Master of Arts in Educational Leadership (MAEL) Director's Report 2013-14

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.

1. First goal

    1. Develop a transition plan for those students currently in the MAEL 'pipeline' to allow them to finish their degrees with the least amount of inconvenience in course selection and offerings.

    Results: The MAEL program is no longer accepting applications for the degree. Rather, students are directed to the MAED program and referred to the supervisor and/or principal certification tracks. We anticipate all students in the MAEL degree 'pipeline' to have completed their coursework for the MAEL degree no later than Spring 2015. Course equivalencies and Independent Studies were offered to assist students in completing their MAEL degrees in a timely fashion.

2. Second goal

    1. Review and modify, as necessary, existing curricular mapping and MAEL 'equivalency' courses in concert with the MAED and MAEL program curricula.

    Results: Realignment of the MAEL course offerings were completed to integrate the Supervisory Certification process along with the Principal Certification process.

3. Third goal

    1. Examine additional EDUC courses related to leadership that could be offered as hybrid courses.

    Results: As of this time, the only hybrid course in the principal certification process is EDUC 6133, Instructional and Program Assessment in Schools. Additional efforts to provide hybrid course offerings need to be considered, particularly as we move forward with plans for the Ed.D. in Organizational Leadership.

4. Fourth goal

    1. Continue exploration and development of a 'teacher-leader' certification program based on pending legislation and develop a proposal to offer this certification as part of our educational leadership program.

    Results: A draft proposal for development of a 'teacher-leader' certification program was reviewed by MAED Faculty. It is currently being discussed pending results of the state process for moving forward with this new certification. We are also examining offering selected courses as part of a professional development series offered through the SRI & ETTC.

5. Fifth goal

    1. Continue refinement of student data system as well as enhancements to the program through student, faculty, and community feedback utilizing Zoomerang and other techniques.

> Results: We continue to keep individual spreadsheets tracking MAEL students along with their courses and grades by semester. The CAPP audit program and the Discover reporting system offers additional data analysis opportunities.

Fall Graduate Enrollment

Chart 1
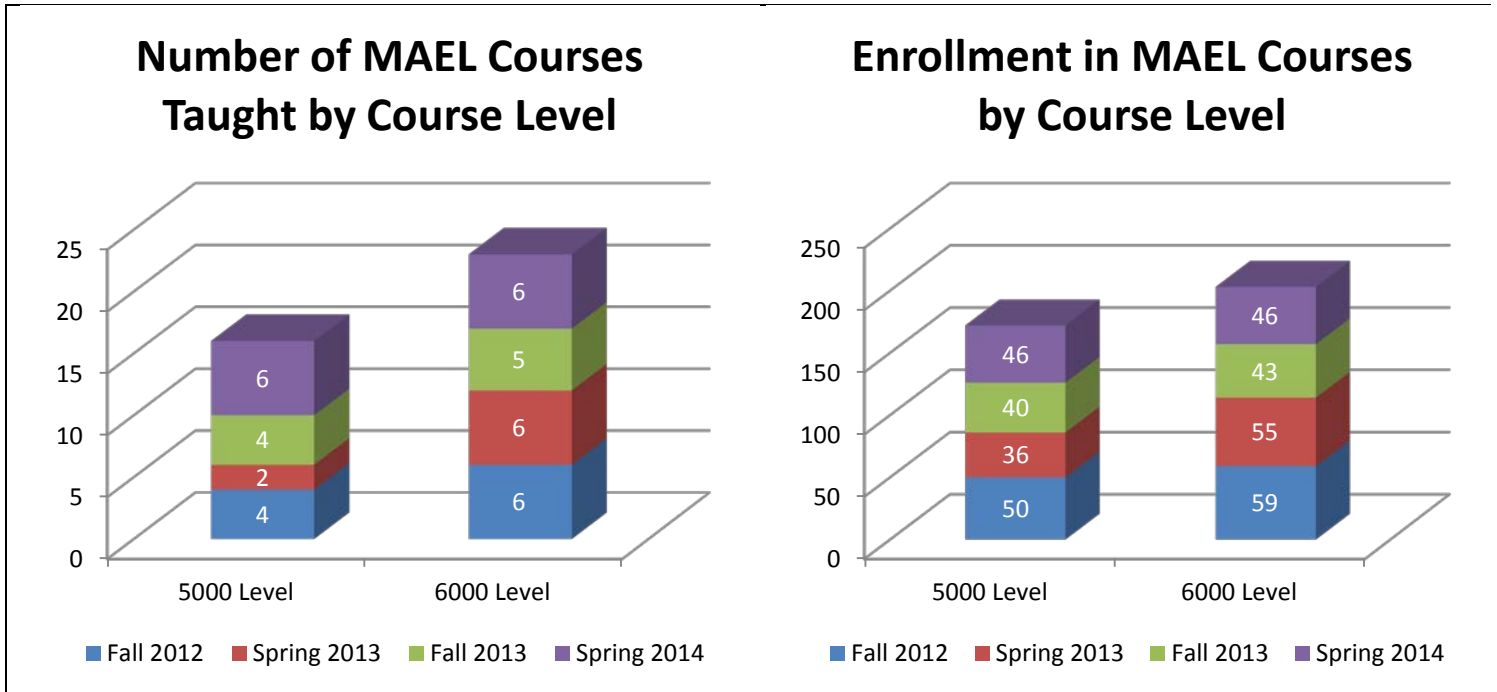

Major Enrollment by Attendance Status
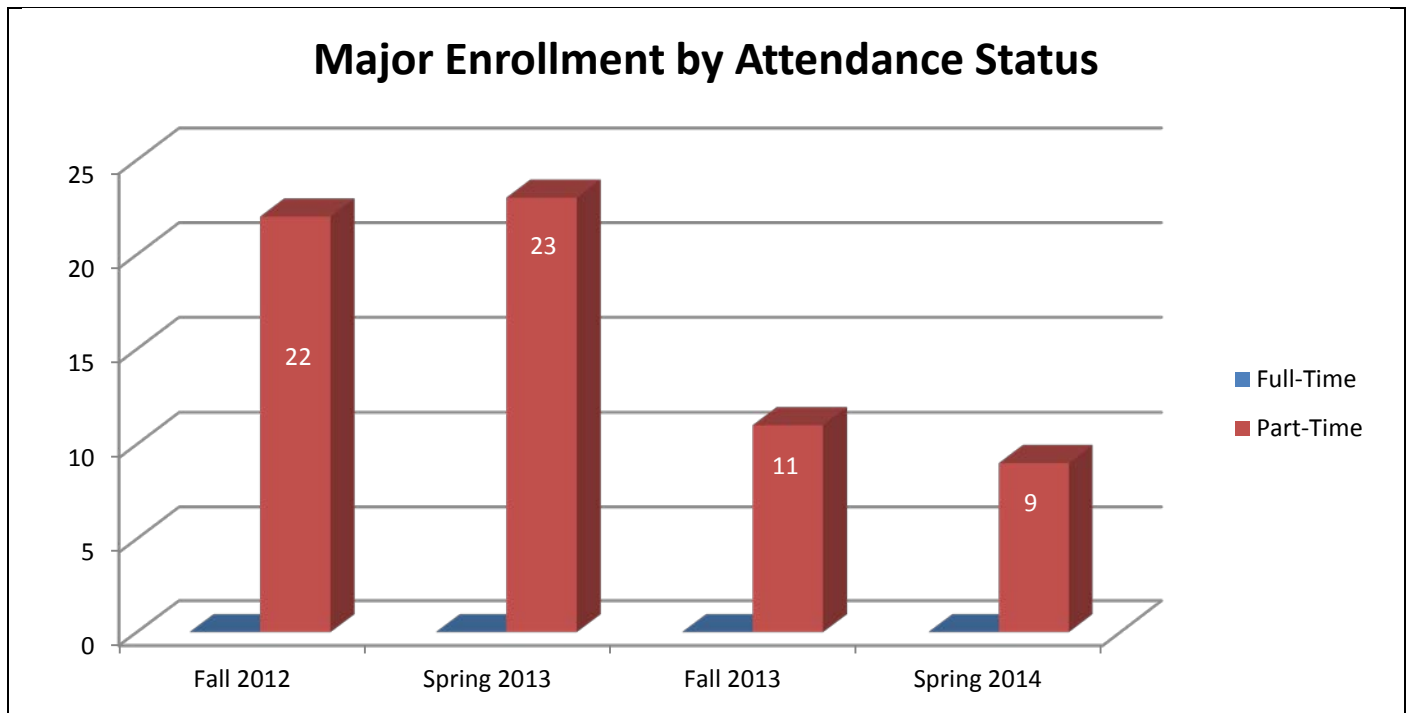
Note: Graduate School totals include Post-Baccalaureate Certificate Enrollments
SOURCE: SURE Enrollment Files fall 2012, 2013, spring 2013, 2014, and Student Demo Files fall 2012, 2013, spring 2013, 2014.
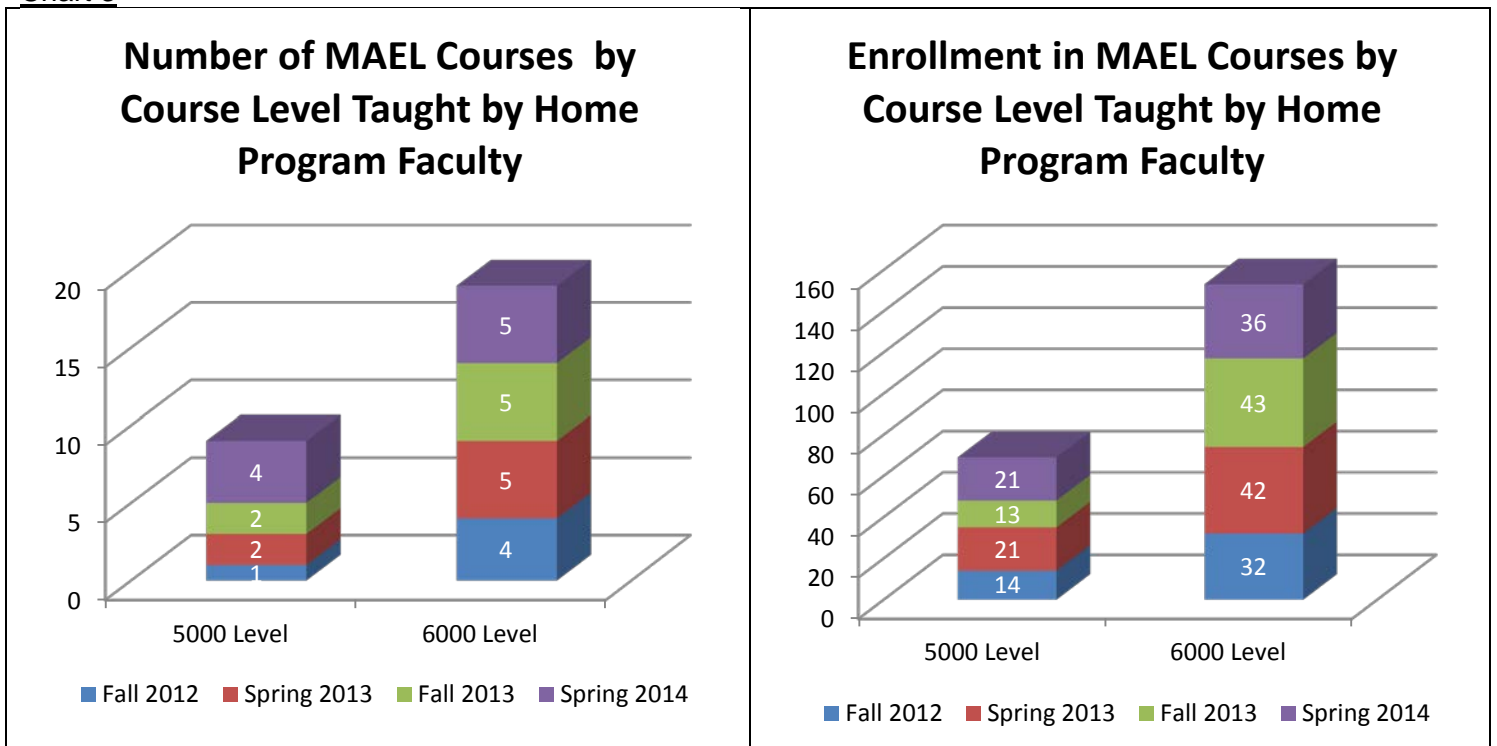
	Fall 2012		Spring 2013		Fall 2013		Spring 2014	
Major Program	Full-Time	0	Full-Time	0	Full-Time	0	Full-Time	0
	Part-Time	22	Part-Time	23	Part-Time	11	Part-Time	9
College	Full-Time	283	Full-Time	283	Full-Time	319	Full-Time	272
	Part-Time	517	Part-Time	517	Part-Time	518	Part-Time	488
	Non-Matric	84	Non-Matric	84	Non-Matric	82	Non-Matric	39

