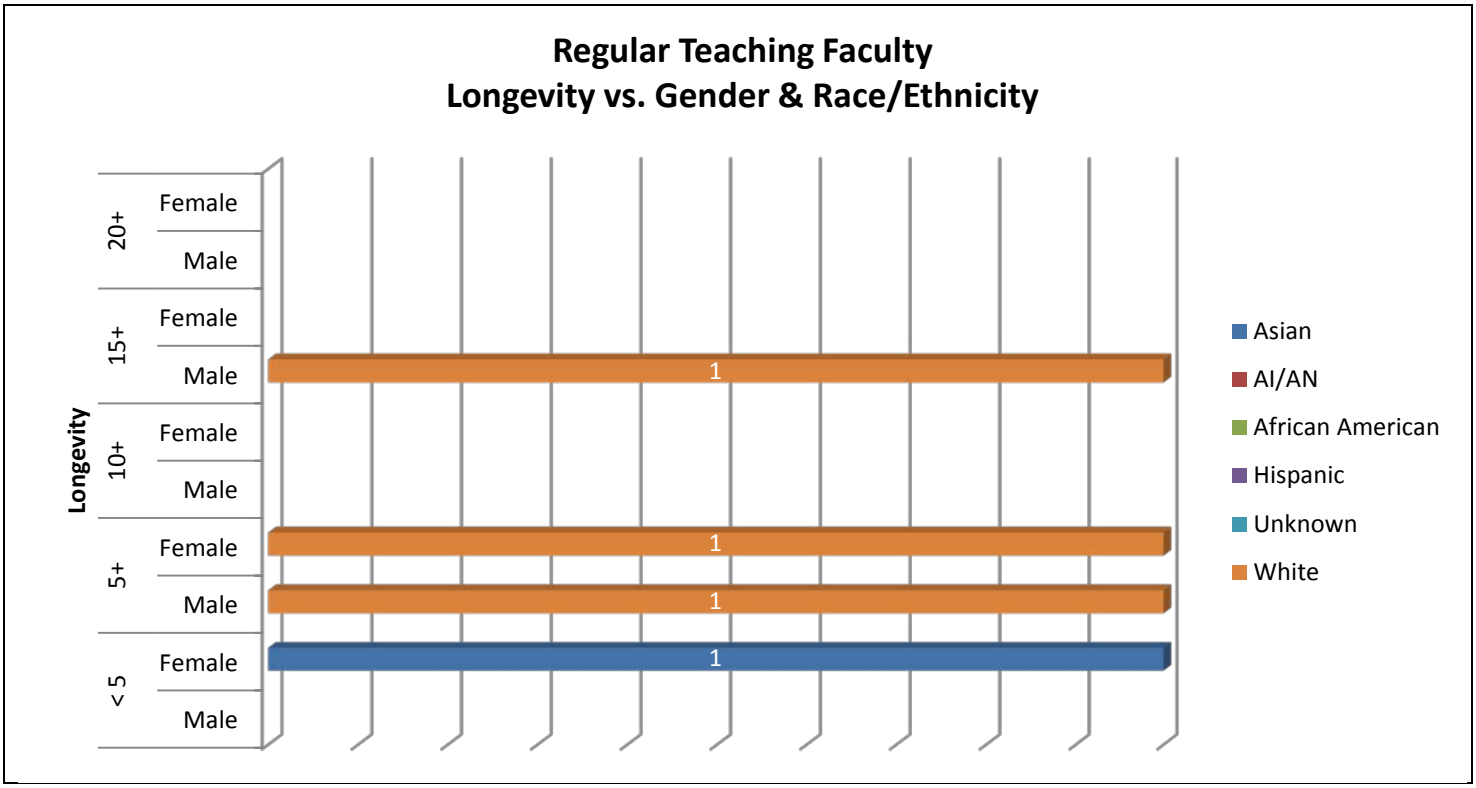


Teaching Faculty Home School Spring 2014	# Faculty	# Courses Taught	SCH	SCH %
EDUC	2	2	148	22.60%
MAED	0	0	0	0.00%
MAEL	1	1	30	4.58%
MAIT	6	10	477	72.82%
Total	9	13	655	100.00%

