M.A. in Instructional Technology - 2011/12 Director's Report

Goals from Academic Year 2011-12

During 2011-2012, the Master of Arts in Instructional Technology (MAIT) Program addressed these goals:

-Increase online options for MAIT courses (status- Developed an asynchronous, online version of a core course, INTC 5160, *Instructional Design and Development* with a summer 2012 launch underway; currently offer all MAIT courses with hybrid components; increased synchronous, online options within five MAIT courses)

-As part of extended marketing campaigns, establish social media presence (status- please see http://www.facebook.com/StocktonMAIT)

-**Create MAIT Scholarship Fund** – (status-launched during Spring Final Project Showcase with use of s*quare* credit card readers for digital donations)

As part of closing the loop with our MAIT five-year program review:

-**Develop a plan for MAIT/SOE tech lab including hardware and software configuration**- (status-plan completed, construction underway for two, 21st century classrooms in J-wing and upgrade of H101, MAIT lab)

-**Determine whether new e-portfolio options exist to replace Blackboard feature no longer available in new release** (status- Amy Hadley's committee currently addressing alternative e-portfolios)

-**Discuss options for improvement of graduate student writing skills** (status- Grad Studies exploring alternatives)

-**Explore collaboration among SOE graduate programs (MAED, MAEL, MAIT)-** (status – integration of SOE program currently involved in open houses, SOE grad studies brochures/bookmarks, Supervisory Endorsement curriculum, advanced certificate considerations)

-**Investigate possibility of course title changes in Banner to reflect subject-specific content to increase receptivity of school districts to reimburse teacher enrollment in MAIT courses** (status- informed of Banner's capability to provide these options)

MAIT Alignment with Academic Affairs: Divisional Goals for 2011-12; Top 10 Goals for School of Graduate and Continuing Studies; School of Education (SOE)

Learning

Goal #2 Curriculum development

In addition to the recent development of our Digital Literacy Minor and Instructional Technology Leadership Academy, we are exploring integration of offerings and marketing within our three graduate programs in SOE (MAED, MAEL, MAIT). Efforts thus far have included a combined open house in a school district and integration of marketing materials (e.g., brochures and bookmarks). As well, revision of the Supervisory Endorsement curriculum is underway with the involvement of all

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three graduate programs. New avenues of program development are being addressed, such as College-based, advance certificates that focus on areas such as School Law and Social Media, Use of Mobile Devices (e.g., iPads) in Learning Assessment, and Digital Storytelling. When appropriate, MAIT course titles are upgraded to reflect contemporary terminology (e.g., *Introduction to Instructional Technology* was changed to *21st Century Learning with Instructional Technology*).

Goal #3 Educational partnerships
Articulation with Atlantic Cape has been strengthened with collaborative efforts to sync the respective versions of *Technology for Educators* to maintain rigor and relevance for transfer into our teacher ed program.   Formal agreements exist within MAIT cohorts in Camden County, Millville, and Southern Regional school districts.

Goal #5 Accountability /assessment (also Grad Studies Goal #1; SOE I #5)
MAIT has been updating curriculum mapping to professional standards (NETS). A benefit of developing asynchronous online courses is the specificity of assessment measurements as a means to provide feedback to the learner on course progress and where to make adjustments. As well, grading rubrics are clearly specified for the learner without planned dependency on instructor intervention. These aspects took place as part of the online creation of our *Instructional Design and Development* core course.

MAIT met Graduate Studies Goal #1 = (2-5% enrollment headcount); SOE Goal #5- with 10% enrollment increase last year to 76.

Engagement

Goal #6 Student engagement
When hurricanes do not interfere, MAIT faculty participate in SOAR on an annual basis. The spring final project Showcase took place in an expo format that enabled guests to interact with informal Capstone demonstrations in the Campus Center hallway and attend more formal presentations within the meeting rooms. As a kickoff to our MAIT Scholarship Fund, donations were solicited using *square* credit cards readers to enable card swipes as a cutting- edge manner to make the transactions. Representatives of our Stockton Foundation are now exploring application of this fund raising technique within additional college functions.

Goal #7 Scholarly activities

MAIT faculty collaborate with students on research and development as evidenced in conferences such as IVLA, NJEA, NJAET, NJETI, From My Class to Your Class, Day of Scholarship, and ISTE where three MAIT students directed their Research Fellowship Award for travel expenses to present in San Diego, CA.

Goal #8 Community outreach

Creation of our MAIT facebook http://www.facebook.com/StocktonMAIT increases visibility in the community and demonstrate distinctiveness of our MAIT program. The annual Cooperating Teacher & Superintendent Appreciation Breakfast gleaned positive feedback regarding our performance on current instructional technology training as well as identified potential areas to pursue. In August, we are sponsoring an UNconference concerning the use of mobile devices in learning (http://www.teachmeetnj.com/)

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Global perspectives (also SOE III Goal #2)

Goal #9 MAIT activities strengthened and increased activities with international conference participation in Austria, Canada, and a visiting professorship in Korea. One third of MAIT courses contain learning activities that involve collaboration with epals throughout the world. Pininterest projects – please see an example of an 8th grade math teacher in Southern with her pinmap of math around the world
http://maps.google.com/maps/ms?vps=2&hl=en&ie=UTF8&oe=UTF8&msa=0&msid=206234447325323772539.0004b9fc064c1cb8b8f76

Sustainability

Goal #10 Academic programming
Stockton's policy to allow senior-level, undergrads to enroll in graduate courses has begun to attract interest (and enrollment) yet the apparent credit inequity remains to be worked out. (3 credits awarded at graduate and undergraduate level requires a student to enroll and pay for an independent study to pick up the extra credit for a typical 4-credit UG course allocation).