Summary of MAEL Courses Taught by All Faculty
Chart 2

Number of MAEL Courses Taught by Course Level

Fall 2012, Spring 2013, Fall 2013, Spring 2014

5000 Level: 4, 2, 4, 6
6000 Level: 6, 6, 5, 6

■ Fall 2012 ■ Spring 2013 ■ Fall 2013 ■ Spring 2014

Enrollment in MAEL Courses by Course Level

5000 Level: 50, 36, 40, 46
6000 Level: 59, 55, 43, 46

■ Fall 2012 ■ Spring 2013 ■ Fall 2013 ■ Spring 2014

NOTE: Courses were based off of those courses listed as required courses in the Course Catalog,
http://intraweb.stockton.edu/eyos/gradstudies/content/docs/worksheets/MAEL%20Curriculum-36%20credtis.pdf.
Courses taught refers to all courses with this acronym and may include courses taught by faculty members outside of this home program

Summary of MAEL Courses Taught by Home Program Faculty
Chart 3

Number of MAEL Courses by Course Level Taught by Home Program Faculty

5000 Level: 1, 2, 2, 4
6000 Level: 4, 5, 5, 5

■ Fall 2012 ■ Spring 2013 ■ Fall 2013 ■ Spring 2014

Enrollment in MAEL Courses by Course Level Taught by Home Program Faculty

5000 Level: 14, 21, 13, 21
6000 Level: 32, 42, 43, 36

■ Fall 2012 ■ Spring 2013 ■ Fall 2013 ■ Spring 2014

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

Summary of Courses Taught by Home Program Faculty

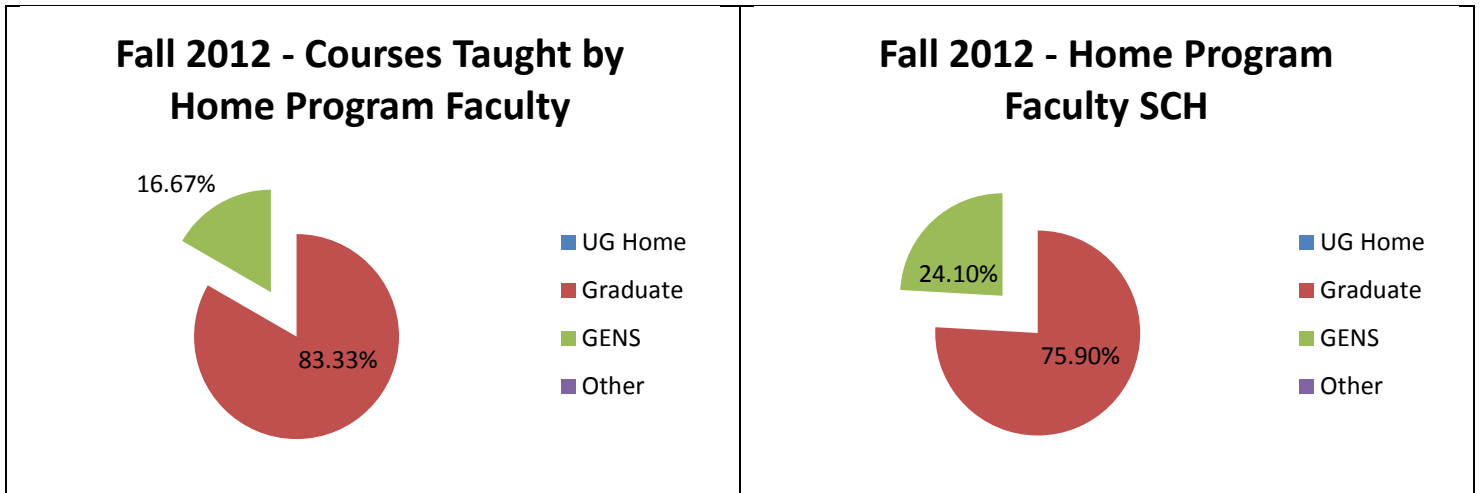| Total Course Enrollments / Course	Fall 2012				Spring 2013				Fall 2013				Spring 2014*			
	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching
EDUC 5106													1	9	1	
EDUC 5430	1	14	1						1	4	1					
EDUC 5431					1	12		1					1	4		1
EDUC 5432									1	9		1	1	7		1
EDUC 5800													1	1	1	
EDUC 5920					1	9	1									
Total 5000 Level	1	14	1	0	2	21	1	1	2	13	1	1	4	21	2	2
EDUC 6110													1	5	1	
EDUC 6120	1	20	1		1	16	1		1	12	1		1	19	1	
EDUC 6130									1	8	1					
EDUC 6131													1	1	1	
EDUC 6134					1	6	1		1	5	1					
EDUC 6935	3	12	2	1	1	9	1		1	10		1				
EDUC 6936					2	11	1	1					1	10		1
EDUC 6937									1	8	1		1	1	1	
Total 6000 Level	4	32	3	1	5	42	4	1	5	43	4	1	5	36	4	1
Total EDUC Courses	**5**	**46**	**4**	**1**	**7**	**63**	**5**	**2**	**7**	**56**	**5**	**2**	**9**	**57**	**6**	**3**
GEN 1045																
GEN 2101					1	31	1						1	33	1	
GSS 3360									2	48	2		1	13	1	
GSS 3604	1	10	1						1	8	1					
Total GENS Courses	**1**	**10**	**1**	**0**	**1**	**31**	**1**	**0**	**3**	**56**	**3**	**0**	**2**	**46**	**2**	**0**
ECON 1120					1	34	1						1	30	1	
INTC 5170													1	10	1	
INTC 5290					1	12	1									
Total Other Courses	**0**	**0**	**0**	**0**	**2**	**46**	**2**	**0**	**0**	**0**	**0**	**0**	**2**	**40**	**2**	**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.

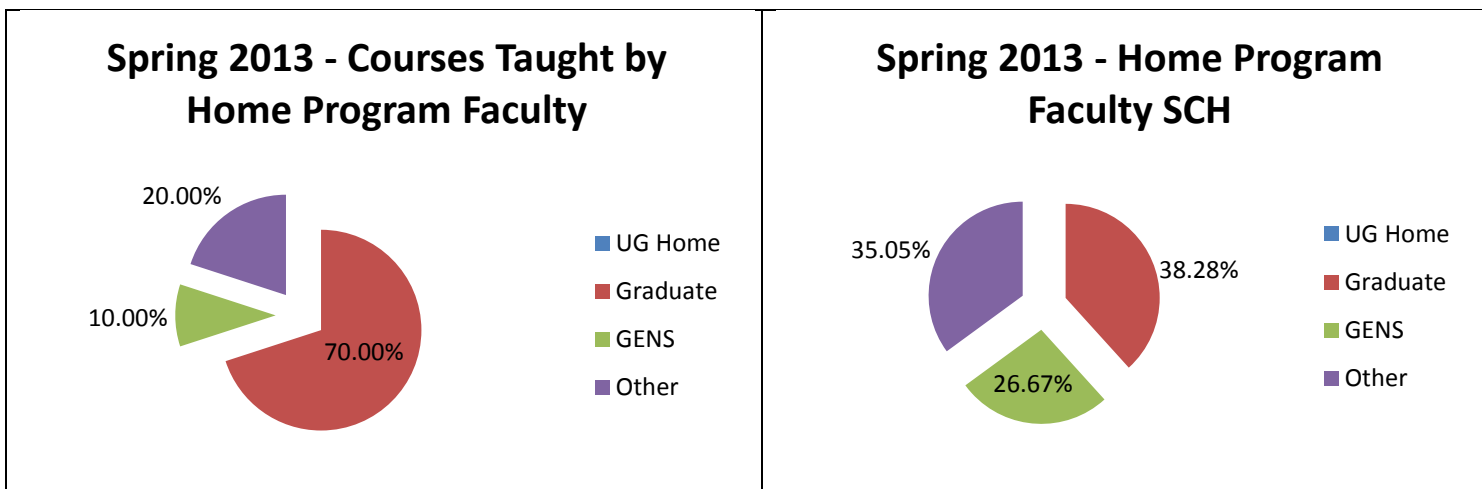* Spring 2014 data was pulled on 1/29/14and final data will not be available until after 5/15/14.