SOURCE: Faculty Workload Raw Data Reports fall 2013 & spring 2014

Faculty Complement – AY13-14 Teaching Faculty

Chart 5

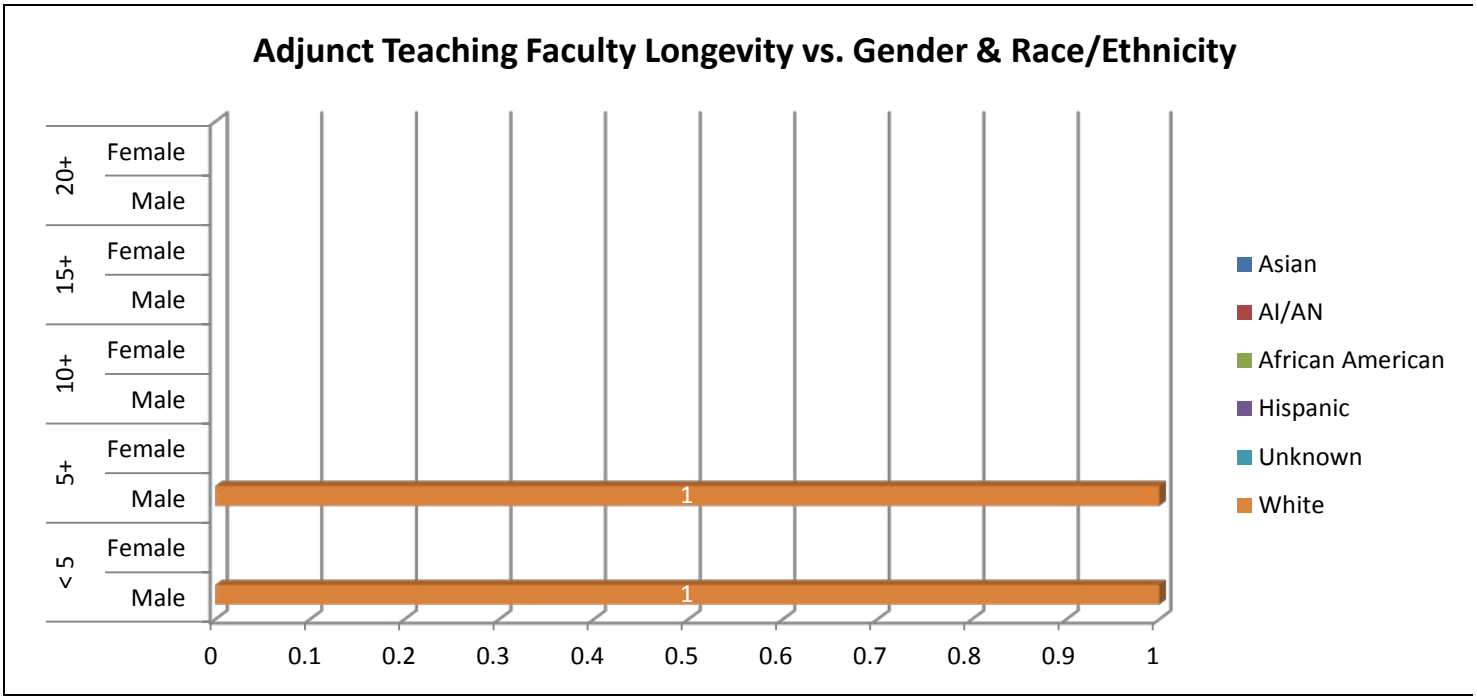


Ethnicity	Gender	
	Female	Male
Asian	1	0
AI/AN	0	0
African American	0	0
Hispanic	0	0
Unknown	0	0
White	1	2
Total	2	2

Longevity	
< 5	1
5+	2
10+	0
15+	1
20+	0
Total	4

NOTE: Spring 2014 data was pulled on 1/29/14 and final data will not be available until after 5/15/14.
*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time as an adjunct cannot be determined
Source: IR Faculty Access Database, fall 2013 and spring 2014 faculty workload raw data pulled 9/12/13 and 1/29/14.

Chart 6



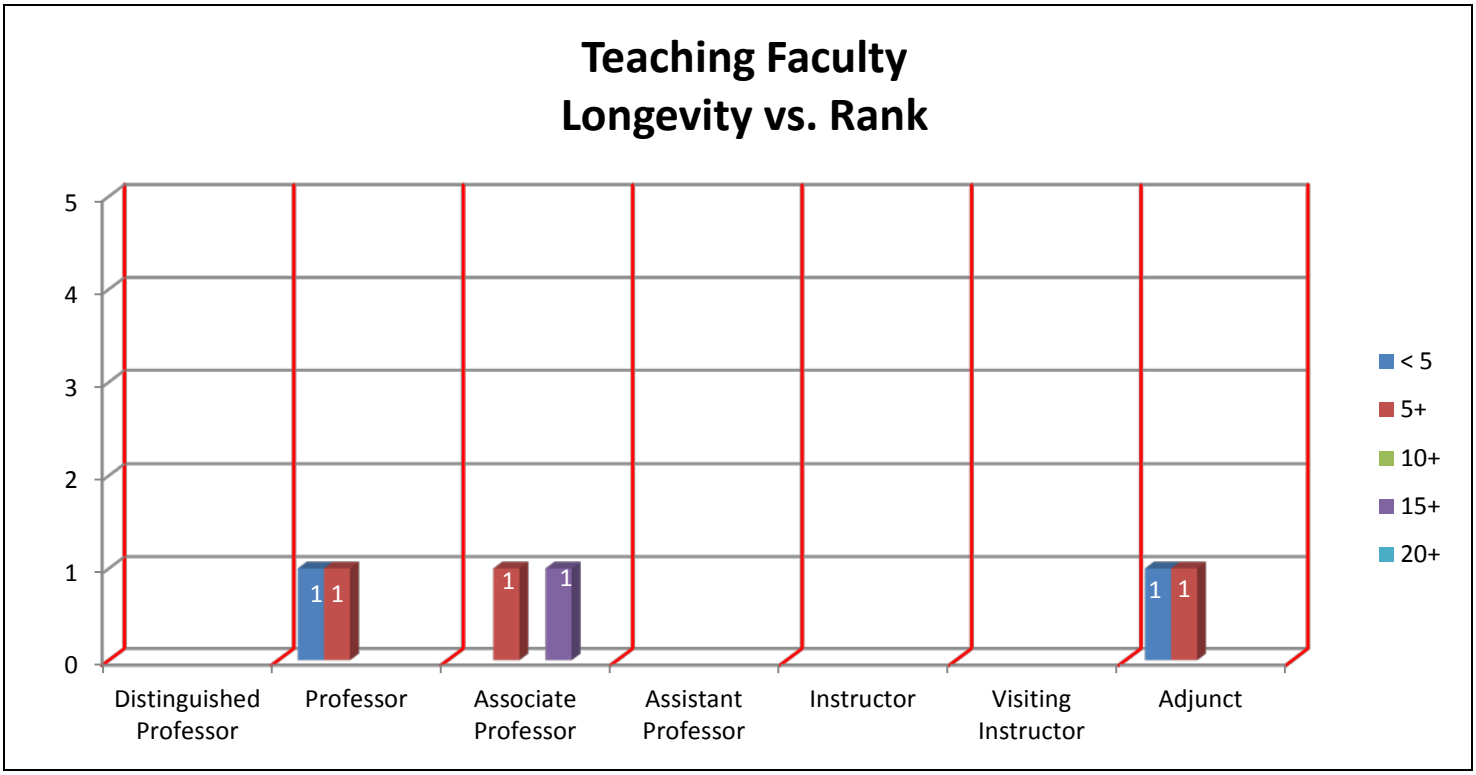
Ethnicity	Gender	
	Female	Male
Asian	0	1
AI/AN	0	0
African American	0	0
Hispanic	0	0
Unknown	0	0
White	0	2
Total	0	3

Longevity	
< 5	1
5+	1
10+	0
15+	0
20+	0
Total	2

NOTE: Spring 2014 data was pulled on 1/29/14 and final data will not be available until after 5/15/14.
*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time as an adjunct cannot be determined
Source: IR Faculty Access Database, fall 2013 and spring 2014 faculty workload raw data pulled 9/12/13 and 1/29/14.

