Program Annual Report Template
2014-2015

Program/Center   M.A. in Instructional Technology

Program Coordinator/Director   Douglas M. Harvey   6/19/15

2014-2015:
Program History, Development, Expectations

The MAIT program was founded in 1997 to attract students interested in using technology to improve learning, productivity, and performance in educational, non-profit and corporate settings. In the time since the program has graduated nearly 250 students, many of whom have gone on to be leaders in their schools and organizations. Through continual invigoration of the program curriculum to keep up with the changes in how technology impacts the teaching and learning process, the MAIT degree continues to be valuable to those who complete the program.

Program Mission

MAIT prepares students to use technology to improve learning, productivity, and performance in educational, non-profit and corporate settings.

Program Vision

The program envisions continued recognition as a distinctive facilitator of instructional technology implementation on a national and international basis in the next five years

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

The program serves to provide South Jersey residents currently working in, or wishing to enter into, a career involving the application of instructional technologies to the fields of education, higher education, business and/or non-profit agencies. In order to achieve that end the program the program employees strategies and covers topics which align well with Stockton's 2020 pillars of learning and engagement, as evidenced by its curricular choices and the ways in which courses are taught. For example, the cohorts developed in partnership with the Millville and Southern Regional school districts not only prepares their teachers in the field of instructional technology, but also brings the MAIT faculty to the district, teaching in the same classrooms used by our students. This level of engagement also occurs at the campus, with faculty working closely with our students to insure they are given the best education.

2014-2015:

Discussion of Program Goals

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

Continued to revise the curriculum, including moving from a 5 core/6 elective format to a 4 core/7 elective format to provide students with a more customizable and manageable program. A new special topics course on Game Design was offered for the first time by Dr. Harvey, and Dr. Ackerman, in conjunction with Dr. Holtzman in the MBA program, packaged a set of MAIT courses for a Training and Development Certificate to be offered as an online one-year accelerated program.

Explore ways to expand program reach.

The program continues to market itself to K-12 educators through the SRI-ETTC, partnering in sponsorship of the NJEA summer technology conference, and an active presence at events such as ChromeCamp and TeachmeetNJ. This year a Southern New Jersey chapter of the Computer Science Teachers Association was formed, led by MAIT alum Lynne Kesselman, with three other MAIT alums from Stockton, Dawn Watkins and Michelle Wendt, serving as officers. Attendance by MAIT faculty and other School of Education faculty and administration has also made linkage to this group a viable new way to reach out to the wider education community. Two courses were taught in the Training and Development certificate program, which serves as a possible feeder for the MAIT program. Information was disseminated to the undergraduate students highlighting the Direct Entry option for recent Stockton graduates to enter the program without the need for a full application..

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

Dr. Lee continues to build the Digital Literacy minor, and several of our new MAIT direct entry applicants took that minor as part of their undergraduate studies. As usual, program faculty offered several G-courses during 2014-2015. Students in the MBA program can now avail themselves of the Training and Development certificate courses, and the MAIT courses for the Supervisor Endorsement are going to be offered in an online format beginning in fall of 2014 in conjunction with the MAED program. The INTC 2610 course has had strong enrollments as part of the TEDU program of courses.

Program Annual Report Template
2014-2015

2014-2015:

Enrollment

Having experienced a large number of graduates in 2013-2014, including two K-12 school district cohort groups, the program experienced a drop in numbers in that population this past year. Combined with an environment in which there is little turnover in the teacher ranks in Atlantic, Ocean, and the surrounding counties, as well as a state budget cap on districts that is making it harder for teachers to get reimbursed for graduate coursework, it may be difficult for the next few years to attract the large numbers of teachers MAIT had in prior years.

Degrees Granted

1. **Susan Allen –** Final Project: Using Quick Response Codes and Social Media to Increase Biodiversity Knowledge and Engagement on Stockton College's Campus
2. **Karen B. Ferguson -** Final Project: The Impact of Teacher Social Networks on Learning Outcomes in Art
3. **Mike Galeone –** Final Project: Web 2.0 Tools And Increased Teacher Productivity
4. **Melissa Gallagher –** Final Project: The Effectiveness of Flipped Learning in a Mathematics Classroom
5. **Melissa L. Krupp –** Final Project: Enhancing Lesson Plan Design by Infusing Technology
6. **Charles H. Lockwood III –** Final Project: The Efficacy Of Social Media In The Classroom Education
7. **William Charles Perkins -** The Importance of Anchoring Change into the Organization's Culture
8. **Darnley Rosius -** Final Project: On Demand: Benefits of a Financial Literacy Online Resource
9. **Jennifer Sharpless -** Final Project: How Can Online Learning Communities Help Increase Teacher Use of Technology in Instruction?
10. **Alyssa L. Wright –** Final Project: Helping the Elementary Band Student Read Music
11. **Andrew Wright –** Final Project: Using Technology to Improve Tone Quality in Middle School Band

Service Role of Program

The MAIT program serves a significant role in serving the TEDU program through the INTC 2610 course, Technology for K-12 Educators. That course is experiencing large enrollments that allowed 8 sections to run in 2014-2015, serving 178 undergraduate students.