SOURCE: Faculty Workload Raw Data Reports fall 2012, spring 2013, fall 2013 and spring 2014
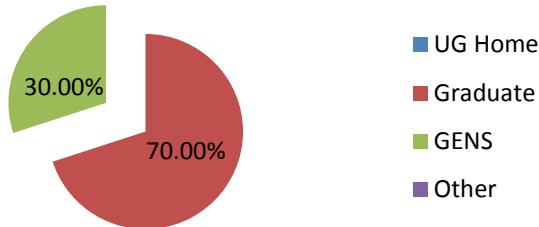
Chart 2

AY12-13

Fall 2012 - Courses Taught by Home Program Faculty

16.67%

83.33%

- UG Home
- Graduate
- GENS
- Other

Fall 2012 - Home Program Faculty SCH

24.10%

75.90%

- UG Home
- Graduate
- GENS
- Other

	# of Courses	% of Courses	SCH	SCH %
UG Home	0	0.00%	0	0.00%
Graduate	5	83.33%	126	75.90%
GENS	1	16.67%	40	24.10%
Other	0	0.00%	0	0.00%
Total	6	100.00%	166	100.00%

Spring 2013 - Courses Taught by Home Program Faculty

20.00%

10.00%

70.00%

- UG Home
- Graduate
- GENS
- Other

Spring 2013 - Home Program Faculty SCH

35.05%

38.28%

26.67%

- UG Home
- Graduate
- GENS
- Other

	# of Courses	% of Courses	SCH	SCH %
UG Home	0	0.00%	0	0.00%
Graduate	7	70.00%	178	38.28%
GENS	1	10.00%	124	26.67%
Other	2	20.00%	163	35.05%
Total	10	100.00%	465	100.00%

Fall 2013 - Courses Taught by Home Program Faculty

- UG Home
- Graduate
- GENS
- Other

30.00%
70.00%

Fall 2013 - Home Program Faculty SCH

- UG Home
- Graduate
- GENS
- Other
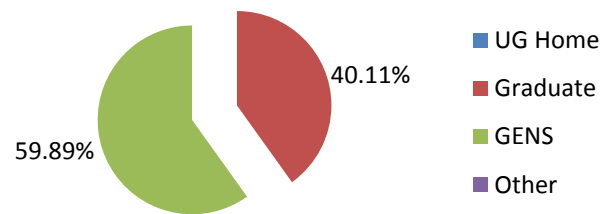
40.11%
59.89%

	# of Courses	% of Courses	SCH	SCH %
UG Home	0	0.00%	0	0.00%
Graduate	7	70.00%	150	40.11%
GENS	3	30.00%	224	59.89%
Other	0	0.00%	0	0.00%
Total	10	100.00%	374	100.00%

Spring 2014 - Courses Taught by Home Program Faculty

- UG Home
- Graduate
- GENS
- Other

8.33%
16.67%
75.00%
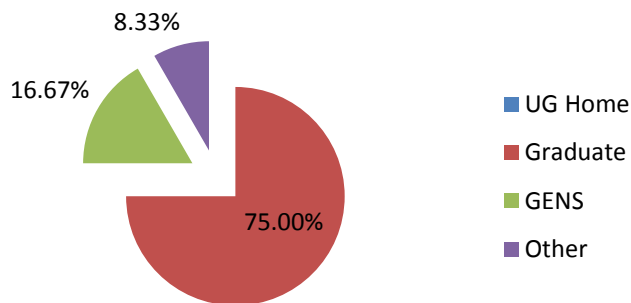
Spring 2014 - Home Program Faculty SCH

- UG Home
- Graduate
- GENS
- Other
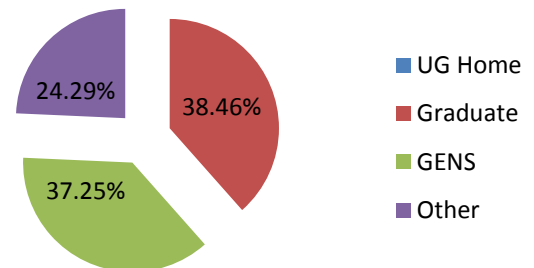
24.29%
38.46%
37.25%

	# of Courses	% of Courses	SCH	SCH %
UG Home	0	0.00%	0	0.00%
Graduate	9	75.00%	190	38.46%
GENS	2	16.67%	184	37.25%
Other	1	8.33%	120	24.29%
Total	12	100.00%	494	100.00%

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

Summary of Degrees Granted

Chart 3

Degrees Granted - Summer

SU11	SU12	SU13*
0	4	8

Degrees Granted - Fall

FA11	FA12	FA13*
0	0	3

Degrees Granted - Spring
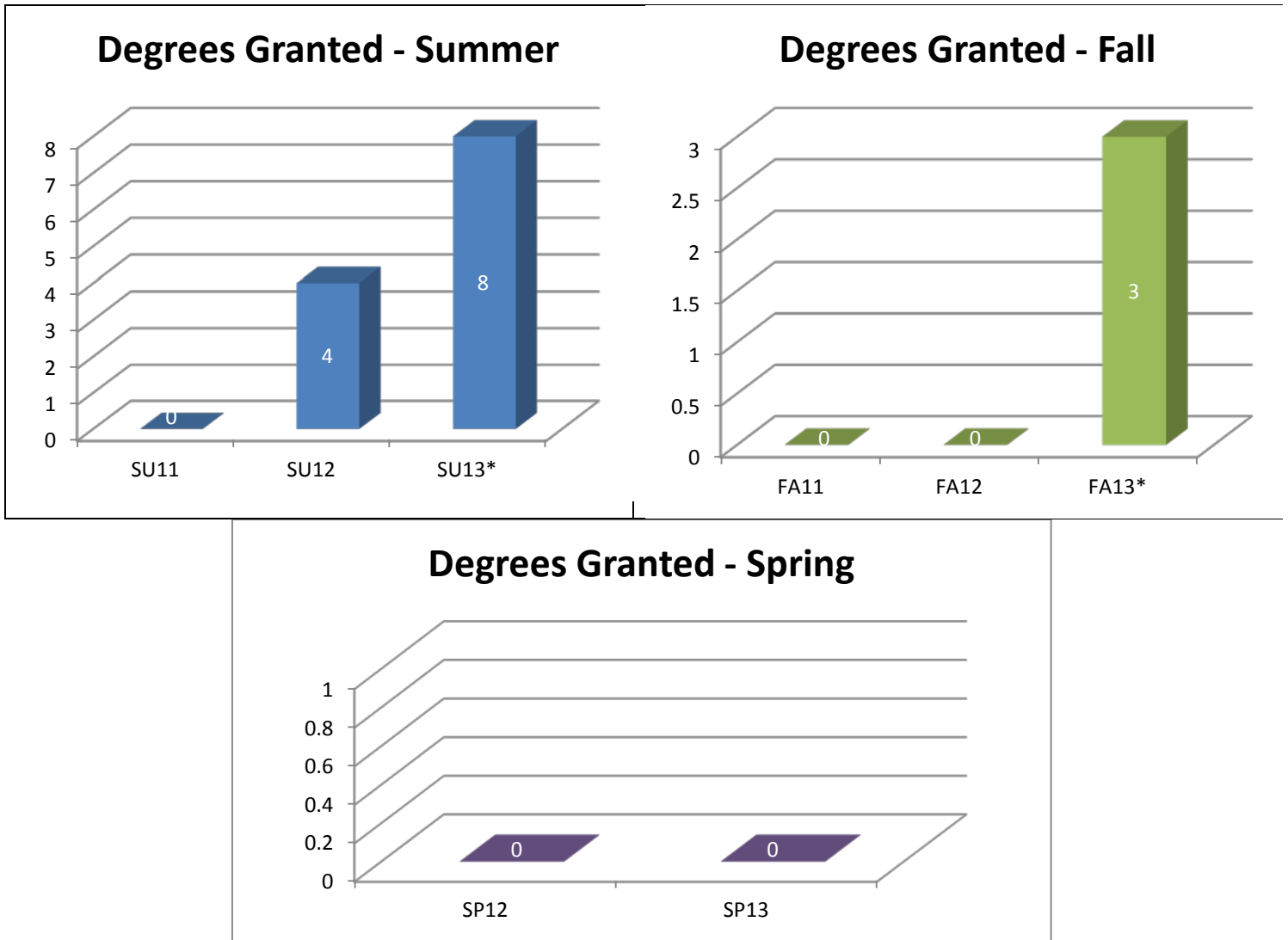
SP12	SP13
0	0

	SU11	FA11	SP12	SU12	FA12	SP13*	SU13*	FA13*
Degrees Granted - MA	-	-	-	4	-	-	8	3

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 data suggests MAEL program faculty are teaching graduate students in program courses at a significant level, i.e. 67% for Fall 2013 and 75 % for Spring 2014. In addition, MAEL program faculty are contributing to the expectation of offering General Studies courses at a notable level, Fall 2013 at 33% and Spring 2014 at 17% of their teaching load. There were only eleven total MAEL graduates between Summer 12 and Fall 13, with no graduating students in Spring 2014. We expect to have approximately ten graduates at the conclusion of the Summer 2014 session.

Delivery mode continues to be primarily face to face. We hope to explore additional hybrid delivery options as we move forward with curricular changes in the supervisory and principal certification tracks as part of the MAED program. The Internship experiences of our MAEL graduates continue to be a highlight of the program, along with the Action Research projects that are presented as part of the Internship III experience.