Chart 7

Completion Date: 5/1/14 GBT



Rank	
Distinguished Professor	0
Professor	2
Associate Professor	2
Assistant Professor	0
Instructor	0
Visiting Instructor	0
Adjunct	2
Staff/Adjunct	1
Adjunct - 16+	0
Professor Emeritus	0
Total	7

Longevity	
< 5	2
5+	3
10+	0
15+	1
20+	0
Total	6

NOTE: Spring 2014 data was pulled on 1/29/14 and final data will not be available until after 5/15/14.
*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time as an adjunct cannot be determined
Source: IR Faculty Access Database, fall 2013 and spring 2014 faculty workload raw data pulled 9/12/13 and 1/29/14.

Director Comments about Faculty Complement and Faculty Activity:

Reflect on faculty complement, faculty retention and development, mentoring and recruitment, scholarly and creative activity, service and engagement, etc., if applicable.

Dr. Jung Lee, Full Professor

Presentations:
Cerreto, F. & Lee, J (Apr. 2014). Graph Construction as a Distinct Academic Ability and Predictor of Academic Performance in College, 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA, April 13-17.

Professional Development/Awards:
Received Career Development Committee (CDC) Funds: attended Visual Thinking Strategies Practicum at the Brooklyn Museum, NY, Sep 12-13, 2013.

Service:
Research and Professional Development Committee (2012-2014)
Study Abroad Scholarship Committee (2013 –present)
Reviewer, Visual and Media Literacy Book (2013)
Reviewer, Thinking Skills and Creativity Journal (2011- present)

Dr. Amy Ackerman, Associate Professor

Presentations:

Ackerman, A.S. (June 24, 2014). Best Practices for Curating Digital Learning. World Conference on Educational Media and Technology, Tampere, Finland.
Ackerman, A.S. (March 20, 2014). Digital Learning Curation. 14th Annual Day of Scholarship, The Richard Stockton College of New Jersey.
Boakes, N., Harvey, D., & Ackerman, A.S. (March 19, 2014). Instructional Technology Leadership Academy (ITLA) – Tech Integration Methods in Student Teaching & ITLA. 14th Annual Day of Scholarship, The Richard Stockton College of New Jersey.
Ackerman, A.S. & Krupp, M.L. (Nov 21, 2013). Learning Curation of Assessment Tools. NJEDge, Plainsboro, NJ.
Ackerman, A.S. & Krupp, M.L. (Nov 8, 2013). Assessment Becomes Cool with Mobile Tools. NJEA Annual Teachers Convention, Atlantic City, NJ.
Ackerman, A.S. & Krupp, M.L. (Oct 14, 2013). Making Assessment Easy. NJ Science Convention, Princeton, NJ.

Service:
Editorial Board member for Performance Improvement Quarterly (PIQ)
Co-facilitator for the PRAXIS II Workshops
Member of the PARCC – 2020 Readiness Task Force
E-Mentor for Academic Support for E-Learning
Essential Learning Outcomes - Information Literacy and Research Skills - member
Academic Affairs Plan Study Team Facilitator – Instructional Delivery Group
Richard Stockton Society - member
Distinguished Graduate Research Fellowship Committee - member

Library Committee - representative
Campus Hearing Board - member
Foundation Scholarship Selection Committee -member

Dr. Douglas M. Harvey, Associate Professor

Publications:
Moller, L. & Harvey, D. M. (Dec. 2013). For the Love of Instructional Design: An Essay. Journal of Applied Instructional Design, 3(3), 51-52.

Presentations:
Harvey, D.M. (August 2013). Flipping the Classroom. Session presentation for TeachMeetNJ at the Richard Stockton College, Galloway, N.J.
Harvey, D.M. & Baker, C. (August 2013). Let's Talk about Apps for Reading Comprehension. Session presentation for PadCamp at the Galloway Middle School, Galloway, N.J.
Harvey, D.M. (July, 2013). iPads for Language Arts. Workshop presentation for New Jersey Educational Association Summer TechCon at the Richard Stockton College, Galloway, N.J.
Harvey, D.M. (March 2014). Cross-Talk: Building Understanding Between Teachers and Technology Staff. Presentation at the My Classroom to Yours conference at the Richard Stockton College, Galloway, N.J.
Harvey, D.M. (May, 2014). Thinking Like Teachers: Overcoming Lack of Buy-In from Faculty. Presentation at Tech Talk Live conference, Lancaster, PA.

Service:
Associate Editor, Journal of Applied Instructional Design (2013-present)
Faculty Fellow for Instructional Technology, Institute for Faculty Development (2013-2015)
Chaired the Post-Tenure Review Committee (2014)
Chaired the Career Development Committee (2014)

Professional Development/Awards:
Attended Collaborative Online International Learning (COIL) annual conference on March 20-21, 2014 in New York, New York.
Attended the American Educational Research Association Annual Meeting on April 4th and 6th, 2014 in Philadelphia, Pennsylvania.
Attended the Faculty Resource Seminar entitled Multiple Dimensions of Blended Learning from June 9 – 13, 2014 in New York, New York.

Program's Community Engagement for 2013-14:

1. As you may know, Stockton is one of xxx institutions around the country that has been awarded the Carnegie classification for Community Engagement (see link at Stockton Center for Community Engagement website). Please report below any Stockton sponsored community partnership activities in which your program has participated. Please discuss which Stockton and Community

groups/individuals collaborated, what the purpose of the collaboration was, and any outcomes achieved this year.

Please type your answer here.

Program utilized engagement funds to support purchases of software (Adobe Suite), online services (Zunal) and hardware (Swivl) to improve the learning opportunities of present students. The program hosted an MAIT Career panel comprised of 4 alumni of the program. The panel answered questions for undergraduate students who might be interested in MAIT, as well as current graduate students in the program seeking advice on career paths.

The program also continues to reach out to school districts such as Upper Township, Tuckerton and Pinelands Regional with cohort opportunities, and supported existing cohorts with Millville, Camden County Technical School, and Southern Regional.

Presentations and support at the Graduate Showcase, Day of Scholarship, NJEA Convention, and NJEA Summer Technology events, plus involvement with the Padcamp and TeachMeetNJ unconferences provided collaborative opportunities with communities within and outside the Stockton campus.