Goal #11 Alternate delivery (also Grad Studies Goal #4)

MAIT contains hybrid learning activities within all of the courses, and is currently offering a newly developed asynchronous online course this summer. Much appreciated, college funding enabled us to hire an external consultant to develop the core course, *Instructional Design and Development,* which is a foundation of the MAIT program.   Additional online courses are scheduled for deployment in MAIT for Fall, 2012, as we strive to meet the desires of our audiences and address the surrounding competition.

Goal #12 Increased visibility (also Grad Studies Goal #7)

MAIT faculty have been actively involved in speaking and workshop engagements such as NJEA Convention and Technology Integration Institutes, NJAET, NJETI, From My Class to Your Class, and Ed Media World Conference. (See above for international presence beyond MAIT facebook)

Internal capacity

Goal #13 Improved processes (also Grad Studies Goal #8; SOE II.3)
One MAIT faculty member currently serves on the Faculty Senate and advances the cause of the Graduate School. By chairing and serving on various search committees, MAIT also influences processes.

College-wide committees and task forces contribute to College governance and alignment with our strategic plan. For example, two MAIT faculty are currently serving on ELO committees.
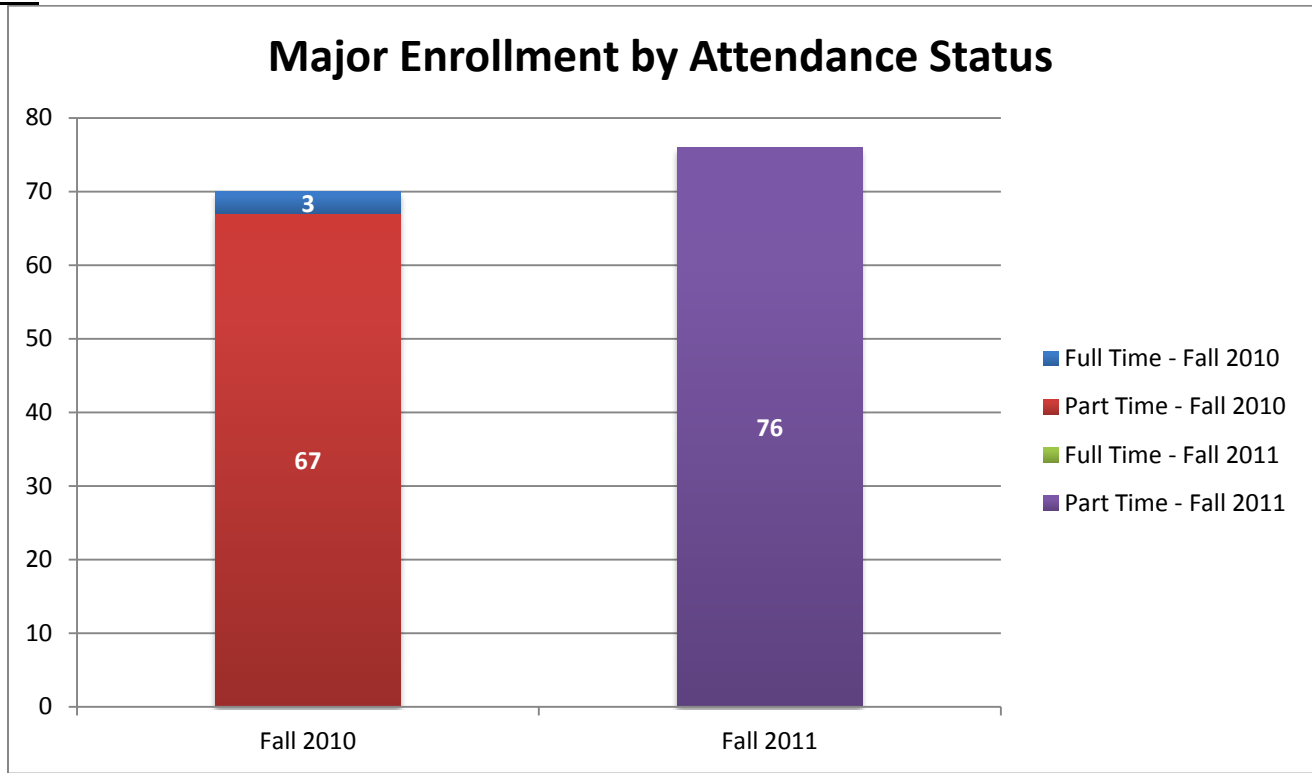
Goal #14 Technology projects
We are pleased that two, 21st century classrooms are being constructed with inclusion of state-of-the arts technology to add distinctiveness to our teacher ed program. As well, the upgrade of H101 MAIT lab demonstrates further alignment of resources to support the College's strategic mission.