Faculty Complement – AY13-14 Home Program Faculty

Chart 4
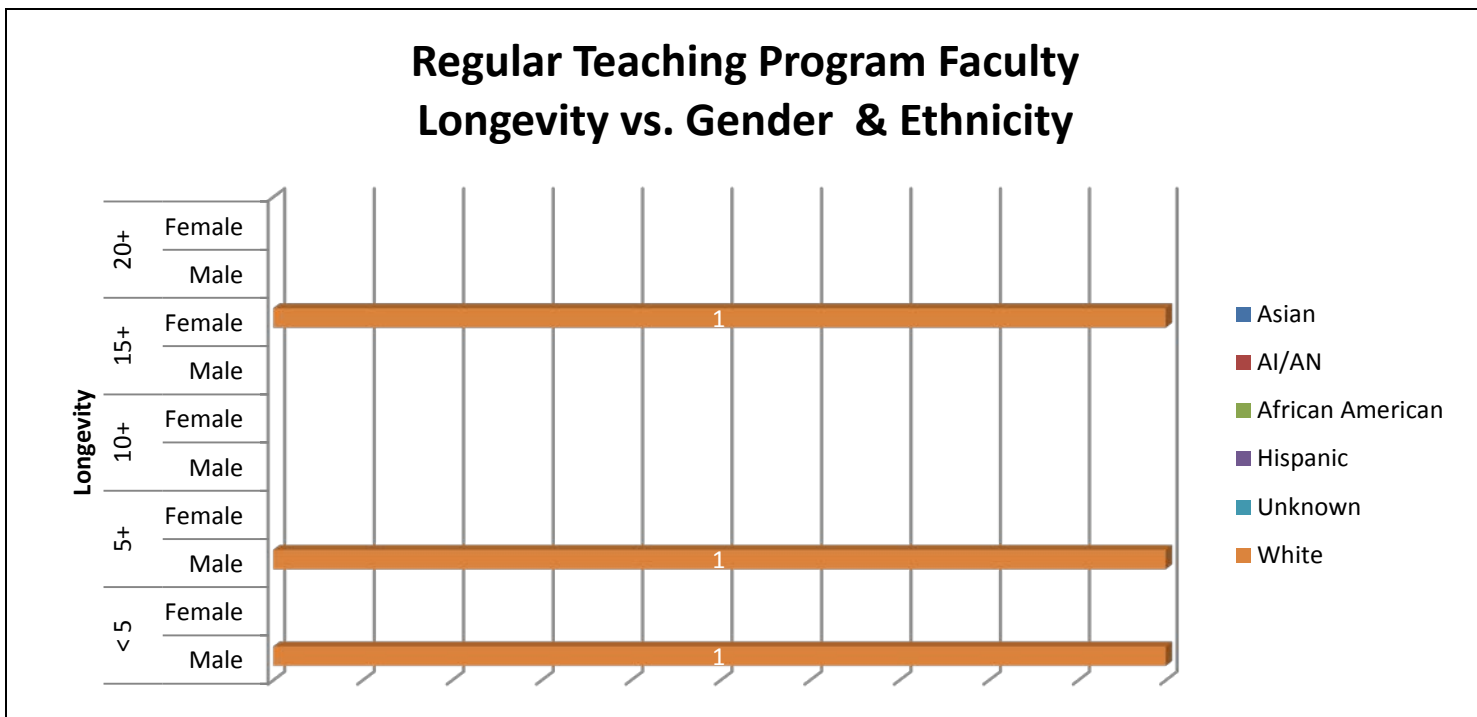
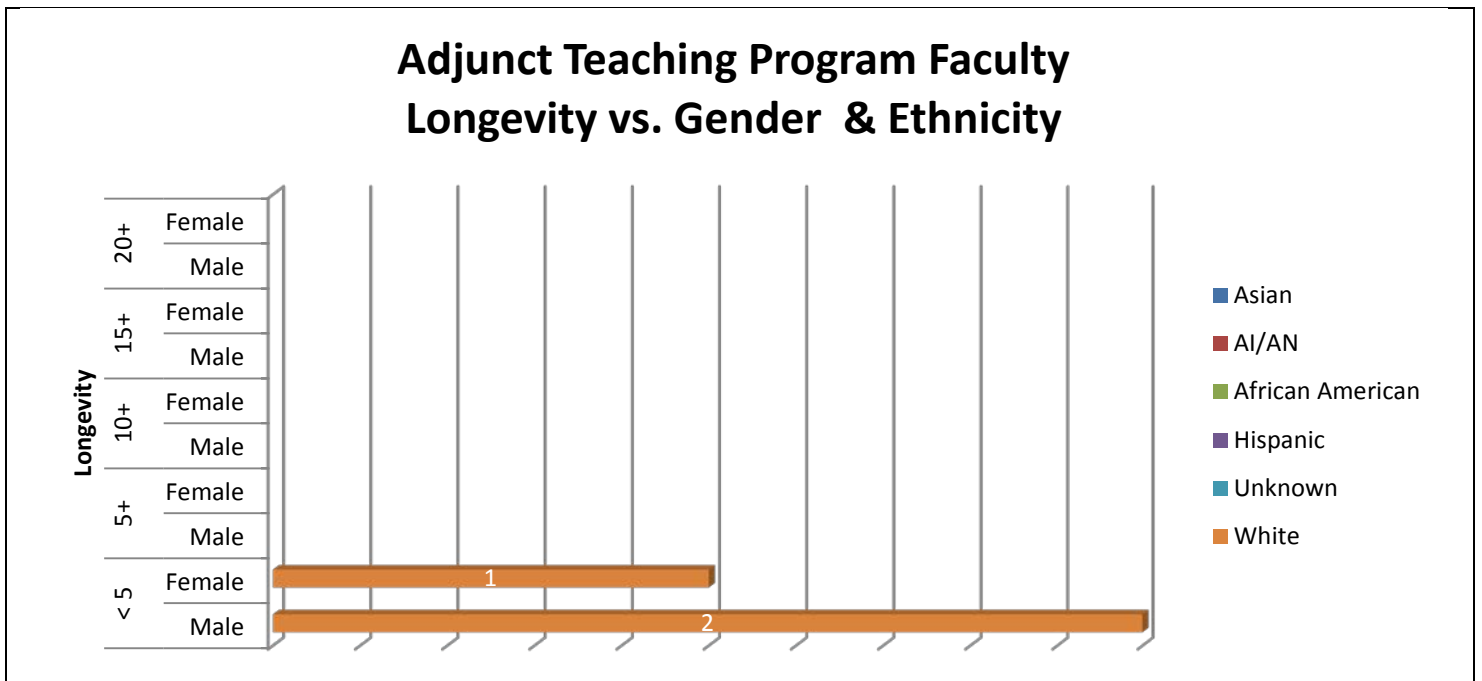| Ethnicity	Gender	
	Female	Male
Asian	0	0
AI/AN	0	0
African American	0	0
Hispanic	0	0
Unknown	0	0
White	1	2
Total	1	2

Longevity	
< 5	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 5

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

Longevity	
< 5	3
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 6
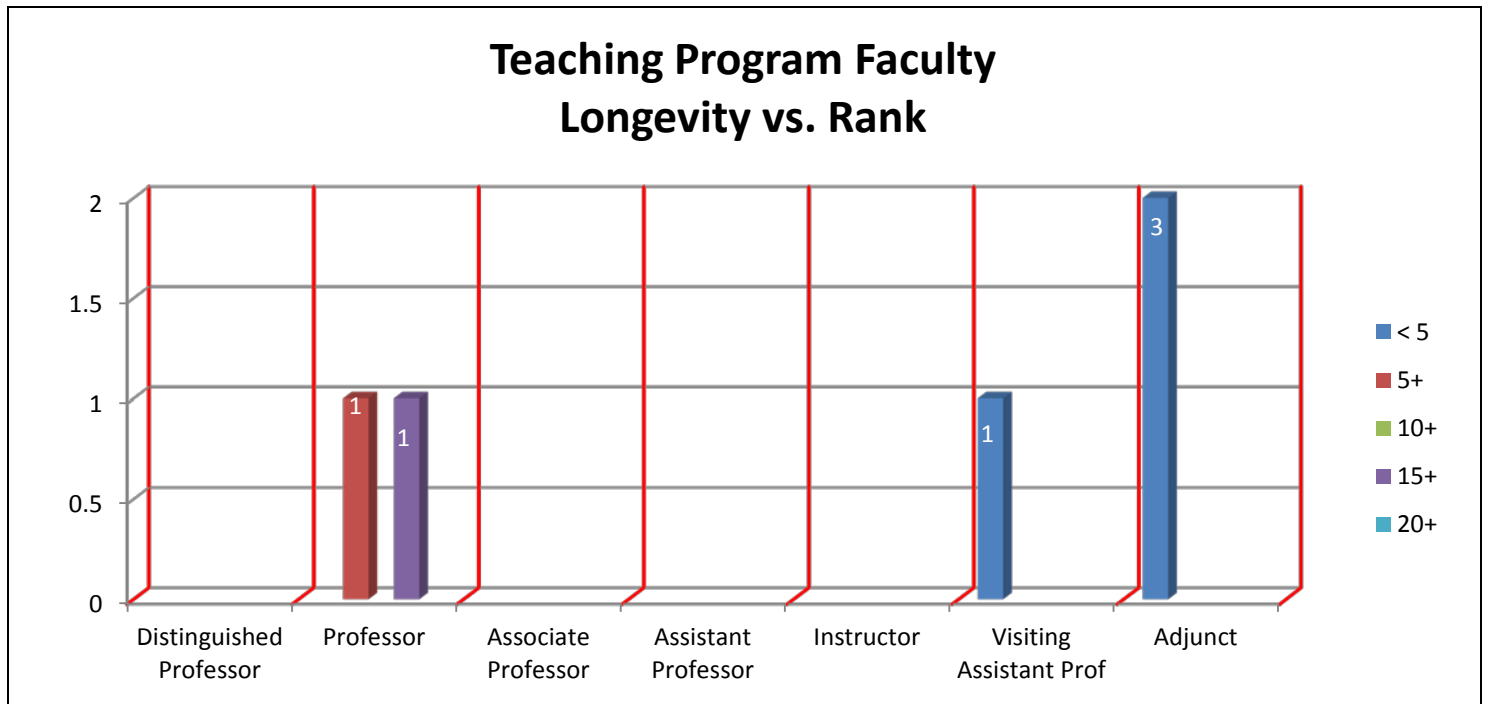
Rank	
Distinguished Professor	0
Professor	2
Associate Professor	0
Assistant Professor	1
Instructor	0
Visiting Instructor	0
Adjunct	3
Staff/Adjunct	0
Adjunct - 16+	0
Professor Emeritus	0
Total	6

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]

Faculty Activity, 2013-14:

Dr. Joseph Marchetti, Professor of Education

International Leadership Association, Member since 2010

NASPA National Conference Participant, Washington, DC, March 2014

NASPA Region II Advisory Board, Faculty Council Member, 2012 – present

NASPA Region II Conference Committee Member, 2013-14

Gilda's Club South Jersey, Cancer Support Agency, Board Member, March 2011 – present
　　　Acting Chair, Governance Committee, 2014 - present

Omicron Delta Epsilon, Leadership Fraternity, Stockton College Charter Member, 2005 – present

Phi Delta Kappa, Stockton Chapter, 1985 - present

Dr. Deb Figart, Professor of Economics and Education

Board of Trustees member, Novadebt, a 501(c)(3) credit counseling corporation

Member, Atlantic County Advisory Commission for Women

Dr. George Sharp, Assistant Professor of Education

Represented the Stockton SRI/ETTC at the Cumberland County Superintendent Roundtable meetings each month

Planned and conducted six SLLA study group sessions during the year

Participated in the Academic Affairs retreat

Served as a member of the development committee for the proposed Ed.D. in Organizational Leadership program - conducted background research on leadership development, conducted nine information sessions with individuals or small groups, and had 25 email communications with individuals regarding the proposed program.