2. Also relevant to the Carnegie classification for Community Engagement are activities done by individuals at Stockton. Such as volunteer work, serving on boards of non-profit agencies, etc. Please report on any such activities you are aware of for individuals in your unit.

Dr. Douglas M. Harvey
Member, Mainland Board of Education
2009 – present (Reelected to 2nd term in November 2013)

Program Learning Outcomes Assessment Summary for 2013-14:

Objectives	Measure(s)	Result(s)	Interpretation(s)	Action(s)
1. Communication	Exit Survey	See Appendix	Program appears to be meeting this objective, with strength in creating and selecting visuals, appropriate choice of communication methods, delivering presentations, message design for print and screens, and utilizing online communication tools.	Continue to improve on encouraging writing skills and active listening, which were met but not at the highest levels of agreement.
2.Approprite Use of	Exit Survey	See Appendix	Program appears to	Program may

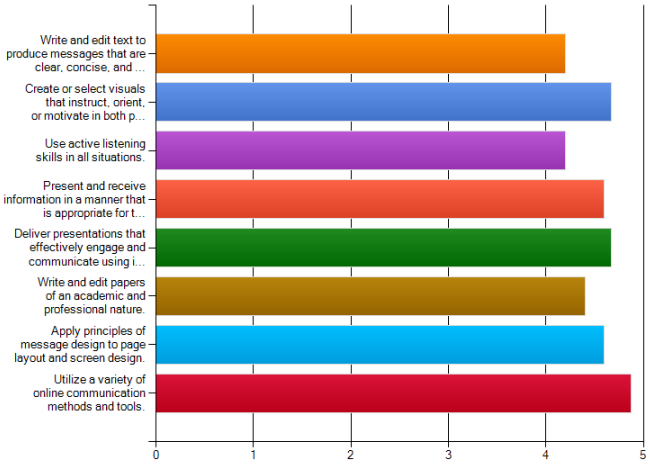
Technologies			meet this objective very well, with strongest ratings for knowledge of technology uses, development of a positive attitude towards personal technology, and the ability to analyze existing and emerging instructional technologies.	wish to reengage the content relevant to the ethical, legal and human issues of technology. Originally the program offered a course on the topic, but in the interest of streamlining the curriculum the content was supposed to be taught with other courses. This will be an item for the curriculum review.
3.Use of Technologies in support of learning and instruction	Exit Survey	See Appendix	Generally well met for all areas, especially the use of computer-mediated communication and the use of technologies for online instruction and learning, and the use of design tools.	While not a significant weakness, results suggest there is room to improve the overall strength of this objective for students. Also an item for curricular review.
4. Information Literacy	Exit Survey	See Appendix	Strongly met across the objectives for finding, evaluating and sharing information.	Room to improve student learning in how to organize information and determine

				the perspectives and biases of sources.
5. Apply research and theory to the practice of instructional technologies.	Exit Survey	See Appendix	Met the objectives for research and theory with strength in the ability to apply research and to formulate communications sing APA format.	Some room to improve student skills with literature reviews and understanding weaknesses and strengths of theories and literature.
6. Analyze needs, goals, and learners as it applies to instruction	Exit Survey	See Appendix	One of the true strengths of the program, with all but two objectives being predominately scored as Strongly Agree.	Choosing models for interpretation of results, and using analysis to establish a design rationale could be improved.
7. Design learning experiences and environments	Exit Survey	See Appendix	Another strength of the program, with all objectives being scored Strongly Agreed by the majority of students.	Deriving principles of design from theory and creating objectives, as well as selecting motivational strategies were scored as Agree or Neutral more often than other objectives, so could be an area to strengthen.
8. Develop effective instructional/informational materials	Exit Survey	See Appendix	Very strong in preparing students to create digital materials for instructional	Some students may benefit from strengthening their

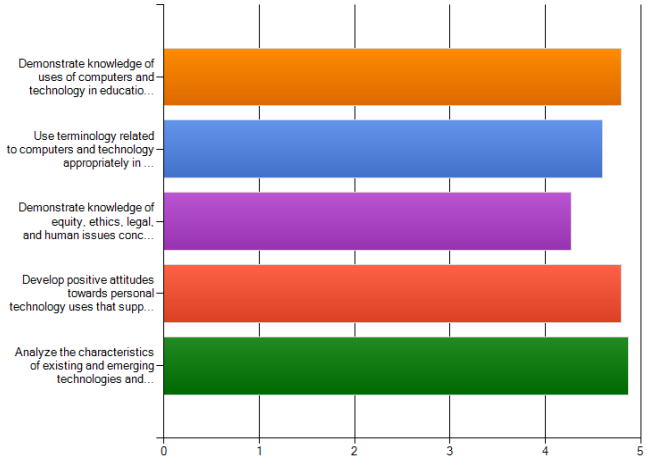
			purposes.	application of design and learning theories.
9. Manage learning environments by utilizing processes and resources	Exit Survey	See Appendix	Promoting technology for higher order outcomes and in support of learner-centered strategies were the strongest areas evaluated. All respondents met this outcome to some degree.	There appears to be less confidence among respondents as to their ability to do project management, grasp principles of human performance, and effectively motivate individuals. This is an item for curricular review to determine if it is covered for all students.
10. Evaluate all components of learning and instruction	Exit Survey	See Appendix	Objectives met, with strength in creating evaluation tools, utilizing multiple evaluation techniques, and identify evaluation models.	Opportunity to improve learning how to conduct and report out evaluations.
11. Demonstrate leadership skills	Exit Survey	See Appendix	Students strongly identify as having learned to update their knowledge, exhibit leadership attributes, make ethical decisions, maintain a profile in professional organizations, and lead by example.	Motivation of others, understanding ethical issues and facilitating collaboration is areas for improvement in the curriculum.