In addition G-courses offered for GEN, GAH, and GIS by the MAIT faculty, in the areas of digital literacy and the study of the impact of technology on education and society as a whole, were strongly subscribed with a total enrollment of 145 undergraduates.

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

Though MAIT enrollments are currently in a lull, a review of the degree candidates who completed the program shows that the program remains viable in meeting its mission to prepare graduates to use technology to improve learning, productivity, and performance in educational, non-profit and corporate settings.

The program also serves an essential need in the preparation of graduate in-service and undergraduate pre-service teacher education students through the INTC 5330, INTC 5230, and INTC 2610 courses, collaboration with the teacher education faculty on course designs and cooperative teaching, and special programs (ITLA) and events. This is of great importance to the meeting of the CAEP Standards which will be used to gauge the quality of teacher preparation programs.

The relevant CAEP Standards, from the 2015 update, are:

Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Provider Responsibilities 1.5: Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Partnerships for Clinical Preparation 2.1: Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators 2.2: Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences 2.3: The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Standard 3: CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Selectivity During Preparation 3.4: The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

APPENDIX A: Cross-cutting Themes in the Commission's Recommendations

Throughout its deliberations, the Commission faced the twin challenges of developing cohorts of new educators who can lift the performance of all of our diverse P-12 students, while taking advantage of the digital age's new opportunities. This is a challenge for P-12 educators, but it is also a great opportunity to strengthen our nation with a vigor that will ensure that our heterogeneous society maintains its unique place in the history of civilizations.

In fact, these two cross-cutting themes converge. Technology and digital learning in our schools can efficiently bring quality education to all P-12 students. It can address the inequitable access to essential learning technology resources in the home and the community that has too frequently been evident in schools serving diverse and economically disadvantaged students. When that inequity persists, there are profound implications for the educational and economic opportunities available for our youth. Candidates need to know how to assess specific technological inequities experienced by their students and identify and undertake strategies that improve P-12 students' access to, and skills in, using these resources.

Diversity and technology are, thus, two critical areas that will require new learning and substantial innovation by preparation providers; the significant demographic and technological changes that impact their programs also influence the skills their completers must master to be effective. Because these two challenges are imbedded in every aspect of educator preparation, the Commission chose to recognize them throughout the recommended standards and also to elaborate on them here.

Technology and Digital Learning
Children arrive at school with widely differing digital experiences, just as they enter formal education with differing cultural and family backgrounds, different exposures to language and vocabulary, and different community contexts. Digital age or connected learning integrates highly networked, technology-enabled learning environments with pedagogy and content knowledge. It creates new ways to engage students and learning environments that use tools of the digital age to connect content knowledge with students' interests and connect students with inspiring experts, mentors and peers to deepen learning. These approaches blend online networks and tools and in-classroom and out-of-school learning; effective options to fit instruction with differing student needs and powerful new forms of assessments with simulations, gaming, computer adaptation, and rapid scoring capabilities.

The Commission's standards include several references to applications of new technologies to educational situations:
• Standard 1 endorses the InTASC teacher standards in their entirety, and the performances, knowledge, and dispositions that are extensions of those standards include a score of references to applications of technology. Educators must know how to use technologies and how to guide learners to apply them. They must know how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
• Standard 1 also states that providers are to "ensure that completers model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning and enrich professional practice."
• Standard 2 on clinical experiences refers to technology-enhanced learning opportunities as part of clinical experiences, as well as appropriate technology-based applications for selection, development, evaluation, and continuous improvement and retention of clinical educators. Clinical partnerships are to include technology-based collaborations, as well.
• Standard 3 on candidate quality states that providers present multiple forms of evidence of candidates developing knowledge and skills during preparation, including "the integration of technology in all of these domains."

Candidates need experiences during their preparation to become proficient in applications of digital media and technological capabilities. They should have opportunities to develop the skills and dispositions for accessing online research databases, digital media, and tools and to identify research-based practices that can improve their students' learning, engagement, and outcomes. They should know why and how to help their students access and assess critically the quality and relevance of digital academic content. Preparation experiences should allow candidates to demonstrate their abilities to design and facilitate digital, or connected, learning, mentoring, and collaboration. They should encourage use of social networks as resources for these purposes and to help identify digital content and technology tools for P-12 students' learning. Candidates should help their students gain access to what technology has to offer.

The essence of technology is rapid change. Members of the Commission realize that for accreditation standards that may be in place for the better part of a decade, it is not possible to anticipate every opportunity through which technology might have potential to advance instructional effectiveness and student learning and development. The Commission has concluded that the current possibilities are insufficiently exploited, and those for the future are beyond current forecasting ability. Educator preparation providers should keep up with research, and those preparing educators should model best practices in digital learning and technology applications that the EPP expects candidates to acquire.

