Program: Master of Arts in Instructional Technology (MAIT)
Year: 2016-2017

Director: Jung Lee

A. Progress on goals from the previous year

First year as an online program
The school year of 2016-2017 was the first year for the MAIT as a total online program, except for a Millville cohort group. Thus, it is too early to analyze any trends in students (location, job, etc.) and enrollment. However, compared to the last school year, I received a lot more inquiries about the program, and received more applications.

The main goal of this year was marketing the MAIT online program. In order to market the program, I did the following:

1. I visited several schools, Southern Reginal School, Egg Harbor Township school, Atlantic City High School, Richmond Avenue School, and Millville school district, and offered MAIT information sessions.
2. Using my own money, I purchased a Facebook marketing plan for a month (November to December), and Facebook statistics showed the increase in the number of visits. Also I noticed better visibility of the MAIT Facebook during the time. After that, I asked the graduate office to use the Facebook account that they offered, I haven't heard from them yet.
3. I staffed a table at NJEA TechStock at Stockton in July 2016, and distributed MAIT online program flyer to attendees, and will do the same thing for this July.
4. Using my own money, I purchased a table at the teachMeetNJ conference, at a Toms River school, and staffed the table in August, 2016.
5. I made sure that the online MAIT program has been announced in every issue of SRI/ETTC newsletter.
6. I offered online real-time open house sessions. Those events were advertised in the Stockton grad school website and Stockton TV. However, unfortunately, nobody signed up. Although we need a better plan to make these more effective, I believe this event disseminated the information about the program. For example, as part of the advertisement for these events, I

included relevant job titles (see the picture). During the advertising period, one Stockton student told me that he had not known how many jobs are relevant to this program until he saw the information on Stockton TV screen.

7. I attended every open house and stayed at the graduate office table to market the MAIT program.
8. Amy Ackerman and I staffed the Graduate and SOE table at the NJEA convention, in Atlantic City.
9. I contacted MAIT alums to inform them about the online MAIT program and had meetings with them to ask them to help recruiting people.
10. I conducted the MAIT cohort group interest surveys for Atlantic City and Millville School District.

From these marketing activities, I do not see any obvious outcome yet. However, I believe these activities resulted in more people learning about the program. Maybe these efforts will reap benefits later.

Potential cohort group discussion:
When I contacted MAIT alums, Dr. Jerome Taylor and Dr. Gary Jerue were interested in developing a cohort group in Atlantic City and the Burlington County area, respectively. I conducted an interest survey for the Atlantic City teachers in early January. About 20 teachers were very interested in joining a cohort group (about 40 moderately interested). However, unfortunately, when I conducted information sessions in late February, things had been changed because of the renewal of the union contract. Teachers' course reimbursement that had been included in the previous union contract was not sure at the time; so, teachers did not want to commit to taking courses.

Also I contacted JoAnne Colacurcio, (MAIT alumna, Supervisor of Instructional Technology/CTE Supervisor) at the Millville school district, and conducted an interest survey and offered an information session. Millville still reimburses two courses for a year. However, because we already had 4 cohort groups at Millville, only 6 teachers were ready to join the program for the Fall 2017. JoAnne and I have been rigorously working on recruiting more teachers from the sending school districts to. So far, we did not have more teachers committing to the cohort program yet, but I or the next Director, Doug Harvey, will continue to work on this task.

Although there will be no cohort group starting this Fall, I believe more people were aware of the MAIT program, and eventually, I expect that my work will pay off.

B. Report on curriculum, students, course enrollment, faculty

Major Enrollment

Master of Arts in Instructional Technology (MAIT) Enrollment

Program	Class Level	Fall 2015	Spring 2016	Fall 2016	Spring 2017
MAIT	Graduate	47	46	35	37
Grand Total		47	46	35	37

Term
- ☐ Fall 2012
- ☐ Spring 2013
- ☐ Fall 2013
- ☐ Spring 2014
- ☐ Fall 2014
- ☐ Spring 2015
- ☑ Fall 2015
- ☑ Spring 2016
- ☑ Fall 2016
- ☑ Spring 2017

Last year's MAIT enrollment was 93, but this school year's enrollment is 72. In last year's report, I stated "because 23 MAIT students graduated during this school year, and there may be fewer than 23 newly admitted students, there may be a drop in numbers next year". Thus, the decrease in enrollment was predicted. As MAIT has moved to an online program, I hope it will attract those people who were not able to come to campus or join a cohort group.

I note that the number of new students has increased. As the table shows, compared to 2016 Spring when we closed for Spring admission due to low enrollment, when we reopened admission for Spring 2017, we had 4 new and 1 non-matriculated student for 2017 Spring. For 2017 Fall admission, I reviewed and admitted almost 20 students (although I am not sure whether all will commit to the program), as compared to 10 last fall.

# of New Students by Semester

Year	Spring	Fall
2016	(admission closed)	10
2017	4	19 (unofficial, admitted as of 06/30/2017)

New faculty

In order to replace Doug Harvey while he has been serving as an IFD director, we were able to hire Dr. Phil Tietjen as a 13O for the next two school years. I hope with him, we will be able to offer more INTC and related general study courses.