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.

Please type your answer here.

We continue to run the principal leadership track with three full time faculty and up to three adjunct as needed for specialty courses, e.g. School Law, School Finance. Efforts to identify additional adjuncts for internships and/or specialty courses need to be continued. Given the specialty nature of the program, faculty have been involved extensively in transitioning efforts with MAED and in developing a proposal for a new doctoral program in organizational leadership.

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.

Faculty in the MAEL Program continue involvement with various community agencies. While there were no formal program collaborations with community agencies, faculty continue to offer their volunteer efforts in schools and non-profit organizations as needed and appropriate. Efforts to

collapse with the SRI & ETTC in meeting their community engagement activities could be strengthened.

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.

Faculty members continue to engage with individual community service, including such agencies as Gilda's Club, Etc.

Program Learning Outcomes Assessment Summary for 2013-14:
Courses listed do not include "equivalency" courses for MAEL program.

Objectives *(MAEL Program TEAC Claims)*	Measure(s)	Result(s)	Interpretation(s)	Action(s)
1. **Our program completers are qualified to serve as educational leaders**	Application Materials	All admitted students met matriculation requirements.	Admission requirements are reasonable and ensure that claims may be met.	Continue to utilize current admission requirements aligned with the MAED program and the principal certification track. Assess the need to set more restrictive guidelines as necessary.
	Course Grades	**FALL 2013** **EDUC 5430** had 4 completers with a class GPA of 4.0 **EDUC 5432** had 9 completers with a class GPA of 3.93 **INTC 6120** had 12 completers with a class GPA of 4.0 **EDUC 6935** had 10 completers with	We accept these data as indications that our students are demonstrating their qualifications to serve as educational leaders. Candidates are capable of achieving success in MAEL courses by meeting requirements stated in syllabi.	Continue monitoring student grades and determine signature assignments or work samples to collect to monitor endorsement effectiveness.

| | | a class GPA of 3.91

EDUC 6937 had 8 completers with a class GPA of 4.00

EDUC 5321 had 13 completers with a class GPA of 4.0

EDUC 5336 had 21/22 completers with a class GPA of 3.75

EDUC 6130 had 8 completers with a class GPA of 4.00

SPRING 2014

EDUC 5431 had 4 completers with a class GPA of 4.00

EDUC 5432 had 7 completers with a class GPA of 4.00

EDUC 6120 had 19 completers with a class GPA of 4.00

EDUC 6936 had 10 completers with | | |

		a class GPA of 3.97 **EDUC 5321** had 19 completers with a class GPA of 3.91 **EDUC 5336** had 18/19 completers with a class GPA of 3.77		
	Internship Evaluations	Students who completed internships during 2013-14 informally met with Internship faculty and the program director. Students shared overall value of the internship experience and the program to date. Continuing student survey data was collected and a summary is provided in the appendix.	Feedback received was most positive. Flexibility of the program, quality of instruction by full time faculty, and overall course content were cited as being positive. Concerns regarding course sequencing/availability, and the location of classes were identified as areas of less satisfaction.	Continue to conduct formal assessment of graduating students and review policies and practices related to course sequencing, equivalencies, and adjunct faculty. Continue to utilize criteria matrix/rubric for action research projects during final internship.
	Licensure Exam	Of the 14 students taking licensure exams during 2013-14, all passed the exam with the average being 178 out of a possible 200 points. 163	Curricular offerings and coursework are appropriate for assisting students in passing licensure exams by the State of NJ.	Continue monitoring coursework and performance of students who will be attempting licensing certification.

		points are required to pass.		
2. **Our program completers are competent in decision making as educational leaders**	Course Grades	<u>**FALL 2013**</u> **EDUC 5430** had 4 completers with a class GPA of 4.0 **EDUC 5432** had 9 completers with a class GPA of 3.93 **INTC 6120** had 12 completers with a class GPA of 4.0 **EDUC 6935** had 10 completers with a class GPA of 3.91 **EDUC 6937** had 8 completers with a class GPA of 4.00 **EDUC 5321** had 13 completers with a class GPA of 4.0 **EDUC 5336** had 21/22 completers with a class GPA of 3.75 **EDUC 6130** had 8 completers with a class GPA of	We accept these data as indications that our students are demonstrating their qualifications to serve as educational leaders. Candidates are capable of achieving success in MAEL courses by meeting requirements stated in syllabi.	Continue monitoring student grades and determine signature assignments or work samples to collect to monitor endorsement effectiveness.

		4.00 **SPRING 2014** **EDUC 5431** had 4 completers with a class GPA of 4.00 **EDUC 5432** had 7 completers with a class GPA of 4.00 **EDUC 6120** had 19 completers with a class GPA of 4.00 **EDUC 6936** had 10 completers with a class GPA of 3.97 **EDUC 5321** had 19 completers with a class GPA of 3.91 **EDUC 5336** had 18/19 completers with a class GPA of 3.77		
	Internship Journals	Review of journal entries by Internship Instructor reveals key concepts and learning outcomes were achieved.	Efforts to continue use of student journals to track activity of internship students is effective. Students report positive experience with tracking their various learning activities	Continue to refine use of the journals to possibly include on-line journals with integration of Blackboard.

		using the journal.	
Internship Evaluations	Students who completed internships during 2013-14 informally met with Internship faculty and the program director. Students shared overall value of the internship experience and the program to date. Continuing student survey data was collected and a summary is provided in the appendix.	Feedback received was most positive. Flexibility of the program, quality of instruction by full time faculty, and overall course content were cited as being positive.	Continue to conduct formal assessment of graduating students and review policies and practices related to course sequencing, equivalencies, and adjunct faculty. Continue using matrix/rubric for action research projects during final internship.
Action Research Project	Sixteen students completed the action research course with plans to present their projects during the summer and fall 2014 sessions.	In individual meetings, feedback was shared regarding the Action Research course and it's alignment with the internship experience. Students felt additional instruction and supervision of data interpretation stages could be helpful. Refinement of the Capstone Rubric was completed.	Conduct formal assessment of graduating students and review policies and practices related to course sequencing, equivalencies, and adjunct faculty. Continue monitoring connectivity between the Action Research course and the internships.
Licensure Exam	Of the 14 students taking licensure exams during 2013-14, all passed the exam with the average being 178 out of a	Curricular offerings and coursework are appropriate for assisting students in passing licensure exams by the State of NJ.	Continue monitoring coursework and performance of students who will be attempting licensing certification.

		possible 200 points. 163 points are required to pass.		
3. **Our program completers are caring educational leaders**	Internship Journals	Review of journal entries by Internship Instructor reveals key concepts and learning outcomes were achieved.	Continued use of student journals to track activity of internship students is effective. Students report positive experience with tracking their various learning activities using the journal.	Continue to refine use of the journals to possibly include on-line journals with integration of Blackboard.
	Internship Evaluations	Students who completed internships during 2013-14 informally met with Internship faculty and the program director. Students shared overall value of the internship experience and the program to date. Continuing student survey data was collected and a summary is provided in the appendix.	Feedback received was most positive. Flexibility of the program, quality of instruction by full time faculty, and overall course content were cited as being positive. Concerns regarding course sequencing/availability, and the location of classes were identified as areas of less satisfaction.	Continue to conduct formal assessment of graduating students and review policies and practices related to course sequencing, equivalencies, and adjunct faculty. Continue to utilize matrix/rubric for action research projects during final internship.
	Action Research Project	Seven students completed the action research course with plans to present their projects during the summer and fall 2014 sessions.	In individual meetings, feedback was shared regarding the Action Research course and it's alignment with the internship experience. Students felt additional instruction and supervision of data interpretation stages could be helpful. Refinement of the	Review policies and practices related to course sequencing, equivalencies, and adjunct faculty. Continue monitoring the connectivity between the Action Research course and the

			Capstone rubric was completed.	internships.
	Licensure Exam	Of the 14 students taking licensure exams during 2013-14, all passed the exam with the average being 178 out of a possible 200 points. 163 points are required to pass.	Curricular offerings and coursework are appropriate for assisting students in passing licensure exams by the State of NJ.	Continue monitoring coursework and performance of students who will be attempting licensing certification.

See the MAEL Program Assessment Plan included in the Appendix.

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.

Program faculty continue their efforts to review evaluative criteria to insure program quality is maintained. As we transition to the MAED program, the track coordinator and program faculty will review the alignment of learning outcomes around the new CAEP criteria.

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..

We have not yet integrated ELO's at the MAEL Graduate course level as of this date. We are in the process of doing so as part of the MAED Principal Certification track.

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.

> Goal 1: Finalize transition from MAEL Degree program to MAED with a Principal Certification Track.
>
> Goal 2: Continue refinement and alignment of the Outcomes Assessment Plan with CAEP to include indicators (e.g. portfolio assessment) other than GPA as measurements of student achievement and track completion.
>
> Goal 3: Establish Essential Learning Outcomes (ELO's) for all courses offered in the principal certification track.
>
> Goal 4: Identify additional hybrid courses that can be offered as part of the principal certification track.