APPENDIX B: Scope of the Commission's Recommendations

The Commission has made choices in two areas that have an effect on the scope of its recommendations. The first of these relates to the framing of its standards, reporting and accreditation recommendations, and evidence expectations in terms of teachers and not including explicit references to education leaders or other school personnel. The second is a question of the relationship of the Commission's focus on performance and outcomes rather than in terms of resources or capacity factors for accreditation that are described in U. S. Department of Education regulations for accreditation organizations. These two topics are addressed in the sections below.
Teachers, Other School Personnel, and Leaders

The Commission's recommendations apply explicitly to teachers. Among the public comments were many that questioned that limitation, noting that the scope should be more inclusive of educator preparation programs as they exist.
There are cogent reasons that CAEP's standards should extend to "other school professionals" and advanced certificate preparation, as well as to school leadership. CAEP's predecessor organizations both included these other specializations in their reviews and accreditation decisions. While Commissioners examined many research reports relevant to teaching, a considerable portion of those reports reach conclusions that could apply equally well to other school personnel. Many of the extant reports from associations and education reform groups address the functioning of schools as organizations and give particular prominence to leadership, collaboration, and sharing of information that is the basis for continuing improvement.

The Commission-recommended standards and their components could be adapted for other school professionals and advanced certificate preparation (e.g., some states now offer certificates for "teacher leaders"). While some of these education specializations include instructional roles (e.g., reading specialists, school library media specialists or technology coaches, teachers for students with disabilities, or teachers for gifted students), for others that link seems less direct (e.g., school psychologists, school counselors, technology directors, or education leaders).

MAIT also provides an essential value for students in other graduate programs, such as the MBA, by providing courses that meet the most recent International Board of Standards for Training, Performance and Instruction (IBSIPI) for instructional designers:

PROFESSIONAL FOUNDATIONS

1. Communicate effectively in visual, oral and written form.
2. Apply research and theory to the discipline of instructional design.
3. Update and improve knowledge, skills, and attitudes pertaining to the instructional design process and related fields.
4. Apply data collection and analysis skills in instructional design projects.
5. Identify and respond to ethical, legal, and political implications of design in the workplace.

PLANNING AND ANALYSIS

6. Conduct a needs assessment in order to recommend appropriate design solutions and strategies.
7. Identify and describe target population and environmental characteristics.
8. Select and use analysis techniques for determining instructional content.
9. Analyze the characteristics of existing and emerging technologies and their potential use.

DESIGN AND DEVELOPMENT

10. Use an instructional design and development process appropriate for a given project.

11. Organize instructional programs and/or products to be designed, developed, and evaluated.
12. Design instructional interventions.
13. Plan non-instructional interventions.
14. Select or modify existing instructional materials.
15. Develop instructional materials.
16. Design learning assessment.

EVALUATION AND IMPLEMENTATION

17. Evaluate instructional and non-instructional interventions.
18. Revise instructional and non-instructional solutions based on data.
19. Implement, disseminate, and diffuse instructional and non-instructional interventions.

MANAGEMENT
20. Apply business skills to managing the instructional design function.
21. Manage partnerships and collaborative relationships.
22. Plan and manage instructional design projects.

The program also holds great value in the general preparation of undergraduate students through offerings in general studies courses and collaborative efforts with faculty throughout the institution. The curriculum of the MAIT program and the courses taught by the MAIT faculty are uniquely situated to support the development the types of skills needed in the modern workforce and society.

Reported by Walsh (2013), "a 2013 Gallup Study… indicates that young U.S. adults who say they developed 21st century skills in their last year of school are more likely to self-report higher work quality." Walsh uses a quote by Washington (2011) who uses a definition of the Partnership for 21st Century Skills, and states:

"The Partnership for 21st century skills (2011) identifies these specifically: creativity, collaboration, critical-thinking, and communication. In order to help our [students] develop these skills to a high level, we must incorporate modalities that are relevant to present times (e.g. social networking, mobile technologies, digital computing, gaming,) and also engage the student with instruction techniques that facilitate learning (e.g. pinwheel discussion, group collaboration, projects). In other words, we need to put the student at the center of the learning and allow them to create their own meaning from experiences."

Walsh goes on to cite the Institute of Museum and Library Sciences which suggests the "ability to apply technology" is defined as being able to:

- Use technology as a tool to research, organize, evaluate, and communicate information
- Use digital technologies (e.g., computers, PDAs, media players, GPS, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies"

In education, business, and most other fields of study, the curriculum taught by the MAIT program, which seeks to integrate technology tools with 21st century learning outcomes, is vital to producing Stockton graduates at all levels who are ready to be productive in their chosen field.