Degree Granted

For this academic year, 18 students graduated. Among the 18, 7 were from the Millville cohort group.

Service Role of Program

Instructional Technology is an interdisciplinary field. It can serve any content. As shown in the table below, students from other graduate programs take INTC courses (except Research and Capstone courses). These data indicate the role of MAIT program as a service program.

Graduate INTC Course Enrollment and Students' major in INTC grad courses

Terms	MAIT Course Title	MAIT	AMST	MBA	MAED	NMAT	Undergrad	Total
16F	INTC5001: Tech & Learning	10	2	1	1	1		15
16F	INTC 5330: Integ Tech in the Curri	6		1	6	2		15
16F	INTC 5410: Adult Learning	10	1	2				13
16F	INTC5170 Research in IT	20						20
17S	INTC5120: Visual Comm.	9		3		1	1	14
17S	INTC 5280: Grant Writing	9						9
17S	INtC5560: E-learning	16		4				20
17S	INTC 5810: Capstone	19						19

Also, the MAIT program plays a significant role in the TEDU program through the INTC 2610 course, INTC2610: Technology for K-12 Educators. That course is experiencing large enrollments that required 6 sections for Fall 2016 and 4 sections for Spring 2017, 13 sections in total, and served about 200 undergraduate students during the school year. I believe with the new performance-based assessment, the edTPA test, required by NJ DOE for a teaching certificate, INTC2610 will become more important and vital for the pre-service teacher program.

C. Report on assessment of program effectiveness/impact

We conducted an Exit Survey as an indirect program assessment measure, and, using a program assessment grant, had research papers evaluated by external raters as a direct program assessment measure.

I. Exit Survey

An exit survey was given to the 18 MAIT graduates who received the MAIT degree for the 2017 Spring Semester. The purpose of the survey was for graduates to evaluate the program and evaluate themselves vis-à-vis the program learning outcomes (objectives).

A total of 16 out of 18 graduates (88%) participated in this exit survey. Among the 16 participants, 8 were teachers in P-12 settings, 4 were employed in higher education, and 4 in business or library. 6 were from an off-campus cohort group, and 9 took courses on-campus (one no answer). All were female. Here is a summary of significant findings. (See Appendix 1 foe more detailed data.)

Regarding the program learning outcomes (objectives), all 11 objectives received mostly "strongly agree" or "agree" on a 5-point Likert scale. Thus, I only list the program objectives measured in the survey.

Communication
Appropriate use of technology
Use of technologies in support of learning and instruction
Information literacy
Apply research and theory to the practice of instructional technologies
Analyze needs, goals, and learners as it applies to instruction
Design learning experiences and environments
Develop effective instructional/informational materials
Manage learning environments by utilizing processes and resources
Evaluate all components of learning and instruction
Demonstrate leadership skills

Only one sub-objective (among the three sub-objectives for Objective 3), Use of design tools (HTML, Webpage editors) tools for creating interactive Web-based materials and instruction, received under 4.0, 3.88 with two 2s (somewhat disagree). Since the objective asked specifically HTML and web tools, I am not sure whether this relatively low score was caused because those who rated 2 might have not taken web design course.

In order to address the question of value of the program degree, we asked "To what extent do you feel that **your job performance has improved as a result** of the skills and knowledge gained in the MAIT program?", 7 (43.8%) answered significantly, and 9 (56.3%) answered somewhat on a 4-point Likert scale (Not at all, Marginally, Somewhat, Significantly). Although all were positive, compared to the last year (86.4% significantly, 13.6 somewhat), the number who responded significantly is a lot lower. When I divided the results into two groups, Millville cohort vs. on-campus, 4 out of 6 cohort students scored somewhat. It may imply Millville cohort group students was not as satisfied with the program as the others.

To the question, "**after receiving your MAIT degree**, what other opportunities do you plan to pursue?", 7 students (53.9%) responded that they planned to pursue a Supervisory certificate program. Considering 8 were teachers among participants, most of MAIT graduates from P-12 want to pursue the certificate. I spearheaded the development of a supervisory certificate program in 2006 because of the request from MAIT students and alumni. Based on the exit survey responses, the demand for this certificate is still high. Also 4 students (30.7%) responded that they planned to pursue a doctoral program. Actually, one of those 4 already applied to and gained admission into Stockton's organizational doctoral program.