Fall Graduate Enrollment

Chart 1

Major Enrollment by Attendance Status

Legend:
- Full Time - Fall 2010
- Part Time - Fall 2010
- Full Time - Fall 2011
- Part Time - Fall 2011

(Note- Tracks Abolished)	Fall 2010			Fall 2011		
Major Program (All MAIT)	Part Time	Full Time		Part Time	Full Time	
	67	3		76	0	
Corporate Training Concentration	Part Time	Full Time		Part Time	Full Time	
	3	0		2	0	
Education Concentration	Part Time	Full Time		Part Time	Full Time	
	31	2		44	0	
General Concentration	Part Time	Full Time		Part Time	Full Time	
	0	0		6	0	
No Concentration	Part Time	Full Time		Part Time	Full Time	
	28	0		16	0	
Technology Coordination Concentration	Part Time	Full Time		Part Time	Full Time	
	5	1		8	0	
Graduate School	Part Time	Full Time	Non-Matric	Part Time	Full Time	Non-Matric
	510	194	113	481	237	156

Note: Graduate School Total includes Post-Baccalaureate Certificate Enrollments & Fall 2011 includes 1 PT UG Senior & 5 UG Non-Matric Students Seeking the Health Professional Certificate

SOURCE: SURE Enrollment Files Fall 2010 & Fall 2011

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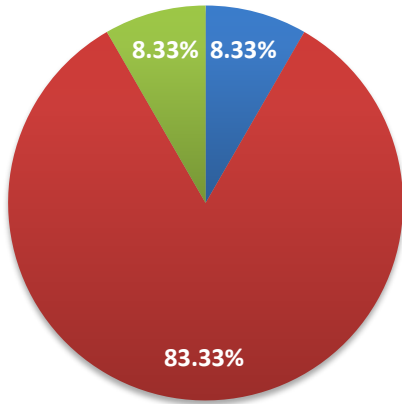**Summary of Courses Taught by Program Faculty(includes ALL faculty on pages 7-9)**

Total Course Enrollments	FA 2010			SP 2011			FA 2011			SP 2012		
Course	Students	Reg	Adj	Students	Reg	Adj	Students	Reg	Adj	Students	Reg	Adj
ARTP 2111							11		1			
GAH 2129							35		1			
GAH 2131	34		1	34		1				35		1
GAH 2342				35	1					33	1	
GEN 2101										37		1
INTC 3610	18	1		19	1		20	1		41	3	
INTC 4610				10	1							
INTC 4620							10	1				
INTC 5001	13	1					13	1				
INTC 5110	11	1		26	2					16	1	
INTC 5120	11	1		10	1		26	2		10	1	
INTC 5160	5	1					10	1		18	2	
INTC 5170	8	1		15	2		7	1		7	1	
INTC 5250										10		1
INTC 5340	8		1				9		1			
INTC 5560	9	1										
INTC 5591	8		1									
INTC 5800							2	2		2	2	
INTC 5810	13	2		7	1		13	2		7	1	

Note- missing data from INTC 4650; INTC 3610; INTC 5110 -092

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Chart 2

Fall 2010 - Courses Taught by Home Program Faculty

8.33% 8.33%
8.33%
83.33%

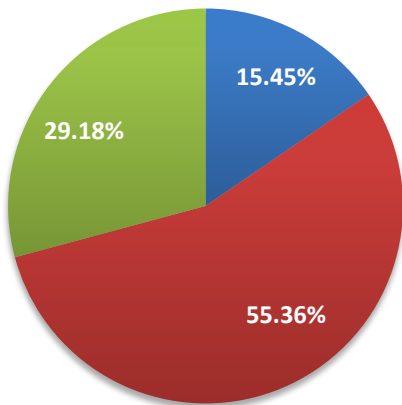- ■ Undergraduate Program
- ■ Graduate
- ■ General Studies
- ■ Other Programs

Fall 2011 - Courses Taught by Home Program Faculty

7.14%
7.14%
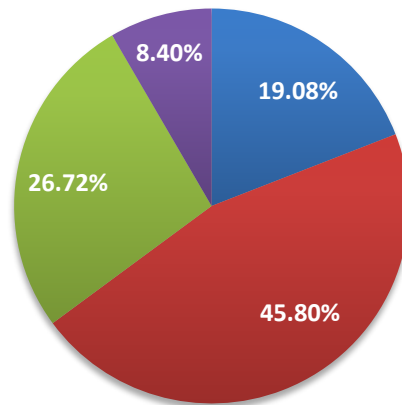14.29%
71.43%
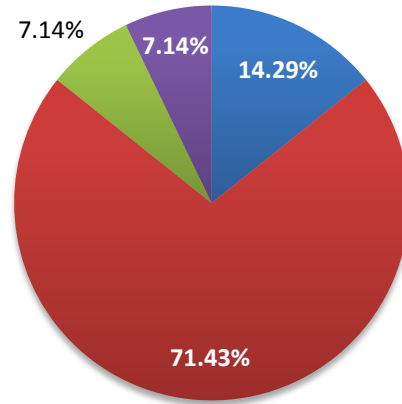
- ■ Undergraduate Program
- ■ Graduate
- ■ General Studies
- ■ Other Programs