Demand for Program

The primary demand for the program remains public school teachers, though recently there have been more higher education and business oriented students entering the program. Another new audience that has potential for growth are Stockton undergraduates who are able to take advantage of direct entry. Recently there has been talk of the State of New Jersey creating a credential for teachers of Computer Science, which may be advantageous for the program. The program faculty has been discussing how to reinvent the program through curriculum changes that would make the program wider in scope, and perhaps broaden the potential audience from which to attract new students.

Faculty

2014-2015:

The MAIT program enjoys the benefits of having three full-time tenured faculty, with Dr. Lee a full professor and Drs. Ackerman and Harvey at the associate professor level. The faculty teach a variety of courses within the program, as well as undergraduate TEDU and General Studies courses. In addition Dr. Lee oversees the Digital Literacy minor at the undergraduate level. In the spring of 2015, at the behest of the Dean, the MAIT faculty began serving as preceptors for 15 undergraduate students in the Teacher Education program. The MAIT faculty is also coming alongside their MAED and TEDU colleagues for program assessment, as there are INTC courses that count towards both degrees. All three MAIT faculty have been a part of the working group of School of Education faculty who are putting courses online for the MAED curriculum. All three faculty also teach General Studies courses on a regular basis, as well as serve on school and college wide committees and task forces at the university, and are active outside Stockton on various organizations at the local, state, and national/international level.

Dr. Amy Ackerman, Associate Professor

<u>Presentations</u>

Ackerman, A.S. (2014, September). *Bring your own device assessments*. Invited session presented at IPMA-HR Annual International Training Forum & Expo, International Public Management Association for Human Resources, Philadelphia, PA.

Ackerman, A.S., Simmons, K., Cruz, J., Kirshner, S., & Machotka, E. (2014, November). *Take ten from our PARCC place.* Session presented at the annual NJEA Teachers' Convention, Atlantic City, NJ.

Zappile, T., Harvey, D., & Ackerman, A. (2015, March). *Go Global! A Collaborative Online Course for Incoming First-Year Students*. Presentation at the NJ Edge Faculty Showcase, New Jersey City University, Jersey City, NJ.

Ackerman, A.S., Simmons, K., Cruz, J., Kirshner, S., & Machotka, E. (2015, March). *Keep on tracking: Learning assessment tools*. Session presented at 15th Annual day of Scholarship, Stockton University, Galloway, NJ.

Ackerman, A.S., Simmons, K., Cruz, J., Kirshner, S., & Machotka, E. (2015, May). *PARCC Place: 10 free tools for prepping*. Session presented at 18th Annual from My Classroom to Yours, Stockton University, Galloway, NJ.

Ackerman, A. S., Wendt, M.A., Bonora, S. (2015, June). *iPads with google classroom.*   Session to be presented at International Society for Technology in Education (ISTE), Philadelphia, PA.

Ackerman, A.S., Simmons, K., Cruz, J., Kirshner, S., & Machotka, E. (2015, July). *Take ten tools from our PARCC Place*. Session to be presented at NJEA TechStock, Stockton University, Galloway, NJ.

<u>Service</u>
PARCC – 2020 Readiness Task Force
ASE e-mentor (Academic Support for E-learning)
Go-Global Instructor (Summer 2014-2015)
Essential Learning Outcome (ELO) Task Force —Information Literacy and Research Skills
Stockton Society Member – Stocktonian Circle
A Day in the Life presenter - conducted Tech in the Classroom & GoGlobal sessions
Distinguished Graduate Research Fellowship Committee
Library (SOE representative)
Campus Hearing Board
Foundation Scholarship Selection Committee
SOE Tech Task Force TEDU INTC2610 & GEN2108 alignment with NJPST/InTASC standards (2014- 2015)
2020 Initiative Grant awarded for 2015-2016 Global Coding Collaboration
Institute for Faculty Development (IFD) Fellow E-learning appointment for 2015-2016
Editorial Board member- Performance Improvement Quarterly (PIQ)

Dr. Douglas Harvey, Associate Professor

Presentations

Harvey, D. (2014, November). *Apponomy for the Common Core*. Presentation for New Jersey Education Association Convention, Atlantic City, NJ.

Zappile, T., Harvey, D., & Ackerman, A. (2015, March). *Go Global! A Collaborative Online Course for Incoming First-Year Students*. Presentation at the NJ Edge Faculty Showcase, New Jersey City University, Jersey City, NJ.

Harvey, D. (2015, May). *Teaching Critical Thinking through Online Writing and Debate*. Presentation for Blended Learning in the Liberal Arts conference, Bryn Mawr College, Bryn Mawr, PA.

Harvey. D. (2015, June). *How to Flip the Classroom*. New Jersey Future Educators Association Southern Regional conference. Stockton University, Galloway, NJ.

Harvey, D., & Caro, R. (2015, June). *Screencasting for Student Learning and Assessment*. Workshop presentation for the Ed-Media World Conference on Educational Media and Technology. Montreal, Quebec, Canada.

Harvey, D. (2015, July). *Developing Critical Thinking Through Online Environments*. Presentation accepted for the 35th International Conference on Critical Thinking and Educational Reform. Berkeley, CA.