Appendix: MAIT Exit Survey

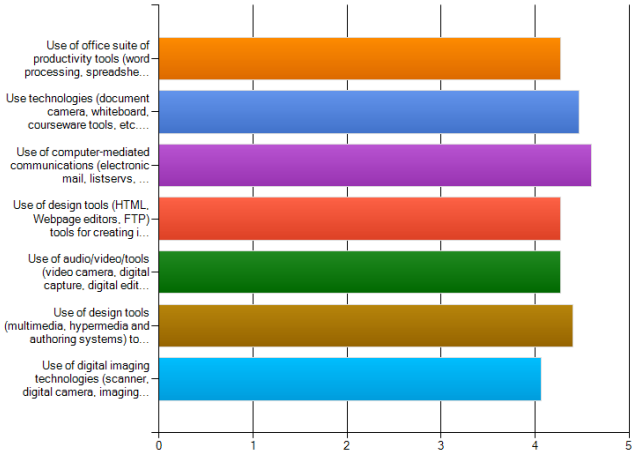
Objective 1: Communication



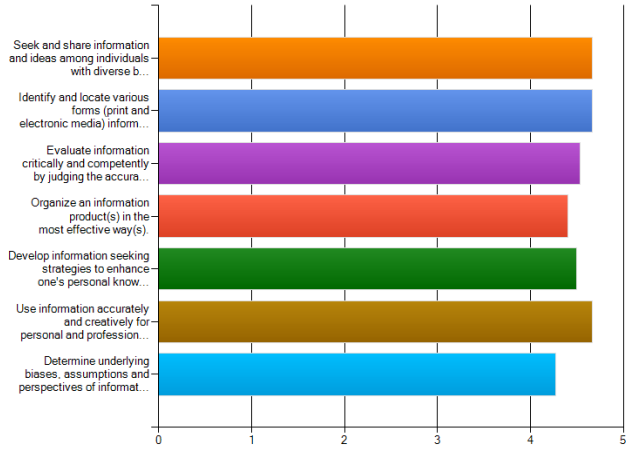
Objective 2: Appropriate use of technologies



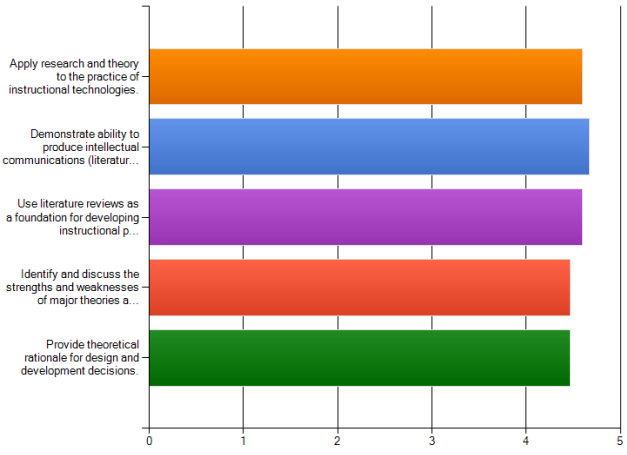
Objective 3: Use of technologies in support of learning and instruction



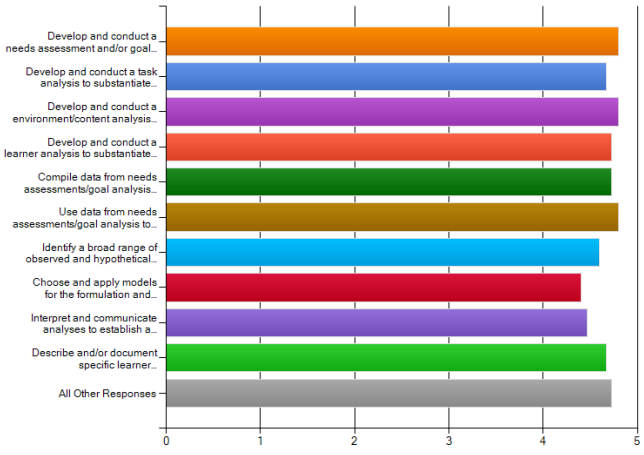
Objective 4: Information Literacy



Objective 5: Apply research and theory to the practice of instructional technologies.

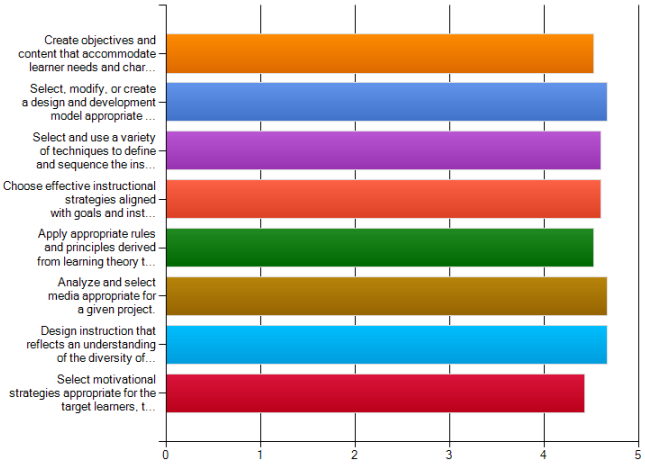


Objective 6: Analyze needs, goals, and learners as it applies to instruction

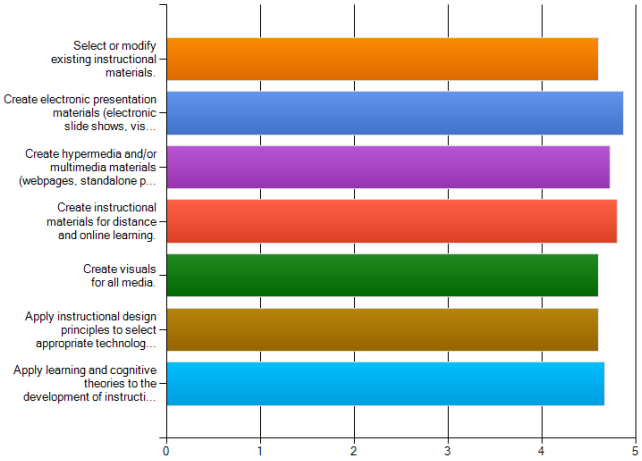


Completion Date: 5/1/14 GBT

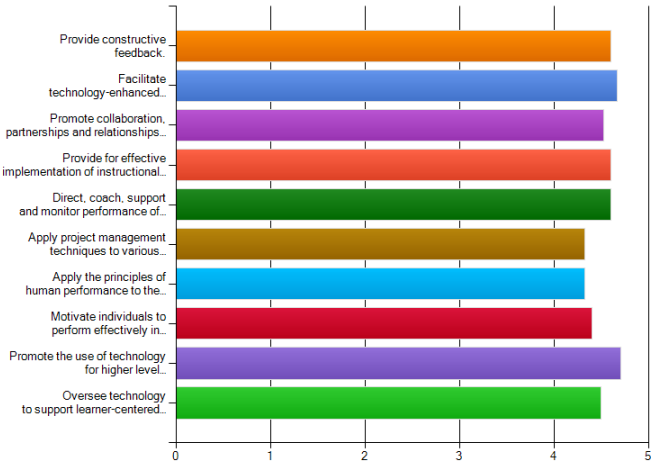
Objective 7: Design learning experiences and environments