Fall 2010 - Home Program Faculty SCH

15.45%
29.18%
55.36%

- ■ Undergraduate Program
- ■ Graduate
- ■ General Studies
- ■ Other Programs

Fall 2011 - Home Program Faculty SCH

8.40%
19.08%
26.72%
45.80%

- ■ Undergraduate Program
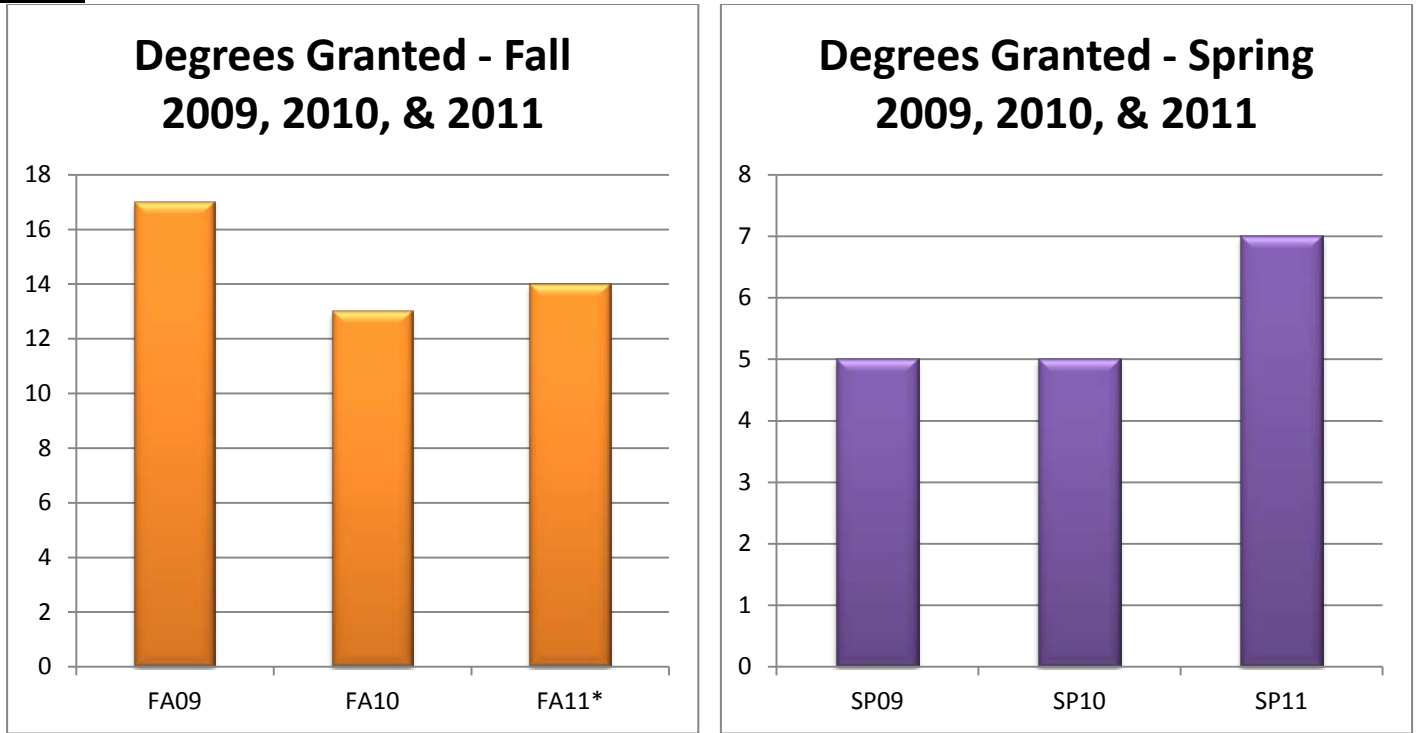- ■ Graduate
- ■ General Studies
- ■ Other Programs

NOTE: Cross-listing of courses was not taken into consideration

SOURCE: Faculty Workload Raw Data Reports Fall 2010, Spring 2011, Fall 2011, & Spring 2012

Completion Dates: 5/15/12 JM 7/12/12 AA 7/18/12 CK 7/23/12 LL

Summary of Degrees Granted

Chart 3

Degrees Granted - Fall 2009, 2010, & 2011 (FA09: 17, FA10: 13, FA11*: 14)

Degrees Granted - Spring 2009, 2010, & 2011 (SP09: 5, SP10: 5, SP11: 7)

	SP09	SU09	FA09	SP10	SU10	FA10	SP11	SU11*	FA11*
Degrees Granted	5	0	17	5	0	13	7	0	14

*NOTE: Summer 11 & Fall 2011 are Unofficial

SOURCE: "Degrees Granted" Tables for FY09, FY10, & FY11; "Degrees Conferred_FY2012/SURE Data" Discoverer Report – Pulled 4/9/2012

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

MAIT met Graduate Studies Goal #1 = (2-5% enrollment headcount) SOE Goal #5- with 10% enrollment increase last year to 76.

Although MAIT degrees granted were slightly higher this year (21), a concern exists about backfill for Fall 2012 admissions. Continued economic decline, reduction in teacher education students, and curtailment of school district reimbursement for generic professional development (vs content specific), impact new enrollment. Modification of course names to match subject areas may be considered (e.g., *Integrating Technology in the Math Classroom...*) to fulfill the content-specific requirements for teacher reimbursement.

Official MAIT cohorts now include Camden County, Millville, and Southern Regional with Linwood and Brigantine completed this past year. We are currently recruiting to establish a second cohort in Southern.

Advanced college-based certificates are being explored with integration of SOE grad programs (e.g., School Law and Social Media, Assessment Using Mobile Devices, Implementation of BYOD- Bring Your Own Device)

Recruitment of Stockton staff appears to be steady pipeline for MAIT admissions with acquisition of new skills/knowledge shared among the Stockton community. (e.g., HR, Computer Services, Foundations, Plant Mgmnt, Library, Grad Studies…).