Service

Director, MAIT Graduate Program (2013-2015)
SOE Tech Task Force TEDU INTC2610 & GEN2108 alignment with NJPST/InTASC standards (2014- 2015)
Fellow for Instructional Technology – Institute for Faculty Development (2013-2015)
Critical Thinking Institute participant (2014-2015)
Go-Global Instructor (Summer 2014 & 2015)
Reviewer and Associate Editor- Journal of Applied Instructional Design (2012 – present)
Member - Mainland Board of Education (2009 – present)
Member – PadCamp/ChromeCamp Unconference Organization Team (2011 – present)
Faculty Resource Network participant (Summer 2014 & Summer 2015)

Dr. Jung Lee, Professor

Presentations
Cerreto, F. & Lee, J. (Nov. 2014). *Predicting Success in College Using Graph Building Skills*. Presentation for the International Visual Literacy Association (IVLA) conference, Toledo, OH.

Lee, J (June, 2015). *Visual Literacy for Teachers*. New Jersey Future Educators Association Southern Regional conference. Stockton University, Galloway, NJ.

<u>Service</u>
Coordinator, Digital Literacy and Multimedia Design minor (2013-present)
International Visual Literacy Association Vice President (2015-2017)
Reviewer, Journal of Thinking Skills and Creativity (2011- present)
Stockton Global Scholarship Committee Member (2013- present)
Stockton 2020 Global Perspective Committee Member (2008- present)
SOE Tech Task Force TEDU INTC2610 & GEN2108 alignment with NJPST/InTASC standards (2014- 2015)
Faculty Liaison for partnership with JeJu National University in South Korea.

Students

2014-2015:

The profile of the typical MAIT student is that of a woman between 25-49, from Atlantic or Ocean County. The swing to Ocean County residents making up the largest group of students at 35% is that the largest cohort program exists in conjunction with the Southern Regional School District in Manahawkin. Similarly, students from Cumberland County are most likely part of our Millville School District cohort.

One interesting shift is that we have a number of new students who applied through the direct entry option, perhaps evidencing that the degree may be of value for new Stockton graduates. If the demographics shift for the program, it may be that we will see the students begin the program at a younger age.

Program Annual Report Template
2014-2015

Curriculum

2014-2015:

The program made a change this year in its requirements. The faculty decided to cut the number of core courses from 6 to 5, removing the INTC 5110 course "Learning Strategies for Instructional Technology". This was coupled with making the requirement for electives 6 courses, along with elimination of tracks, such that students would no longer be limited in their choice of electives. In essence all courses can accommodate all contexts, from schools, to higher education, to business and non-profit organizations. With all courses taught in a hybrid format, the program seeks to model the use of instructional technology to enable new instructional formats. Dr. Ackerman has initiated a joint online certificate with the MBA program, another example of ways in which the program has sought to make its curriculum accessible for the graduate student audience.

The program is also trying to maintain relevancy by offering Special Topics and other specialty courses. These have included a joint MAED/MAIT course on Common Core Standards that ran in summer of 2014, and a Game Design elective that was taught this past spring. Individually faculty have stayed current on the field and adapted courses to reflect changes in the content and practice that students need to master.

Core Courses- 15 credits
INTC 5001 Technology and Learning
INTC 5120 Visual Design and Communications
INTC 5160 Instructional Design and Development
INTC 5170 Research in Instructional Technology
INTC 5810 Capstone: Final Project
Elective Courses- 18 credits A total of 6 courses must be completed.
INTC 5230 Supervision and Leadership for Technology
INTC 5280 Grant Writing
INTC 5290 Leadership in Instructional Technology
INTC 5320 Media Design and Evaluation
INTC 5330 Integrating Technology in the Curriculum
INTC 5340 Web Design
INTC 5410 Adult Learning
INTC 5420 Human Performance Improvement and Tools
INTC 5450 Project Management Approach to Educational Change
INTC 5560 E-Learning
INTC 5590 Special Topics in Instructional Technology (offered as needed)
INTC 5701 Internship (1-3 credits) -Prerequisite: completion of core, min. of 3 electives, and permission of instructor
INTC 5800 Independent Study- Prerequisite: permission of instructor.
EDUC 6132 Curriculum Development, Implementation, and Evaluation

2014-2015:

With eleven 2014-15 graduates, and few respondents to the exit survey sent out in May, the information from the 2013-14 exit survey is being provided along with updates on how faculty worked on the actions from the previous year. It is expected that the five year program review in 2015-16 will be able to gather data from alumni on these objectives as well.

Program Objectives/Learning Outcomes Assessment Summary:

Objectives	Measure(s)	Result(s)	Interpretation(s)	Action(s)
1. Communication	Exit Survey	See Graphs	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 encourage writing skills.
2.Approprite Use of Technologies	Exit Survey	See Graphs	Program appears to 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.	Issues relevant to technology application, particularly school settings, were discussed in courses when applicable.