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

Dean's Comments:

Please answer here.

> The MAEL program has done an admirable job in assuring that each student who set out to earn the principal certification reaches that goal. During this transition period, the MAEL faculty have paid equal and ample attention to the population of MAEL-seeking students and to the population of MAED-with-endorsement-seeking students, resulting in very positive results by all measures.
>
> Accomplishing all of the program's goals during such a busy transition period is challenging, and the MAEL faculty has not only risen to that challenge, but has also simultaneously rallied a broad group of colleagues from various Schools throughout the College to provide feedback on an interdisciplinary doctoral program in Organizational Leadership. These "double duties" among the faculty members are commendable. The ongoing feasibility and market research has continuously informed this process, and Director Marchetti has been a skilled facilitator in sifting through all the dissonance that inevitably arises from disparate audiences. His leadership has been commendable throughout the transition.
>
> The assessment results for MAEL students and the new MAED-with-endorsement students also continue to reflect the dedication and skill of our very best faculty members. I look forward to one more annual report of the MAEL program that reflects its last official graduating MAEL degree class in Spring 2015, at which time we also hope that the College is well on its way to recruiting the first incoming LEAD class of doctoral candidates.

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

Appendices

MAEL Completers Survey Results- 2013-14

https://www.surveymonkey.com/MySurvey_Responses.aspx?sm=MT6nuywqCJoWSdlF1fELSjmvA4Si
V6LuRTH25ZaFno238jYPQQQyVVsl2uJ8wjmL
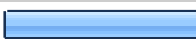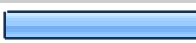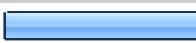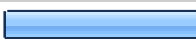
MAEL Current Student Survey Results- 2013-14

https://www.surveymonkey.com/summary/DHx5esMpnSzzeFUcCHdnW3WSv0m2HQ0bDiKg0YEQ_2
FG4_3D

MAEL Program Completer's and NJ School Leaders Licensure Assessment Scores
as of June 16, 2014

MAEL Assessment Plan for 2013-14

1. What areas are you certified to teach?

		Response Percent	Response Count
Preschool-Grade 3		0.0%	0
K-5		28.6%	2
Middle School Math		28.6%	2
Middle School Science		28.6%	2
Middle School English Language Arts		28.6%	2
Middle School Social Studies		28.6%	2
Art		0.0%	0
English		0.0%	0
Math		28.6%	2
Science		14.3%	1
Social Studies		0.0%	0
World Language		14.3%	1
Students with Disabilities		0.0%	0
Other, please specify		**42.9%**	**3**
		answered question	**7**
		skipped question	**0**

2. How did you hear about the MAEL Program? (select all that apply)

		Response Percent	Response Count
My School or Employer		50.0%	3
Graduate Studies Mailing or Flyer		16.7%	1
Radio or TV Advertisement		0.0%	0
Stockton Faculty Member		33.3%	2
Stockton Website		**66.7%**	**4**
Other, please specify		16.7%	1
		answered question	**6**
		skipped question	**1**

3. Has your participation in the MAEL Program at Stockton prepared you to create or develop:

	Yes	No	Undecided	Rating Average	Rating Count
an ethical and productive school culture	**100.0% (7)**	0.0% (0)	0.0% (0)	1.00	7
Please explain					1
an effective instructional program	**100.0% (7)**	0.0% (0)	0.0% (0)	1.00	7
Please explain					1
a comprehensive professional staff development plan	**85.7% (6)**	0.0% (0)	14.3% (1)	1.29	7
Please explain					1
a safe and efficient learning environment	**100.0% (7)**	0.0% (0)	0.0% (0)	1.00	7
Please explain					1
a profitable collaboration with families and other community members	**100.0% (7)**	0.0% (0)	0.0% (0)	1.00	7
Please explain					1
the capacity to serve diverse community interests and needs	**100.0% (7)**	0.0% (0)	0.0% (0)	1.00	7
Please explain					1
the ability to mobilize the community's resources in support of the schools goals	**57.1% (4)**	0.0% (0)	42.9% (3)	1.86	7
Please explain					1
the ability to deal with uncertainty and ambiuity	**100.0% (7)**	0.0% (0)	0.0% (0)	1.00	7
Please explain					1
the ability to think strategically	**100.0% (7)**	0.0% (0)	0.0% (0)	1.00	7
Please explain					

	Strongly agree	Agree	Disagree	Strongly disagree	Rating Average	Rating Count
the ability to be a more reflective teacher	**100.0% (7)**	0.0% (0)	0.0% (0)		1.00	7
Please explain						1
					answered question	**7**
					skipped question	**0**

4. Stockton's MAEL Program increased my ability to--

	Strongly agree	Agree	Disagree	Strongly disagree	Rating Average	Rating Count
lead a common vision of learning in the school community	**71.4% (5)**	28.6% (2)	0.0% (0)	0.0% (0)	1.29	7
lead a climate and culture conducive to student learning and staff professional growth	**71.4% (5)**	28.6% (2)	0.0% (0)	0.0% (0)	1.29	7
lead a safe and effective environment for learning	**57.1% (4)**	42.9% (3)	0.0% (0)	0.0% (0)	1.43	7
lead the mobilization of resources, response to diverse needs, and collaboration with families and communities	**42.9% (3)**	**42.9% (3)**	14.3% (1)	0.0% (0)	1.71	7
lead with integrity and fairness	**71.4% (5)**	28.6% (2)	0.0% (0)	0.0% (0)	1.29	7
lead with a perspective of the larger political, social, economic and legal context	42.9% (3)	**57.1% (4)**	0.0% (0)	0.0% (0)	1.57	7
use technology to strengthen learning experiences	**57.1% (4)**	42.9% (3)	0.0% (0)	0.0% (0)	1.43	7
create an environment of respect and rapport	**71.4% (5)**	28.6% (2)	0.0% (0)	0.0% (0)	1.29	7
communicate clearly and accurately	**71.4% (5)**	28.6% (2)	0.0% (0)	0.0% (0)	1.29	7
demonstrate flexibility and responsiveness	**71.4% (5)**	28.6% (2)	0.0% (0)	0.0% (0)	1.29	7

maintain accurate records	**42.9% (3)**	**42.9% (3)**	14.3% (1)	0.0% (0)	1.71	7
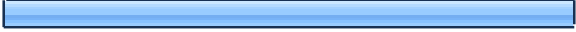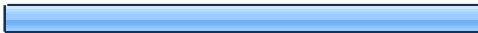
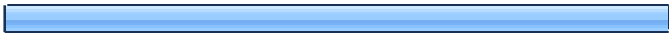|						
understand my values and beliefs	**71.4% (5)**	28.6% (2)	0.0% (0)	0.0% (0)	1.29	7
develop a network of peers	**57.1% (4)**	42.9% (3)	0.0% (0)	0.0% (0)	1.43	7
understand the role of policy in education	42.9% (3)	**57.1% (4)**	0.0% (0)	0.0% (0)	1.57	7
understand the decision making process	**57.1% (4)**	42.9% (3)	0.0% (0)	0.0% (0)	1.43	7
demonstrate knowledge of leadership resources	42.9% (3)	**57.1% (4)**	0.0% (0)	0.0% (0)	1.57	7
reflect on professional practice	**57.1% (4)**	42.9% (3)	0.0% (0)	0.0% (0)	1.43	7
communicate with stakeholder groups	42.9% (3)	**57.1% (4)**	0.0% (0)	0.0% (0)	1.57	7
contribute to the school and district	**57.1% (4)**	42.9% (3)	0.0% (0)	0.0% (0)	1.43	7
					answered question	**7**
					skipped question	**0**

5. Please indicate which of the following you have practiced as part of your MAEL graduate studies at Stockton:

		Response Percent	Response Count
searched for professional literature on-line		71.4%	5
explored resources available in the Stockton Library		**85.7%**	**6**
researched educational topics beyond the scope of MAEL coursework		**85.7%**	**6**
critically evaluated professional literature		42.9%	3
attended a professional conference		**85.7%**	**6**
presented a paper, workshop, or poster session at a professional conference		57.1%	4
worked as a graduate assistant		14.3%	1
Other		0.0%	0
		answered question	7
		skipped question	0

6. Would you be interested in pursuing an interdisciplinary doctoral level porgram in leadership if offered at Stockton?

		Response Percent	Response Count
Yes		**71.4%**	**5**
No		0.0%	0
Maybe		28.6%	2
Other, please specify		0.0%	0
		answered question	7
		skipped question	0

7. Please select any of the following professional activities you have done while completing the MAEL Program:

		Response Percent	Response Count
Served on a professional committee related to the teaching profession		**100.0%**	**7**
Obtained a leadership position in the teaching profession		28.6%	2
Obtained National Board for Professional Teaching Standard certification		0.0%	0
Authored a textbook		0.0%	0
Authored school curriculum		28.6%	2
Other, please specify		14.3%	1
		answered question	7
		skipped question	0

8. What do you think we should be doing more of in terms of developing school leaders?

	Response Count
	7
answered question	7
skipped question	0

9. What do you think we should be doing less of, or stop doing altogether, in terms of developing school leaders?

	Response Count
	3
answered question	3
skipped question	4

Page 2, Q1. What areas are you certified to teach?	
1 Engineering Technology	May 9, 2014 10:31 AM
2 English as a Second Language	Sep 24, 2013 6:09 PM
3 bilingual, ESL	Sep 19, 2013 3:34 PM

Page 2, Q2. How did you hear about the MAEL Program? (select all that apply)	
1 email	Oct 7, 2013 3:48 AM