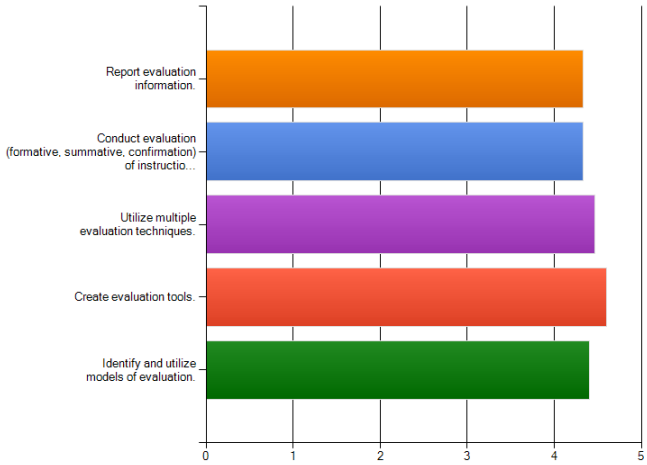
Objective 8: Develop effective instructional/informational materials



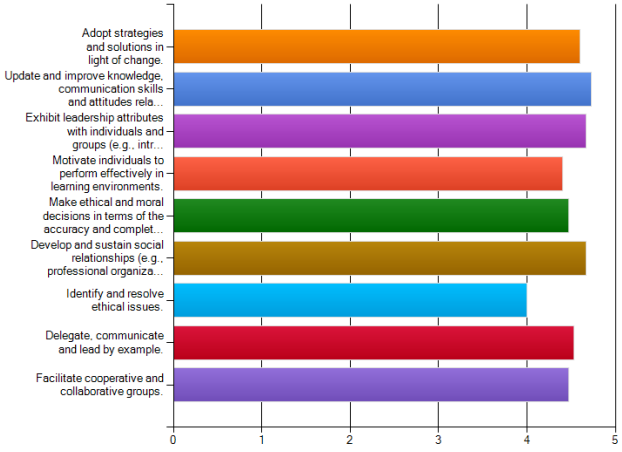
Objective 9: Manage learning environments by utilizing processes and resources



Objective 10: Evaluate all components of learning and instruction



Objective 11: Demonstrate leadership skills



Completion Date: 5/1/14 GBT

MAIT Exit Survey (2013 Fall and 2014 Spring)

SurveyMonkey

Objective 1: Communication

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Write and edit text to produce messages that are clear, concise, and grammatically correct in both print and electronic media.	0.0% (0)	0.0% (0)	13.3% (2)	**53.3% (8)**	33.3% (5)	4.20	15
Create or select visuals that instruct, orient, or motivate in both print and electronic media.	0.0% (0)	0.0% (0)	0.0% (0)	33.3% (5)	**66.7% (10)**	4.67	15
Use active listening skills in all situations.	0.0% (0)	0.0% (0)	6.7% (1)	**66.7% (10)**	26.7% (4)	4.20	15
Present and receive information in a manner that is appropriate for the norms and tasks of the group or team.	0.0% (0)	0.0% (0)	6.7% (1)	26.7% (4)	**66.7% (10)**	4.60	15
Deliver presentations that effectively engage and communicate using instructional technologies.	0.0% (0)	0.0% (0)	6.7% (1)	20.0% (3)	**73.3% (11)**	4.67	15
Write and edit papers of an academic and professional nature.	0.0% (0)	0.0% (0)	6.7% (1)	**46.7% (7)**	**46.7% (7)**	4.40	15
Apply principles of message design to page layout and screen design.	0.0% (0)	0.0% (0)	0.0% (0)	40.0% (6)	**60.0% (9)**	4.60	15
Utilize a variety of online communication methods and tools.	0.0% (0)	0.0% (0)	0.0% (0)	13.3% (2)	**86.7% (13)**	4.87	15
					answered question		**15**
					skipped question		**0**

MAIT Exit Survey (2013 Fall and 2014 Spring)

SurveyMonkey

Objective 2: Appropriate use of technologies

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Demonstrate knowledge of uses of computers and technology in education, business and industry, and society.	0.0% (0)	0.0% (0)	0.0% (0)	20.0% (3)	**80.0% (12)**	4.80	15
Use terminology related to computers and technology appropriately in written and oral communications.	0.0% (0)	0.0% (0)	0.0% (0)	40.0% (6)	**60.0% (9)**	4.60	15
Demonstrate knowledge of equity, ethics, legal, and human issues concerning the use of computers and technology; and practice responsible use of such technologies.	0.0% (0)	6.7% (1)	13.3% (2)	26.7% (4)	**53.3% (8)**	4.27	15
Develop positive attitudes towards personal technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	0.0% (0)	0.0% (0)	0.0% (0)	20.0% (3)	**80.0% (12)**	4.80	15
Analyze the characteristics of existing and emerging technologies and their uses within instructional technology.	0.0% (0)	0.0% (0)	0.0% (0)	13.3% (2)	**86.7% (13)**	4.87	15
					answered question		**15**
					skipped question		**0**

MAIT Exit Survey (2013 Fall and 2014 Spring)

Objective 3: Use of technologies in support of learning and instruction

35.7% (5)

presentations.	
answered question	15
skipped question	0

MAIT Exit Survey (2013 Fall and 2014 Spring)