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3.Use of Technologies in support of learning and instruction	Exit Survey	See Graphs	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.	Added new tools and formats to courses, in an ongoing attempt to model and stay current with technologies for learning.
4. Information Literacy	Exit Survey	See Graphs	Strongly met across the objectives for finding, evaluating and sharing information.	Continue to seek to improve information literacy elements taught in all courses.
5. Apply research and theory to the practice of instructional technologies.	Exit Survey	See Graphs	Met the objectives for research and theory with strength in the ability to apply research and to formulate communications sing APA format.	Continue to seek to improve student skills with literature reviews and understanding weaknesses and strengths of theories and literature. Latest capstone course stressed the importance of this area.
6. Analyze needs, goals, and learners as it applies to instruction	Exit Survey	See Graphs	One of the true strengths of the program, with all but two objectives being predominately scored as Strongly Agree.	Courses that included a design product emphasized analysis..
7. Design learning experiences and environments	Exit Survey	See Graphs	Another strength of the program, with all objectives being scored Strongly Agreed by the majority of students.	Several courses taught this year focused on design derived from learning theory.

| 8. Develop effective instructional/informational materials	Exit Survey	See Graphs	Very strong in preparing students to create digital materials for instructional purposes.	Added courses that stressed application of design and learning theories this past year.
9. Manage learning environments by utilizing processes and resources	Exit Survey	See Graphs	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.	Courses that included project management, human performance, and motivation were taught this past year.
10. Evaluate all components of learning and instruction	Exit Survey	See Graphs	Objectives met, with strength in creating evaluation tools, utilizing multiple evaluation techniques, and identify evaluation models.	Evaluation emphasized in courses that involved design of instruction.
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 incorporated into courses through modeling and direct coverage of content.