Collaboration with Library staff is a pleasure, especially with provision of virtual research sessions for our online classes via wimba and skype.

Continuation of the all-inclusive pricing is much appreciated and appears to contribute to our enrollment.

We are simplifying the CAPP audit to include the six core courses and any five electives that MAIT preceptors approve. The elimination of MAIT tracks enables flexibility in selection of electives and eliminates previous confusion about being tied to a specific track within MAIT.

Each of our current MAIT courses includes hybrid components as we ramp up toward offering total online courses, asynchronously, this summer and Fall 2012. Our official launch of INTC5160 *Instructional Design and Development,* externally developed*,* in a fully asynchronous mode has identified the need within our graduate student audience for an orientation to asynchronous online learning since many have not yet been exposed to this delivery format. An easy-to-locate, Stockton-friendly, orientation to online learning is desired for MAIT to continue in this delivery mode.

Online course delivery issues also include questions regarding pricing structure for "on-campus" individuals a well as off-campus cohorts/groups.

Tech support

Egg Harbor City Community School was launched as a new, MAIT, off-campus site for Spring and Summer semesters with enrollment of a local tech coordinator overseeing tech issues. Offering an enrollment incentive to a tech staff/teacher may alleviate many of the hardware/software/network challenges when offering off site courses that are heavily dependent on internet access.
Without this local tech support, we have observed unfortunate consequences with access to hardware, codes, and unannounced revision/elimination of needed software within our off campus classes.

Capstone experience and MAIT Scholarship Fund kick-off

For our Spring Final Product Showcase, we implemented a tech expo format in the Campus Center with student Capstone demo tables in the hallway as well as in-room presentations. This allowed the 100+ guests to float among the Capstone presentations as well as mingle with current, past, and future MAIT students along with their families, friends, and others from our Stockton community. We also launched our MAIT Scholarship Fund with the use of square credit card readers inserted in smart phones to collect donations totaling $1,200.
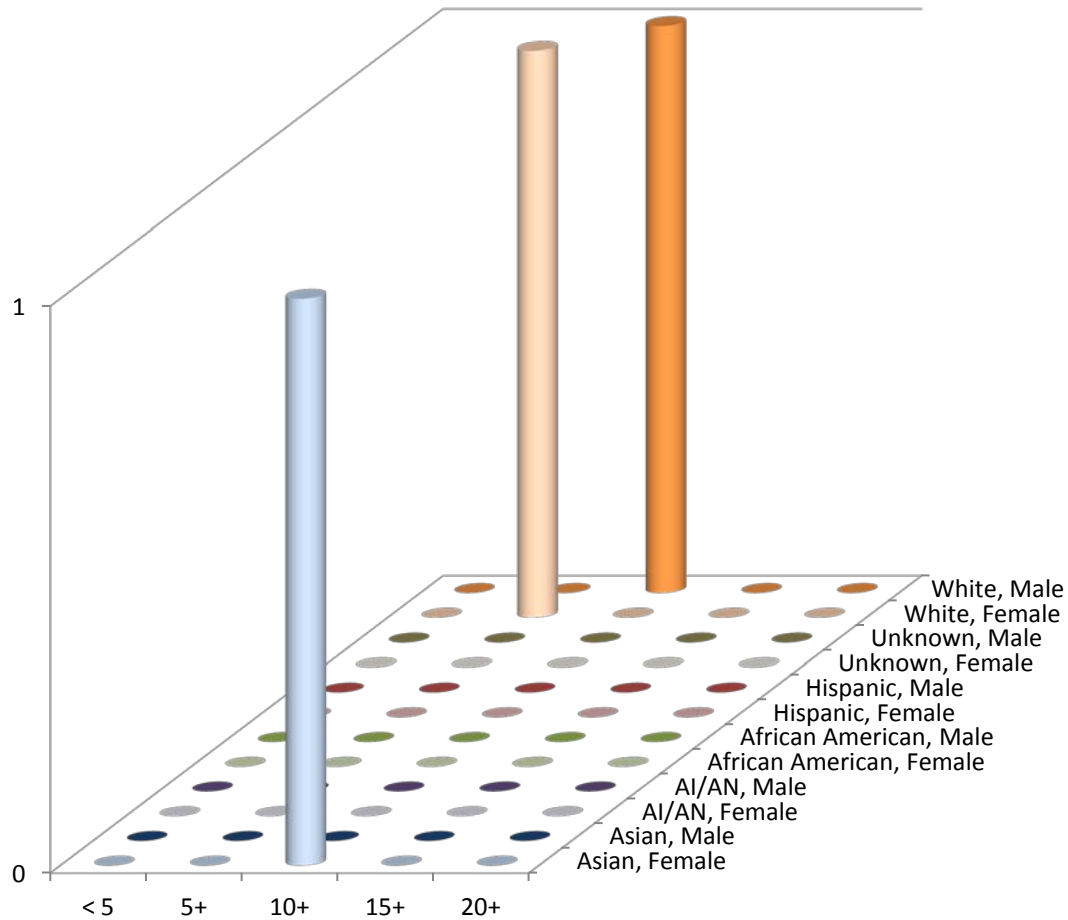
(Please see Jung Lee's Coordinator Report re our Digital Minor)