SurveyMonkey

Objective 4: Information Literacy

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Seek and share information and ideas among individuals with diverse backgrounds and roles.	0.0% (0)	0.0% (0)	0.0% (0)	33.3% (5)	**66.7% (10)**	4.67	15
Identify and locate various forms (print and electronic media) information sources.	0.0% (0)	0.0% (0)	6.7% (1)	20.0% (3)	**73.3% (11)**	4.67	15
Evaluate information critically and competently by judging the accuracy, relevance, and completeness of sources and information in relation to a range of topics and information problems.	0.0% (0)	0.0% (0)	6.7% (1)	33.3% (5)	**60.0% (9)**	4.53	15
Organize an information product(s) in the most effective way(s).	0.0% (0)	0.0% (0)	6.7% (1)	**46.7% (7)**	**46.7% (7)**	4.40	15
Develop information seeking strategies to enhance one's personal knowledge.	0.0% (0)	0.0% (0)	14.3% (2)	21.4% (3)	**64.3% (9)**	4.50	14
Use information accurately and creatively for personal and professional purposes.	0.0% (0)	0.0% (0)	6.7% (1)	20.0% (3)	**73.3% (11)**	4.67	15
Determine underlying biases, assumptions and perspectives of information sources.	0.0% (0)	0.0% (0)	20.0% (3)	33.3% (5)	**46.7% (7)**	4.27	15
					answered question		**15**
					skipped question		**0**

MAIT Exit Survey (2013 Fall and 2014 Spring)

SurveyMonkey

Objective 5: Apply research and theory to the practice of instructional technologies.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Apply research and theory to the practice of instructional technologies.	0.0% (0)	0.0% (0)	0.0% (0)	40.0% (6)	**60.0% (9)**	4.60	15
Demonstrate ability to produce intellectual communications (literature reviews, articles, academic papers) using dominate format style of the field (APA).	0.0% (0)	0.0% (0)	0.0% (0)	33.3% (5)	**66.7% (10)**	4.67	15
Use literature reviews as a foundation for developing instructional products.	0.0% (0)	0.0% (0)	0.0% (0)	40.0% (6)	**60.0% (9)**	4.60	15
Identify and discuss the strengths and weaknesses of major theories and literatures of field.	0.0% (0)	0.0% (0)	0.0% (0)	**53.3% (8)**	46.7% (7)	4.47	15
Provide theoretical rationale for design and development decisions.	0.0% (0)	0.0% (0)	6.7% (1)	40.0% (6)	**53.3% (8)**	4.47	15
					answered question		**15**
					skipped question		**0**

MAIT Exit Survey (2013 Fall and 2014 Spring)

SurveyMonkey

Objective 6: Analyze needs, goals, and learners as it applies to instruction

Choose and apply models for the formulation and interpretation of analyses.	0.0% (0)	0.0% (0)	6.7% (1)	**46.7% (7)**	**46.7% (7)**	4.40	15
Interpret and communicate analyses to establish a rationale for the design and development of specific instructional materials/products.	0.0% (0)	0.0% (0)	6.7% (1)	40.0% (6)	**53.3% (8)**	4.47	15
Describe and/or document specific learner characteristics which influence the selection and implementation of new instruction.	0.0% (0)	0.0% (0)	6.7% (1)	20.0% (3)	**73.3% (11)**	4.67	15
Reflect upon the elements of a situation before proceeding with design and development solutions, and other instructional strategies.	0.0% (0)	0.0% (0)	0.0% (0)	26.7% (4)	**73.3% (11)**	4.73	15
					answered question		**15**
					skipped question		**0**

MAIT Exit Survey (2013 Fall and 2014 Spring)

SurveyMonkey

Objective 7: Design learning experiences and environments

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Create objectives and content that accommodate learner needs and characteristics.	0.0% (0)	0.0% (0)	6.7% (1)	33.3% (5)	**60.0% (9)**	4.53	15
Select, modify, or create a design and development model appropriate for a given project.	0.0% (0)	0.0% (0)	0.0% (0)	33.3% (5)	**66.7% (10)**	4.67	15
Select and use a variety of techniques to define and sequence the instructional content and strategies.	0.0% (0)	0.0% (0)	6.7% (1)	26.7% (4)	**66.7% (10)**	4.60	15
Choose effective instructional strategies aligned with goals and instruction.	0.0% (0)	0.0% (0)	6.7% (1)	26.7% (4)	**66.7% (10)**	4.60	15
Apply appropriate rules and principles derived from learning theory to the design of instructional materials.	0.0% (0)	0.0% (0)	6.7% (1)	33.3% (5)	**60.0% (9)**	4.53	15
Analyze and select media appropriate for a given project.	0.0% (0)	0.0% (0)	0.0% (0)	33.3% (5)	**66.7% (10)**	4.67	15
Design instruction that reflects an understanding of the diversity of learners, groups of learners, and the environments in which they will demonstrate their learning.	0.0% (0)	0.0% (0)	0.0% (0)	33.3% (5)	**66.7% (10)**	4.67	15
Select motivational strategies appropriate for the target learners, task, and learning situation.	0.0% (0)	0.0% (0)	14.3% (2)	28.6% (4)	**57.1% (8)**	4.43	14
					answered question		**15**
					skipped question		**0**

MAIT Exit Survey (2013 Fall and 2014 Spring)

SurveyMonkey

Objective 8: Develop effective instructional/informational materials

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Select or modify existing instructional materials.	0.0% (0)	0.0% (0)	6.7% (1)	26.7% (4)	**66.7% (10)**	4.60	15
Create electronic presentation materials (electronic slide shows, visuals) and/or non electronic materials (manuals, handouts, etc.).	0.0% (0)	0.0% (0)	0.0% (0)	13.3% (2)	**86.7% (13)**	4.87	15
Create hypermedia and/or multimedia materials (webpages, standalone programs).	0.0% (0)	0.0% (0)	6.7% (1)	13.3% (2)	**80.0% (12)**	4.73	15
Create instructional materials for distance and online learning.	0.0% (0)	0.0% (0)	6.7% (1)	6.7% (1)	**86.7% (13)**	4.80	15
Create visuals for all media.	0.0% (0)	0.0% (0)	6.7% (1)	26.7% (4)	**66.7% (10)**	4.60	15
Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products.	0.0% (0)	0.0% (0)	0.0% (0)	40.0% (6)	**60.0% (9)**	4.60	15
Apply learning and cognitive theories to the development of instructional materials.	0.0% (0)	0.0% (0)	0.0% (0)	33.3% (5)	**66.7% (10)**	4.67	15
					answered question		**15**
					skipped question		**0**

MAIT Exit Survey (2013 Fall and 2014 Spring)