Data Graphs from 2013-14 Survey
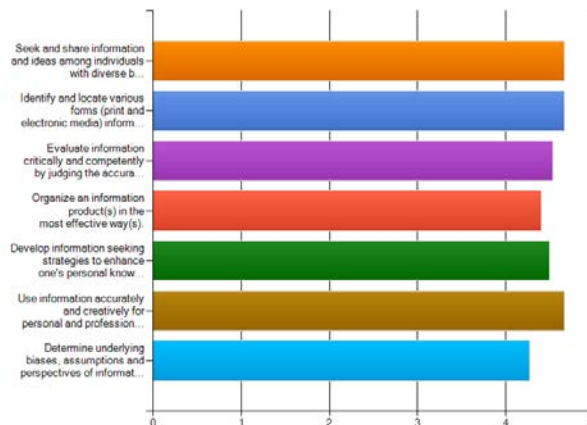

Objective 1: Communication
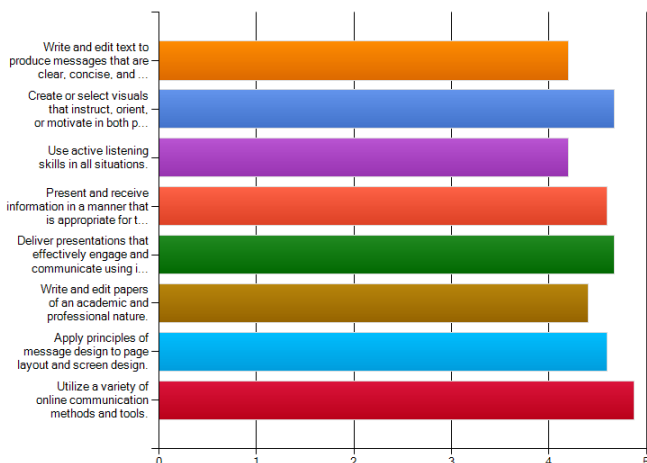
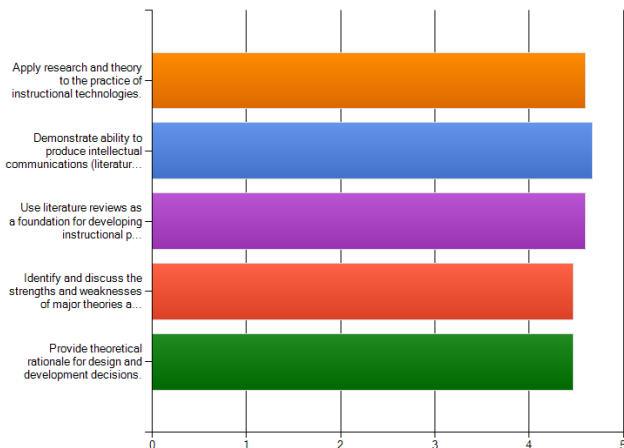Objective 2: Appropriate use of technologies
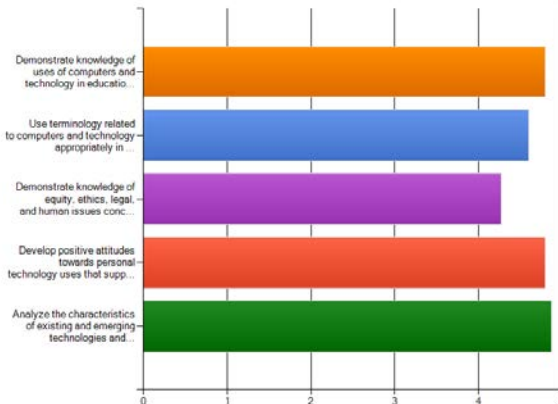
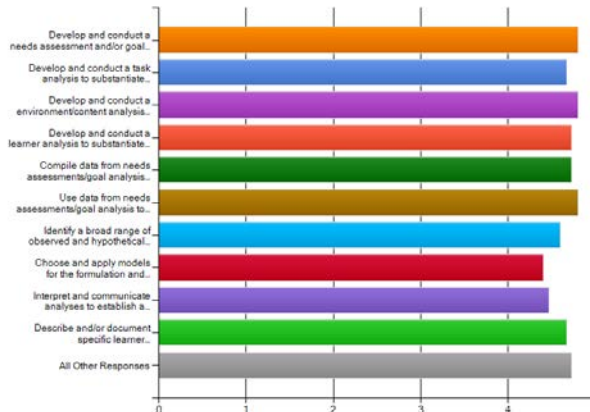Objective 3: Use of technologies in support of learning and instruction
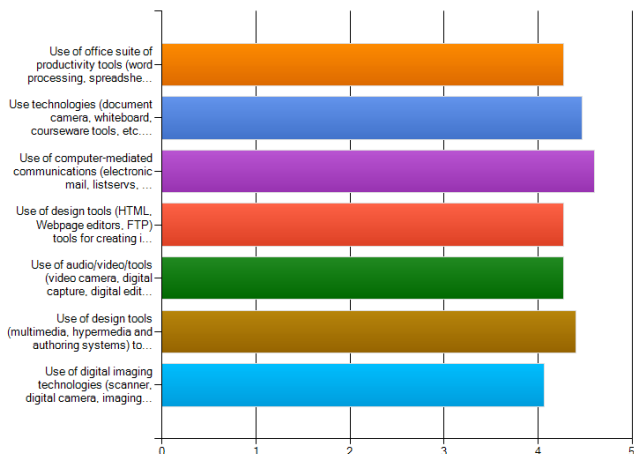
Objective 4: Information Literacy

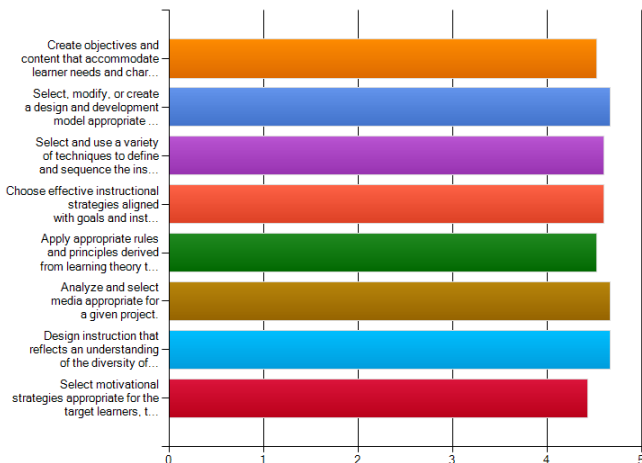Objective 5: Apply research and theory to the practice of instructional technologies.

Objective 6: Analyze needs, goals, and learners as it applies to instruction
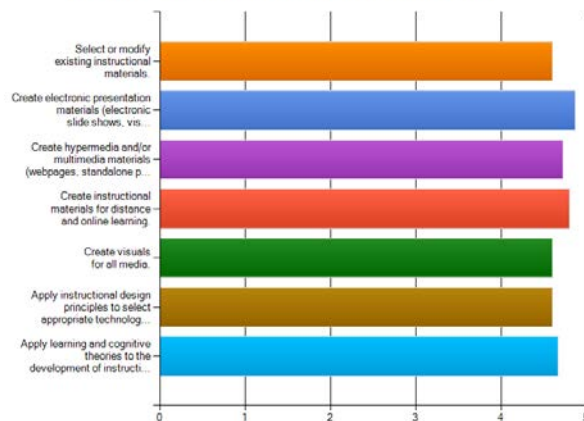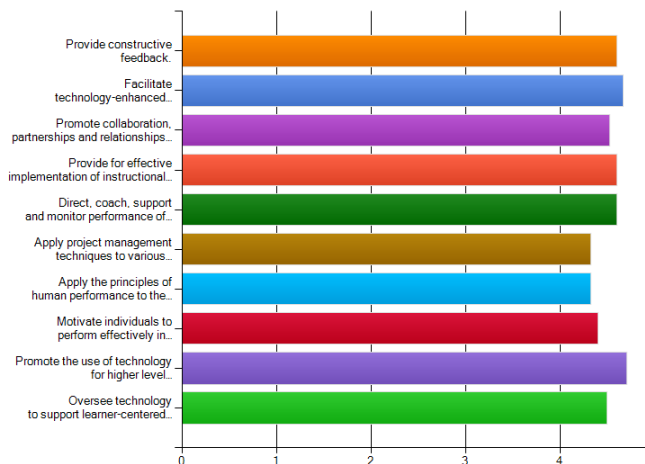
Program Annual Report Template
2014-2015