Faculty Complement - AY 2011 Teaching Faculty

Chart 4

Regular Home Program Faculty - Longevity vs. Gender & Race/Ethnicity

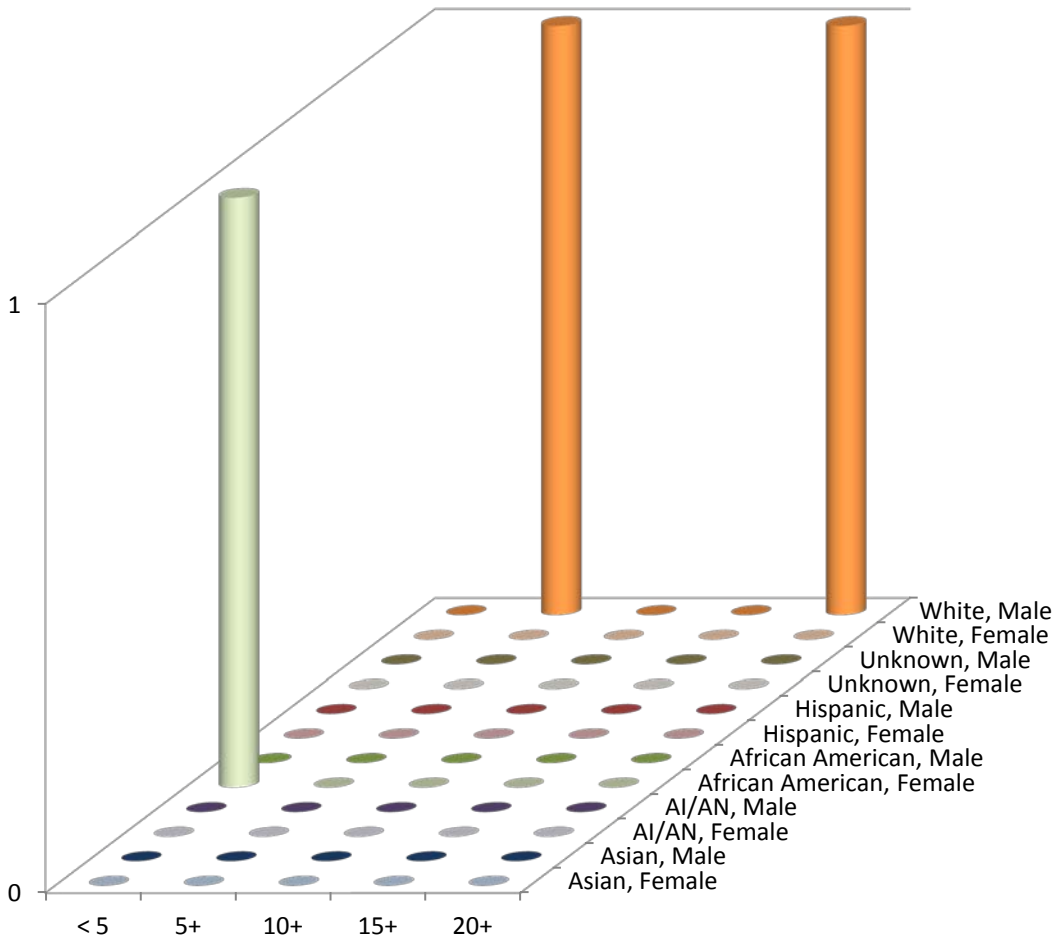| Ethnicity	Gender	
	Female	Male
Asian	1	0
AI/AN	0	0
African American	0	0
Hispanic	0	0
Unknown	0	0
White	1	1
Total	2	1