Objective 9: Manage learning environments by utilizing processes and resources

0) 21.4% (3)

MAIT Exit Survey (2013 Fall and 2014 Spring)

SurveyMonkey

Objective 10: Evaluate all components of learning and instruction

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Report evaluation information.	0.0% (0)	0.0% (0)	13.3% (2)	40.0% (6)	**46.7% (7)**	4.33	15
Conduct evaluation (formative, summative, confirmation) of instructional materials and methods.	0.0% (0)	0.0% (0)	6.7% (1)	**53.3% (8)**	40.0% (6)	4.33	15
Utilize multiple evaluation techniques.	0.0% (0)	0.0% (0)	13.3% (2)	26.7% (4)	**60.0% (9)**	4.47	15
Create evaluation tools.	0.0% (0)	0.0% (0)	6.7% (1)	26.7% (4)	**66.7% (10)**	4.60	15
Identify and utilize models of evaluation.	0.0% (0)	0.0% (0)	13.3% (2)	33.3% (5)	**53.3% (8)**	4.40	15
					answered question		**15**
					skipped question		**0**

MAIT Exit Survey (2013 Fall and 2014 Spring)

SurveyMonkey

Objective 11: Demonstrate leadership skills

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Adopt strategies and solutions in light of change.	0.0% (0)	0.0% (0)	0.0% (0)	40.0% (6)	**60.0% (9)**	4.60	15
Update and improve knowledge, communication skills and attitudes related to instructional technologies.	0.0% (0)	0.0% (0)	0.0% (0)	26.7% (4)	**73.3% (11)**	4.73	15
Exhibit leadership attributes with individuals and groups (e.g., intrapersonal skills, interpersonal skills, group dynamics, team building).	0.0% (0)	0.0% (0)	6.7% (1)	20.0% (3)	**73.3% (11)**	4.67	15
Motivate individuals to perform effectively in learning environments.	0.0% (0)	0.0% (0)	20.0% (3)	20.0% (3)	**60.0% (9)**	4.40	15
Make ethical and moral decisions in terms of the accuracy and completeness of the information upon which they will be based.	0.0% (0)	0.0% (0)	20.0% (3)	13.3% (2)	**66.7% (10)**	4.47	15
Develop and sustain social relationships (e.g., professional organizations).	0.0% (0)	0.0% (0)	6.7% (1)	20.0% (3)	**73.3% (11)**	4.67	15
Identify and resolve ethical issues.	0.0% (0)	6.7% (1)	26.7% (4)	26.7% (4)	**40.0% (6)**	4.00	15
Delegate, communicate and lead by example.	0.0% (0)	0.0% (0)	13.3% (2)	20.0% (3)	**66.7% (10)**	4.53	15
Facilitate cooperative and collaborative groups.	0.0% (0)	0.0% (0)	20.0% (3)	13.3% (2)	**66.7% (10)**	4.47	15
					answered question		**15**
					skipped question		**0**

Director Comments about Learning Outcomes Assessment Table:

Elaborate on results, interpretations and the actions your program has taken or plans to take, based on these assessment results.

Please type your answer here.

The program remains committed to ongoing improvement, as evidenced by reworking of curriculum at the program level as well as continuous efforts by individual faculty within courses. The review of the curriculum is the most important task for the coming year, and the program will be using the data collected to inform that effort.

Director Comments about Essential Learning Outcomes Table:

Please describe the progress your Program has made mapping the curriculum to Essential Learning Outcomes. If your Program has completed its curriculum map, please include that with this report..

Please type your answer here.

The program is reviewing curriculum in 2014-15, and can have more specific comments on our progress at the completion of that work over the coming academic year.

Program's Annual Activity Plans for 2014-15:

Describe anticipated initiatives, goals, resource needs, and unique budget items for the year ahead and, if applicable, longer term plans beyond the upcoming year.

Please type your answer here.

The program will continue to need support for resources uncovered during its internal discussions of curriculum. It is anticipated that the program will wish some funding in support of meetings, as well as engagement opportunities with current and former students. Ongoing support in the manner that has been provided in years past to fund retreats, special alumni events, and assessment funds would be appreciated.

[Attach Appendices, if desired (such as SWOT, budget worksheet, agenda)]

M.A. in Instructional Technology – 2013/14 Director's Report

Dean's Comments:

Please answer here.

Congratulations to the MAIT faculty on preparing such a large set of graduating classes with impressive Capstone projects, as detailed on pages 10-13 in this report. Additional compliments go to the faculty who have been offering 100% hybrid or online options for every course in the curriculum, whether synchronous or asynchronous. The students have clearly benefited from the program faculty's work on enhancing delivery options this past year. In addition, the MAIT faculty collaboration with the TEDU program will continue to ensure that the majority of MAIT sch derive from these valuable service courses (INTC 2610 and hopefully more GEN 2108 in the future– see pages 7-8).

As the MAIT faculty continues to examine curriculum in the coming year, the strides made in this past year are already evident. Students now have increased likelihood of attending courses with a robust enrolled group of peers than repeatedly running the risk of scrambling for replacements when small classes cancel. Director Harvey's exemplary three-year plan should continue on a rolling basis, refining the current plan based on (potentially) five new incoming students, and adding a "new" third year (2017-18) during a fall meeting that should take place after tenth day, once Fall 2014 courses are well underway.

Finally, the MAIT faculty have assembled a nice display of 15 students' indirect assessment of learning outcomes. As noted in the 2013 report, Exit Survey data should be further complemented by some direct evidence of student learning, such as a random sample of capstone rubric scores, or a set of external reviewer scores on one or more capstone projects, for example. Such direct measures can be triangulated against the students' self-reported perceptions on the exit survey. In her position as Director of Academic Assessment, Dr. Sonia Gonsalves is an excellent resource for planning these assessment activities.

Process for completing the Template:

1. Institutional Research completes the data charts by May 1; sends to Deans
2. Grants Office assists in providing Sedona appendices
3. Deans forward the data laden template to Program Coordinators
4. Program Coordinators add their reflections and any appendices by June 30
5. Program Coordinators send report to appropriate Deans.
6. Deans send copies to Provost's Office and IR for aggregate reporting

*Please contact Gail Tracy in Institutional Research & Planning with questions regarding the template.

Email: gail.tracy@stockton.edu
Phone: x3459