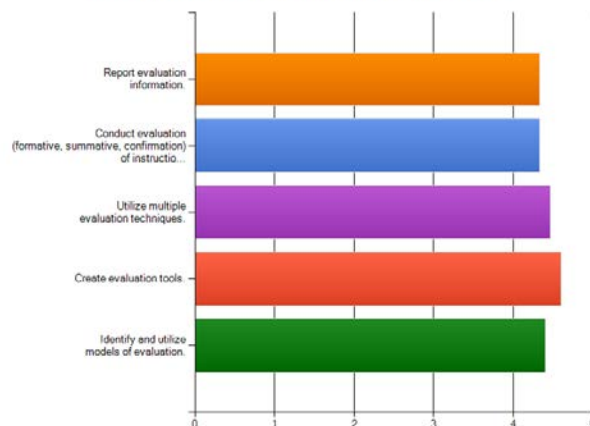**Objective 7: Design learning experiences and environments**

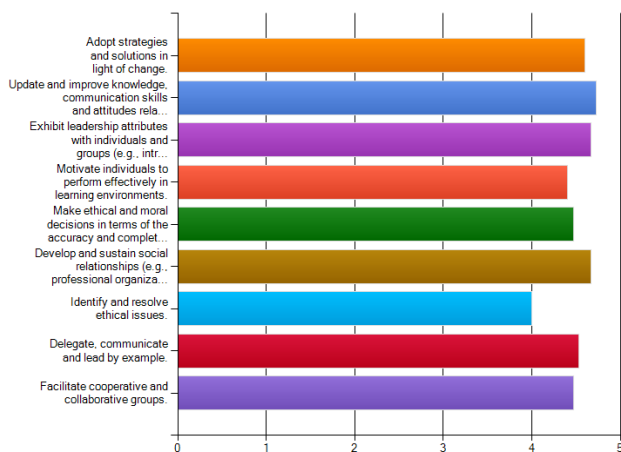**Objective 8: Develop effective instructional/informational materials**

Objective 9: Manage learning environments by utilizing processes and resources

Objective 10: Evaluate all components of learning and instruction

Objective 11: Demonstrate leadership skills

Community Engagement

2014-2015:

Dr. Amy Ackerman:

- Coached Valerie Stutesman for IPMA-HR's Annual International Training Forum & Expo - International Public Management Association for Human Resources.
- Collaborated with Jacqui Chetty, Instructor, University of Johannesburg for partnership plans for 2020 Initiative.
- Co-presented at four conferences with teachers from area schools.
- Attended Business Etiquette Dinner and Networking Event with Stockton students
- Member, Computer Science Teachers Association Southern New Jersey (CSTASNJ), and recruited Stockton staff for membership.

Dr. Douglas Harvey

- Mainland Regional School Board of Education representative for the city of Linwood.
- Presented workshop on Apple computer lab and provided voluntary technology consulting for Linwood Library.
- Sat on the Technology Advisory Committee for Linwood Public Schools.

Dr. Jung Lee

- Mentored Stockton students who attended JeJu National University in South Korea for a summer abroad experience.

S(strengths)W(weaknesses)O(opportunities)T(threats) Analysis

Program Annual Report Template
2014-2015

Please reflect on the programs' current status and any future program aspirations; use the categories below to organize your reflection.

2014-2015:

A more detailed analysis will be completed as part of the five year program review.

Strengths:

Provides a distinctive program that touches upon multiple areas (K-12 and higher education, business, non-profit organizations) in which skills and knowledge gained can be applied.

Technology emphasis is an area that is of great interest to students and the job market.

Weaknesses

Field of instructional technology not as easily recognized as other fields in education and business.

Opportunities

Graduating undergraduate students with an interest in enhancing their marketability may find the program valuable.

Supporting of MBA (training certificate) and MAED (supervision) programs , as well as TEDU program (technology for educators) with course offerings.

Growth of minor in Digital Literacy and Multimedia Design making program more visible at undergraduate level.

Threats

Difficulty attracting students due to lack of emphasis on supporting graduate education amongst employers, including school districts.

No direct path to certification for K-12 educators under New Jersey Department of Education.

Dean's Comments/Reflections/Look Forward

2014-2015: I look forward to discussing the vision of attaining recognition on a "national and international" basis (page 1) as well as the implications of aligning to the CAEP standards (pages 4-6) with incoming Director Dr. Jung Lee as we prepare for the five-year program review.