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

Chart 5

Adjunct Home Program Faculty - Longevity vs. Gender & Race/Ethnicity

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

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

Chart 6

Home Program Faculty - Longevity vs. Rank
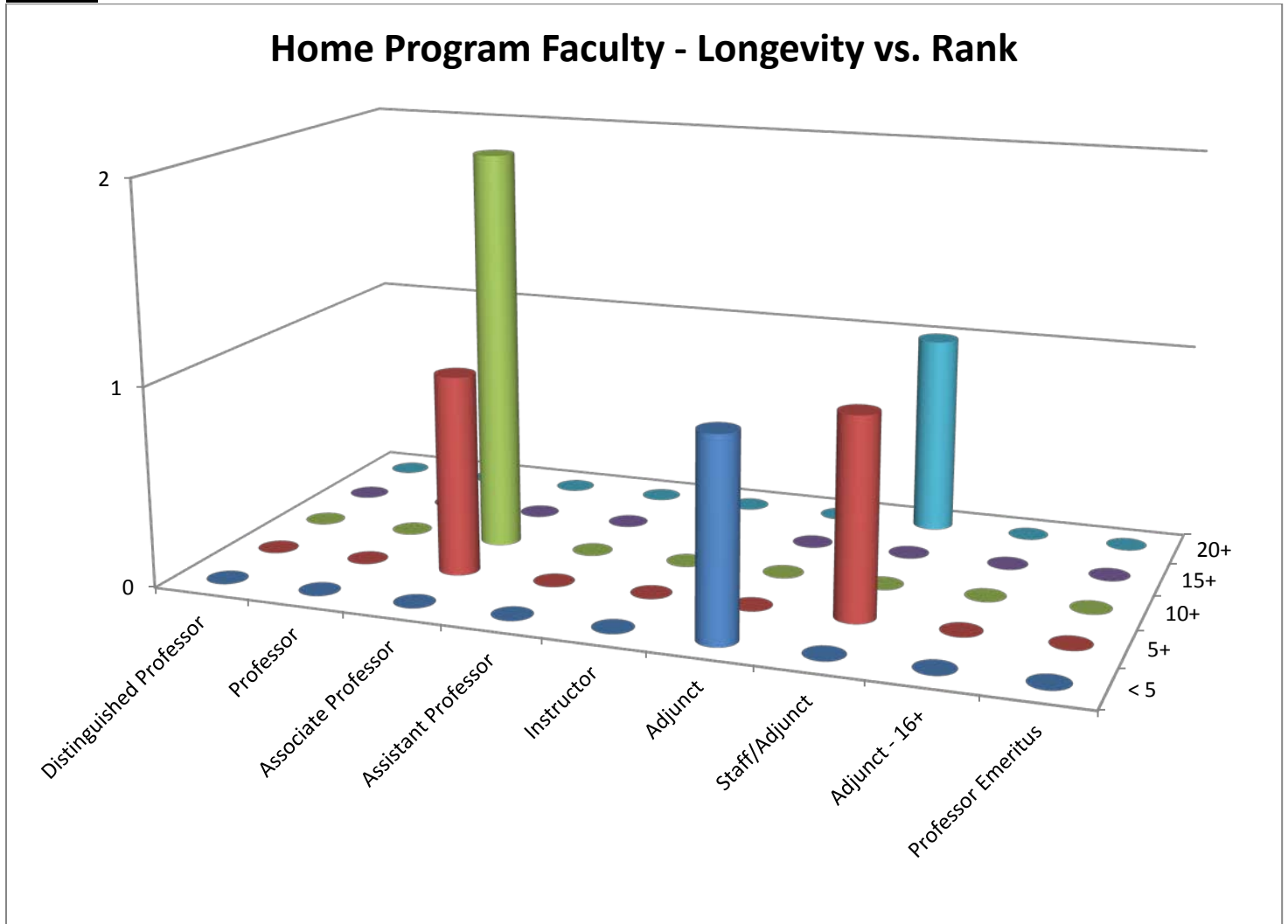
Rank	
Distinguished Professor	0
Professor	0
Associate Professor	3
Assistant Professor	0
Instructor	0
Adjunct	1
Staff/Adjunct	2
Adjunct - 16+	0
Professor Emeritus	0
Total	6

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

SOURCE: IR Faculty Access Database

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[Attach Appendix of Faculty Activity – from Sedona] -- **N/A (see text and att CV's)**

Director Comments about Faculty Complement and Faculty Activity:

Engagement and Service

International

Jung Lee chaired the 43rd International Visual Literacy Association Annual Conference that we hosted at Seaview and in our new Campus Center. MAIT faculty and students assisted with conference planning and execution, as well as co-presented conference sessions. Additional members of the Stockton community participated as speakers and supporting roles that contributed to the smooth operation of the conference throughout the last week of September and first week of October.

Additional international presentations included professional conferences in Austria and in Canada. As well, Jung Lee served as visiting professor during a summer session in Jeju National University in Korea.

Stockton was well represented this year at the International Society for Technology in Education (ISTE), the largest technology conference, drawing well above 20,000 participants in San Diego, CA. Our MAIT faculty collaborated with three of our MAIT students who were awarded Distinguished Research Fellowships that partially funded their travel expenses for these graduate students to present their research at the ISTE conference. They also shared their research results with the Stockton community as part of Day of Scholarship.

National and Local Service

MAIT faculty have been actively involved in speaking and workshop engagements such as NJEA Convention and Technology Integration Institutes, NJAET, NJETI, From My Class to Your Class, and Ed Media World Conference. In addition to scheduled presentations, we take advantage of these venues as marketing opportunities for the various graduate programs in SOE (MAED, MAEL, MAIT)

MAIT faculty members also serve as faculty senators, active ELO committee members, SOAR participants, and administrative search committee chairs/members that resulted in our recent selections of our new Dean and Assistant Dean, School of Education.   The MAIT faculty unanimously voted to grant Dean Claudine Keenan tenure as Professor of Instructional Technology in the School of Education.

MAIT 2011-2012 Publications and Presentations:

4 refereed journal articles
8 international conference presentations
7 national/local presentations

As a precursor to our use of Sedona, please refer to complete CV's appended to this report.

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Program Learning Outcomes Assessment Summary for 2011-12:

Program Learning Outcomes Assessments 2011-2012

Objectives	Measures	Results	Interpretation	Action
Identify impact of virtual learning teams in two sections of a MAIT course, in two different locations (SRSD & EHCC)	Performance rubrics (see INTC5110 Syllabus) -Attitudinal Instruments (IDEA's and formative evaluation)	95% earned "A" for course grade; 95% would repeat the virtual team experience	Participating in virtual teams using wimba and skype can be effective after initial shock is overcome that face-to-face meetings do not take place with team members from a different location	Future implementation should include extensive orientation to prep learners; archiving of team meetings and presentations is beneficial for formative evaluation
Determine impact of Instructional Technology Leadership Academy (ITLA) on confidence of preservice teachers	Technology Integration Confidence Scale (Browne, 2007)	ITLA students increased confidence 90%; non-ITLA students decreased confidence by 10%	Use of digital media via ITLA experiences enabled students to gain confidence re technology whereas non-ITLA actually lost confidence	Continue ITLA offerings and data collection on larger scale. These data were based on 7 ITLA and 7 non-ITLA (control group).
Determine performance in online, synchronous, Research course with optional f2f attendance	Rubric in syllabus; online quizzes; attitudinal instruments	71% earned "A" course grade; 29% earned "B"	Performance was impacted by lack of control over target audience for data collection; weak analysis skills; and tardiness in product submissions	Emphasize careful selection of research audience and assignment due dates; Collaborate with MAED re rubrics for Capstone course