	Page 2, Q3. Has your participation in the MAEL Program at Stockton prepared you to create or develop:	
	Please explain	
1	I work to perpetuate a positive, ethical, productive school culture by embracing all cultures in a club that I advise, in trips that I organize, and in maintaining a showcase window that celebrates our diversity.	Sep 24, 2013 6:09 PM
	Please explain	
1	I am a teacher/leader in the second language department by attending conferences and leading workshop discussions on student goal objectives. (SGO)	Sep 24, 2013 6:09 PM
	Please explain	
1	School administrators have asked me to mentor a new teacher throughout the year and I readily accepted, feeling fully prepared.	Sep 24, 2013 6:09 PM
	Please explain	
1	Students are aware of my classroom management style, our emergency exit strategy, and they work to create a culture of productivity in the classroom.	Sep 24, 2013 6:09 PM
	Please explain	
1	Involvement with area churches allow me an opportunity to observe families outside of school, and I am able to converse comfortably with the parents of my students-particularly Latino parents.	Sep 24, 2013 6:09 PM
	Please explain	
1	I am able to do so as I continue to grow in command of Spanish as a Second Language.	Sep 24, 2013 6:09 PM
	Please explain	
1	I have not encountered this possiblity.	Sep 24, 2013 6:09 PM
	Please explain	
1	I was given the task of organizing 53 students to participate in the "Show us Your Shoes" Miss America parade before school started. This required a committment on my part to school administrators and to the organization; although I was not sure if the students would come through once school began. However, I was able to deal with the uncertainty by formulating a Plan B and working alongside school administrators.	Sep 24, 2013 6:09 PM
	Please explain	
1	The former committment required that I think through all possibilities so that it would not fail. I planned to walk the route myself in the event another person was needed….fortunately all of the students complied and our contribution to the parade was gratefully ackowledged.	Sep 24, 2013 6:09 PM
	Please explain	

Page 2, Q3. Has your participation in the MAEL Program at Stockton prepared you to create or develop:

1	Ah-hh the end of the day. Yes. I take time to reflect now…and to write things down :-)	Sep 24, 2013 6:09 PM

Page 2, Q7. Please select any of the following professional activities you have done while completing the MAEL Program:

1	Reapply for Fulbright, Distinguished Teacher Award	Sep 24, 2013 6:09 PM
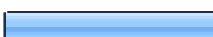
Page 2, Q8. What do you think we should be doing more of in terms of developing school leaders?

1	More practical, scenario-related discussions, activities, projects, etc. to allow students to get a clearer understanding of the types of events they will deal with as a school leader.	May 9, 2014 10:31 AM
2	More real life scenarios	Oct 8, 2013 12:40 PM
3	more authentic situations, focused on the building level administrator	Oct 8, 2013 3:45 AM
4	holding a class focusing directly on the new SGO and teacher evaluation models	Oct 7, 2013 3:48 AM
5	School leaders need to understand that collaboration with others is key. Therefore, the more MAEL students are required to work with school administrators, the stronger they will become as school leaders upon graduation. Stockton professors must make an effort to visit the schools, speak to the school administrators in front of the student; and take time to observe how the school functions in order to viably lead the student as they pursue their degree in leadership.	Sep 24, 2013 6:09 PM
6	Offer more flexible courses (more hybrid) as well as courses that do not necessarily need to be taken in a certain order	Sep 23, 2013 9:43 AM
7	The internship experiences were great.	Sep 19, 2013 3:34 PM

Page 2, Q9. What do you think we should be doing less of, or stop doing altogether, in terms of developing school leaders?

1	nothing	Oct 7, 2013 3:48 AM
2	Umm-mmm good question. Now that I'm done, it's hard to remember what I wish I had to do less of…. everything was relevant; but if I had to do less of anything to develop as a school leader it would be maintain journal logs in the manner that they were required. We do so much as educators and we really haven't learned our value in terms of articulating its worth. So I would say, stop making leaders write down every single hour of their contribution to leadership and develop a rubric of leadership skills. Use the rubric to guide students in documenting their time holistically, reflectively, and efficiently. Work towards creating a conceptual understanding of leadership by developing concise opportunities for performance. Yes, I would have preferred less paper writing and more doing on the job.	Sep 24, 2013 6:09 PM
3	nothing- I gained valuable information in terms of becoming a school adminstrator and feel more prepared than most!	Sep 23, 2013 9:43 AM

1. Which of the following program options are you in?

		Response Percent	Response Count
MAEL Degree (36 credits with Supervisor and Principal Certifications)		**63.2%**	**12**
Supervisor and Principal Endorsement for Qualified Masters Degree Holders (30 credits)		5.3%	1
Principal Endorsement for Supervisory Endorsement Holders (18 credits)		31.6%	6
		answered question	19
		skipped question	0

2. Is the program option you indicated in Question One the same program option to which you were admitted?

		Response Percent	Response Count
Yes		**94.4%**	**17**
No		5.6%	1
	Other (If no, please explain)		1
		answered question	18
		skipped question	1

3. How many courses did you take during your most recent semester (term)?

		Response Percent	Response Count
1 course		**47.4%**	**9**
2 courses		**47.4%**	**9**
3 courses		5.3%	1
4 courses		0.0%	0
		answered question	19
		skipped question	0

4. As of the most recent semester (term), how many courses have you successfully completed in the MAEL program? Do not include transfer credits.

		Response Percent	Response Count
1 - 2 courses		10.5%	2
3 - 5 courses		36.8%	7
6 - 9 courses		5.3%	1
over 9 courses		47.4%	9
		answered question	19
		skipped question	0

5. Gender?

		Response Percent	Response Count
Female		**68.4%**	**13**
Male		31.6%	6
	answered question		19
	skipped question		0

6. Years in full time teaching role?

		Response Percent	Response Count
1-3 years		15.8%	3
4-6 years		**42.1%**	**8**
7 - 10 years		26.3%	5
over ten years		15.8%	3
	answered question		19
	skipped question		0

7. What is your current job title?

	Response Count
	19
answered question	19
skipped question	0

8. What do you think are the strengths of the MAEL Program?

	Response Count
	19
answered question	19
skipped question	0

9. What are your suggestions for improving the MAEL program?

	Response Count
	17
answered question	17
skipped question	2

10. Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Collaboratively develop and implement a shared vision and mission	0.0% (0)	0.0% (0)	5.3% (1)	**47.4% (9)**	**47.4% (9)**	4.42	19
Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning	5.3% (1)	0.0% (0)	10.5% (2)	**68.4% (13)**	15.8% (3)	3.89	19
Create and implement plans to achieve goals	0.0% (0)	0.0% (0)	5.3% (1)	**63.2% (12)**	31.6% (6)	4.26	19
Promote continuous and sustainable improvement	0.0% (0)	0.0% (0)	0.0% (0)	**63.2% (12)**	36.8% (7)	4.37	19
Monitor and evaluate progress and revise plans	0.0% (0)	0.0% (0)	0.0% (0)	**68.4% (13)**	31.6% (6)	4.32	19
						answered question	**19**
						skipped question	**0**

11. Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Nurture and sustain a culture of collaboration, trust, learning, and high expectations	0.0% (0)	0.0% (0)	0.0% (0)	**50.0% (9)**	**50.0% (9)**	4.50	18
Create a comprehensive, rigorous, and coherent curricular program	0.0% (0)	5.6% (1)	16.7% (3)	**55.6% (10)**	22.2% (4)	3.94	18
Create a personalized and motivating learning environment for students	0.0% (0)	11.1% (2)	0.0% (0)	**55.6% (10)**	33.3% (6)	4.11	18
Supervise instruction	0.0% (0)	5.6% (1)	0.0% (0)	**55.6% (10)**	38.9% (7)	4.28	18
Develop assessment and accountability systems to monitor student progress	0.0% (0)	11.1% (2)	16.7% (3)	**38.9% (7)**	33.3% (6)	3.94	18
Develop the instructional and leadership capacity of staff	0.0% (0)	5.6% (1)	0.0% (0)	**50.0% (9)**	44.4% (8)	4.33	18
Maximize time spent on quality instruction	0.0% (0)	5.6% (1)	5.6% (1)	**50.0% (9)**	38.9% (7)	4.22	18
Promote the use of the most effective and appropriate technologies to support teaching and learning	0.0% (0)	0.0% (0)	11.1% (2)	**55.6% (10)**	33.3% (6)	4.22	18
Monitor and evaluate the impact of the instructional program	0.0% (0)	5.6% (1)	16.7% (3)	**44.4% (8)**	33.3% (6)	4.06	18
					answered question		**18**
					skipped question		**1**

12. Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Monitor and evaluate the management and operational systems	5.6% (1)	5.6% (1)	16.7% (3)	**55.6% (10)**	16.7% (3)	3.72	18
Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	0.0% (0)	11.1% (2)	16.7% (3)	**55.6% (10)**	16.7% (3)	3.78	18
Promote and protect the welfare and safety of students and staff	5.6% (1)	5.6% (1)	11.1% (2)	**38.9% (7)**	**38.9% (7)**	4.00	18
Develop the capacity for distributed leadership	0.0% (0)	0.0% (0)	11.1% (2)	**55.6% (10)**	33.3% (6)	4.22	18
Ensure teacher and organizational time is focused to support quality instruction and student learning	0.0% (0)	5.9% (1)	11.8% (2)	**41.2% (7)**	**41.2% (7)**	4.18	17
					answered question		**18**
					skipped question		**1**

13. Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Collect and analyze data and information pertinent to the educational environment	0.0% (0)	5.3% (1)	10.5% (2)	**57.9% (11)**	26.3% (5)	4.05	19
Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources	0.0% (0)	5.3% (1)	0.0% (0)	**84.2% (16)**	10.5% (2)	4.00	19
Build and sustain positive relationships with families and caregivers	0.0% (0)	5.3% (1)	15.8% (3)	**63.2% (12)**	15.8% (3)	3.89	19
Build and sustain productive relationships with community partners	5.3% (1)	0.0% (0)	10.5% (2)	**52.6% (10)**	31.6% (6)	4.05	19
					answered question		**19**
					skipped question		**0**

14. Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Ensure a system of accountability for every student's academic and social success	0.0% (0)	0.0% (0)	15.8% (3)	**47.4% (9)**	36.8% (7)	4.21	19
Model principles of self-awareness, reflective practice, transparency, and ethical behavior	0.0% (0)	0.0% (0)	0.0% (0)	26.3% (5)	**73.7% (14)**	4.74	19
Safeguard the values of democracy, equity, and diversity	0.0% (0)	0.0% (0)	10.5% (2)	**47.4% (9)**	42.1% (8)	4.32	19
Consider and evaluate the potential moral and legal consequences of decision-making	0.0% (0)	0.0% (0)	0.0% (0)	42.1% (8)	**57.9% (11)**	4.58	19
Promote social justice and ensure that individual student needs inform all aspect of schooling	0.0% (0)	0.0% (0)	5.3% (1)	**47.4% (9)**	**47.4% (9)**	4.42	19
					answered question		**19**
					skipped question		**0**

15. Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Advocate for children, families, and caregivers	5.3% (1)	5.3% (1)	26.3% (5)	**42.1% (8)**	21.1% (4)	3.68	19
Act to influence local, district, state. and national decisions affecting student learning	5.3% (1)	5.3% (1)	10.5% (2)	**52.6% (10)**	26.3% (5)	3.89	19
Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies	0.0% (0)	10.5% (2)	5.3% (1)	**42.1% (8)**	**42.1% (8)**	4.16	19
					answered question		**19**
					skipped question		**0**

Page 1, Q2. Is the program option you indicated in Question One the same program option to which you were admitted?	
1 M.Ed	May 14, 2013 3:39 PM

	Page 1, Q7. What is your current job title?	
1	Teacher	Sep 16, 2013 6:41 PM
2	teacher	Sep 16, 2013 4:53 PM
3	Spec. Ed math teacher middle school	Sep 16, 2013 4:46 PM
4	Science Teacher	Sep 16, 2013 4:46 PM
5	Teacher	Sep 16, 2013 11:04 AM
6	teacher	Sep 14, 2013 5:25 AM
7	2nd grade teacher [Teacher]	May 21, 2013 7:12 PM
8	Media Specialist [Media Specialist]	May 21, 2013 5:10 PM
9	High school math teacher [Teacher]	May 19, 2013 6:02 PM
10	Special Education teacher [Teacher]	May 16, 2013 4:21 PM
11	ESL Teacher [Teacher]	May 14, 2013 8:37 PM
12	Teacher [Teacher]	May 14, 2013 4:05 PM
13	Principal [Principal]	May 14, 2013 3:39 PM
14	Teacher [Teacher]	May 14, 2013 11:54 AM
15	Teacher [Teacher]	May 14, 2013 9:36 AM
16	5th Grade Teacher [Teacher]	May 14, 2013 8:55 AM
17	Supervisor [Supervisor]	May 14, 2013 8:43 AM
18	teacher [Teacher]	May 14, 2013 8:30 AM
19	Teacher [Teacher]	May 14, 2013 8:13 AM

Page 1, Q8. What do you think are the strengths of the MAEL Program?		
1	Good training, real life hands on experiences	Sep 16, 2013 6:41 PM
2	Knowledgeable professors with in the field experience. Logical sequence if coursework. Thorough preparation for licensure exam.	Sep 16, 2013 4:53 PM
3	Professors	Sep 16, 2013 4:46 PM
4	I just started the program but I would say hands on teaching and collaborating w/ peers	Sep 16, 2013 4:46 PM
5	Good Professors. I like George, Joe and Doug.	Sep 16, 2013 11:04 AM
6	varied course studies	Sep 14, 2013 5:25 AM
7	law class, professors, useful knowledge of current practices, mandates and laws	May 21, 2013 7:12 PM
8	The ability to learn from peers and collaborate on projects.	May 21, 2013 5:10 PM
9	Ability to become certified in more than one certification	May 19, 2013 6:02 PM
10	Off Campus and Evening classes are great	May 16, 2013 4:21 PM
11	Strong teaching methods; accessibilty of instructors; consistent encouragement; small classes; knowledge of current trends in education	May 14, 2013 8:37 PM
12	Faculty	May 14, 2013 4:05 PM
13	This program truly focuses on the pedagogical needs/requirements for school administration. By that I mean the MAEL program acknowledges the educator; however, the focus is on school leadership. There needed to be a definitive break or separation between MAED and MAEL and it appears this has taken place.	May 14, 2013 3:39 PM
14	Wide range of courses.	May 14, 2013 11:54 AM
15	I like the way the program is run and the teaching staff presenting the information. The classes have been helpful in giving me knowledge needed by members of the field.	May 14, 2013 9:36 AM
16	Good professors. Reasonable work load.	May 14, 2013 8:55 AM
17	The professors are very knowledgeable and were successful in the field that I am working towards.	May 14, 2013 8:43 AM
18	Most of the professors work with you.	May 14, 2013 8:30 AM
19	The instructors provide authentic learning exps.	May 14, 2013 8:13 AM

1	Larger selection of classes per semester	Sep 16, 2013 6:41 PM
2	N/A	Sep 16, 2013 4:53 PM
3	I don't know yet, ask me again at the end of this semester	Sep 16, 2013 4:46 PM
4	There is not enough to know about education to take up 36 credits. Furthermore, education is a boring topic to study.	Sep 16, 2013 11:04 AM
5	Clear plan / outline of the program with specific information. A lot of ambiguous information. "We will let you know as soon as we find out" was common.	Sep 14, 2013 5:25 AM
6	school finance class	May 21, 2013 7:12 PM
7	Cheaper and more flexible with time. Online degrees are faster and cheaper therefore many people are starting to look at that outlet.	May 19, 2013 6:02 PM
8	Option to take or do Independent Study for some course work instead of waiting a full semester or year to complete specific courses	May 16, 2013 4:21 PM
9	Link the action research with the intership and/or expand the internship to include action research	May 14, 2013 8:37 PM
10	Offer more classes per semester so that one can get through the program in 2 years. Shorten internship. Lower costs	May 14, 2013 4:05 PM
11	Perhaps some direct instruction on test score interpretation and administrative decsion making/ instructional strategies based on said interpretation (data collection etc)	May 14, 2013 3:39 PM
12	The same teacher us teaching at least four required classes. While I like him, a new viewpoint would be welcome.	May 14, 2013 11:54 AM
13	I do not like that classes are not offered in sequence. I could have graduated in Fall 2013, but I now have to wait until Spring 2014 due to one class not being offered. I would have appreciated the option of independent study for a class this is not offered.	May 14, 2013 9:36 AM
14	Offer more courses in Cumberland County. Originally courses were supposed to be offered in a variety of locations. Most are really far away which is disappointing.	May 14, 2013 8:55 AM
15	to include a Doctorial program	May 14, 2013 8:43 AM
16	More flexibility and more classes offered per semester	May 14, 2013 8:30 AM
17	n/a	May 14, 2013 8:13 AM

MAEL Program Completer's and NJ School Leaders Licensure Assessment Scores
as of June 16, 2014

Date	Last Name	First Name	Z Number		SLLA Score	Pass/Fail
Summer 2012			Z00011711		191	P
Summer 2012			Z00116256		178	P
Summer 2012			Z00156369		189	P
Summer 2012			Z00171762		179	P
				Avg	**184.25**	
Summer 2013			Z00156858		179	P
Summer 2013			Z00016320		186	P
Summer 2013			Z00121011		180	P
Summer 2013			Z00088019		173	P
Summer 2013			Z00061259		160	F
Summer 2013			Z00013299		152	F
Summer 2013			Z00201580		180	P
Summer 2013			Z00079949		186	P
				Avg	**174.50**	
Fall 2013			Z00156868	**Avg**	**168**	P

Spring 2014	████████	Z00206605	187	P
Spring 2014	████████	Z00100097	185	P
Spring 2014	████████	Z00081557	185	P
Spring 2014	████████	Z00005533	185	P
Spring 2014	████████	Z00087018	174	P
Spring 2014	████████	Z00227225	168	P
Spring 2014	████████	Z00153839	180	P
Spring 2014	████████	Z00011225	177	P
Spring 2014	████████	Z00216295	181	P
Spring 2014	████████	Z00012769	175	P
Spring 2014	████████	Z00157500	181	p
Spring 2014	████████	Z00019173	175	P
Spring 2014	████████	Z00075580	169	P
		Avg	**178.62**	
		Cum Avg.	**177.81**	

Total score possible is 200. Passing score is 163.
Twenty six students have taken the SLLA to date. Twenty four out of twenty six have passed. (92%)

Direct Assessment Question or Plan:

Students nearing completion of the program take a state required test, the School Leaders Licensure Assessment (SLLA), which is required by the NJ DOE. Between Fall 2013 and March 2014, a total of nine students have taken the exam, with all passing the exam. The average test score was 180.66 out of 200. The required passing score is 163.

Sample (who will be assessed):

Graduating students or those nearing graduation.

Method (how will the assessment be done):

The SLLA is administered by the State of New Jersey via Educational Testing Service.

Instrument or rubric:

The SLLA is developed and graded by the ETS. We receive a copy of summary scores, along with a hard copy of the score results that we request the students to provide.

Schedule for assessment:

Occurs on an ongoing basis based on the student scheduling the assessment through ETS.

Comment:

MAEL requires graduating students to take the SLLA. The problem is there are so few students who are finishing the program. The MAEL program will now be a track under the MAED Program. Also, students already having Master's Degrees can enroll for only the Principal Certification program courses.

Indirect Assessment Question or Plan:

Sample (who will be assessed)

Continuing students in the MAEL and/or Principal Certification program will be assessed through a Survey Monkey instrument for program faculty to ascertain student's current opinions of the MAEL/principal leadership experience. Additionally, a graduating student survey is administered through Survey Monkey every year to determine the preparedness level of students who completed the program. Plans to conduct a 'one year out' survey of graduates will be put in place in the near future.

Method (How will the assessment be done)

Both continuing student and graduating student surveys are administered via email distribution using Survey Monkey. Several reminder notices are sent to improve response rates.

Instrument or rubric:

Both surveys are developed by the MAEL teaching faculty along with input from MAED faculty.

Schedule for assessment:

Surveys are administered mid-semester for continuing students, and approximately three weeks after completion of the program for graduating students.

Comment:

Survey results are tabulated and reviewed by program faculty. Adjustments as necessary are made to the program design.

Program assessment needs:

Additional data gathering and analytics are necessary to streamline student completion, course scheduling, and linkages to other MAED program, including Supervisory, and program tracks, to allow for easy transition to the principal certification program.

Comment:

As part of the annual review and report process, individual course enrollments and grades are tabulated. Particularly, evidence reported through logs generated from the three internship experiences are reviewed by internship faculty and the program director. Student who graduate and are required to conduct a final Action Research project work with faculty advisors and the Research faculty to present their final projects at the Graduate Student Symposium held at the conclusion of each semester. For the 2013-14 academic year, eight MAEL students will have presented their Action Research projects at this event.

Use and Dissemination Plan:

This assessment plan is reviewed twice a year by the program director, program faculty, and shared with the MAED program director and the Assistant Dean