Director comments are included in Interpretation and Actions (see above)

Program's Annual Activity Plans for 2012-13:

MAIT Activity Plans for 2012-2013

Upcoming year goals

-Increase online offerings by 50% (synchronous and asynchronous)

-Explore BYOD/BYOT (Bring Your Own Device/Technology) for our various audiences

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-Re-engineer MAIT program, based on needs assessment of our audience and benchmarking other programs (e.g., competency-based degree programs)

-Collaborate with MAED/MAEL for creation of Capstone rubrics for possible consistency across SOE grad programs

Budget items

As much as we appreciate our new 21st century classrooms and MAIT lab upgrade, we request that funds be allocated for updates of software as well as license renewals (e.g., *Teachscape* with Danielson framework tools, and *ning* subscriptions).

As part of benchmarking other programs (e.g., competency-based), we request additional travel funds for off-site visits as well as inviting others to our Stockton campus.

Since our alums are key marketing sources, we would like to acknowledge them with a memento when they stop by our exhibit during NJEA in Nov. Please consider funding for these tokens of our appreciation.

Strengths/Opportunities that MAIT enjoys

Strong reputation of distinctive program within Stockton

Stockton employees gravitate to MAIT for skill transfer back to workplace

Caring, competent, flexible, and available faculty, actively involved in campus activities

Techno-hybridization (Anya Kamenetz) – option of face-to-face for students who desire that mode, combined with online learning

Innovative and current offerings (e.g., NJEA Tech Integration Institute, From My Class to Yours, TeachMeetNJ (free UNconference for mobile device usage schedule for Aug 23, 2012)

Digital Minor (see separate coordinator report) and ITLA

Camaraderie among current and previous students, eager to connect during Showcases and other mixer events

Strong tech prep in preservice teachers according to Superintendent feedback during Appreciation Lunch

Creative bundling opportunities for additional offerings in collaboration with SRI/ETTC and Graduate Studies and Continuing Education as well as other Schools within Stockton e.g., Business (programs, courses, certificates, webinars, online modules, granules ..)

Fun, practical program!
(above based on expansion of survey data, five-year, self-study)

Threats/Weaknesses

Program name recognition -- "What is MAIT?"

Competitive, online degree programs with less rigor and lower costs

Difficulty in asynchronous, online start-up for inexperienced users

Uncertainty about pricing for online courses (including off campus, all inclusive)

Campus resistance of online delivery mode

Target audiences reducing /curtailing reimbursement of degree programs

Apparent inequity for undergrad enrolling in grad courses (3 credit vs 4)

Flat rate impact on summer school desirability

School of Education Dean's Comments:

The MAIT Program Director and faculty have been delivering a consistently adaptive program to a receptive audience of teachers over an impressive span of time. When many other programs like this one have already declared "mission accomplished" noting that the mid-career professionals who needed this specialized knowledge had mostly been served, the MAIT program continued to adapt its delivery modes, locations and program options to maximize these last few waves of teachers. As the newer entries to the profession emerge from their undergraduate experiences with Instructional Technology principles woven throughout their preparation work, the demand for MAIT degrees themselves will wane predictably. Prescient and thoughtful, the MAIT faculty have already begun to hold focused meetings to discuss additional options for future adaptations. This work is at once responsive and selective, affording the faculty many opportunities to think creatively, not only in terms of what may extend the demand for MAIT degrees, but also which innovative components may serve the larger College community in other programs with similar interests in adaptive change.

The program faculty activities for 2011-12 are commendable, with new options offered to undergraduates, to off-site in-service teachers and looking ahead to the future, to tighter partnerships with other graduate level programs, perhaps even including the possibility of an interdisciplinary doctoral program.

The modest resource requests contained within this report are especially worthy of consideration for ensuring that the faculty are able to pursue the goals listed for the upcoming year. The Dean of Education has turned over the entire School non-salary budget to the PCD leadership group to begin the FY13 planning process, making decisions about which projects to pursue and which to sunset in order to reallocate the flat funding from FY12. The School is also undergoing some professional and support staff restructuring, with an eye towards providing additional support for alumni relations and recruiting efforts.

<u>Dean of Graduate Studies' Comments:</u>

I applaud the "hybridization" of MAIT program courses and believe that an online program would potentially make the program more competitive and much more available to a much wider audience. I would support any effort to bring about more online courses in the curriculum (which may need a more focused and extensive plan for supporting online courses than the plan currently in place at the college). The program is wise in continuing to question many elements of the program (all the way down to tuition pricing) and I appreciate the creativity and innovation that will be built into the program in the near future. Currently, there are 15 applications currently being processed for review by the program for Fall 2012 enrollment. This is lower than in some past years when cohorts were being established in various school locales. This program takes a broad, integrated view in terms of potential collaboration with the other graduate programs in the School of Education and other graduate programs outside the School of Education. I support this integrated approach to how MAIT will evolve in the coming years. I would also like to invite a discussion about how to best leverage MAIT's presence at the annual NJEA conference in Atlantic City (this invitation also extends to MAEL and MAED).