For the question asking about **any awards, special recognition, or grants** they have received as a result of their participation in the MAIT program, responses of acknowledgments were:

School AVA position

TeacherCoach Technology Trainer (featured in online video series)
Recipient of Slow Foods South Jersey Shore Garden Grant
Teacher of the month

For a question asking about **any presentations given, articles published, or workshops conducted** as a result of their participation in the MAIT program, they stated:

Google Certified Trainer, SRI & ETTC Trainer (Several workshops)
Wired and Inspired (teacher technology group)
Garden Grant summary

To the question, **the best part of your experience in the MAIT program**, every participant answered and specific responses are:

The educators and their support throughout the program.
The tools I learned to use in the classroom.
The help each student could provide the other.
Utilizing web tools for projects and the classmates/team work
Working with classmates on projects.
learning how to keep an audience engaged and motivated
collaborating with my colleagues
When classes offered optional synchronous sessions on Collaborate to supplement the asynchronous work. Those check-ins helped immensely.
Working on projects with partners. This allowed for more brainstorming/snowballing to occur and less stress which resulted in better overall projects.
The new technology tools that were introduced.
The ability to work with others from my district. They were there to assist and motivate during the program.
Early on when we learned about different websites and apps that we could use the next day in a classroom setting.
The Research/Capstone Project. I liked working on one project from start to finish. I liked meeting occasionally Face-To-Face as well.
I could use what I learned/created in my classroom
I enjoyed the small class size and personal connection with the professors. The topics covered were applicable to most aspects of my current position.

I noticed that many commented on working and collaborating with classmates (highlighted). We should continue this practice, wherever possible, with our online courses.

The specific comments to the question regarding **recommendation for the MAIT program** were as follows:

Although the program has moved completely online, I really enjoyed having the opportunity to meet face-to-face especially in the research/capstone courses. Also, I would suggest increasing the use of eLearning authoring tools(Articulate, Adobe Captivate, etc.) to allow students to gain a competitive edge in the field.
Some of the classes are redundant. We learned a lot of the same concepts in at least two to three classes. I would have the professors coordinate so this can be avoided.
More use of web tools applicable to real life job related tasks rather than theory

Capstone project was somewhat overwhelming. Perhaps some of the other courses can be integrated with it earlier on.
To give students exposure to/experience with more software programs like Captivate and Articulate.
clarity in IDD of how significant the topic may be as it may relate to research / capstone courses
Use the winter break between Research and Capstone more efficiently by giving students more info on APA style in Research so they can work on refining paper over break. That lesson during Capstone was very helpful.
Maybe survey students at the beginning and periodically during degree to gauge electives interest? Our area of study is constantly evolving so the program can be agile and responsive.
I felt like many courses was much more related to those in the educational field vs business. I would suggest having more projects having a better focus or splitting the class into groups that relate and work with those in similar fields as them. I was hoping that the courses that connected to the Training and Development certification would be more informative and educational. I feel like an actual course just focused on training and development would have much more beneficial. I also felt very limited with what could be accomplished with projects that's were done on PowerPoint.
Regarding the cohort, I would work more closely with our district to improve the schools.
Add more electives. If I didn't jump over to take MAED courses I would have run out. More technology PD. (Web Design, Video Production, Programming?) Maybe a course on budgeting?

We need to carefully examine and consider these recommendations.

Regarding their **preferred instructional delivery method**, it was interesting that a Hybrid (asynchorous + face-to-face) method was the most popular answer. Here are the data:

Answer Choices		Responses	
Face-to-Face		**6.25%**	1
Hybrid (asynchronous + face-to-face)		**50.00%**	8
Hybrid (synchronous + face-to-face)		**18.75%**	3
On-line (asynchronous)		**12.50%**	2
On-line (synchronous)		**12.50%**	2
Other, please specify	**Responses**	**0.00%**	0
Total			16

This result is similar to the last year's, and concerned me because MAIT is now an online program. I hope because most of them took courses as a hybrid form, they might have been used to the hybrid method and prefer it. Moreover, students who would prefer or need an online program are not represented here.

However, from the data, when I combined all delivery methods that include synchronous part (face-to-face, hybrid and synchronous online), 14 out of 16 (88%) want synchronous instruction whether it is online or face-to-face. From here, we need to consider the data on synchronous interactions and communication with students in online courses seriously, along with the comments on collaboration with classmates.

II. MAIT direct learning outcome assessment

In 2016, MAIT faculty members identified three essential learning goals:
Students will be able to conduct:
1. Needs analyses and application of theories,
2. Instructional design and development, &
3. Assessments and Evaluation

Also we agreed and developed a three-year (three phase) MAIT direct learning outcome assessment plan; one goal per year.

Last year, we evaluated the first goal, needs analysis and application of theories and reported in the last year's director's report, and for this school year, we planned to measure the second goal, Instructional design and development, through MAIT students' research paper Chapters 3 and 4.

I applied for and received a $1,000 Provost Program Assessment fund and $320 support from SOE again. With this financial support, I was able to rehire the same 3 outside evaluators with doctoral degrees in the Educational Technology Leadership Program from NJCU who assessed the first goal in the last year.

After finishing an online norming session with me, each expert evaluated 30 randomly selected MAIT students' research papers individually. Each evaluator gave a score on each of 14 objectives linked to 2 goals, based on a 6 point Likert scale (1: unsatisfactory, 2: mostly unsatisfactory, 3: somewhat unsatisfactory, 4: somewhat satisfactory 5: mostly satisfactory 6: satisfactory). For this part, some projects might not be applicable for a certain objective, thus I added "not applicable for this project". For example, one objective is "creating multimedia and hypermedia materials", but some lesson plans may not have contained that part. Also because, during the norming session, we discovered that some students' papers did not fully describe the instructional design and development part. So, I added a response, "although I gave a score, wish to see more for a better judgement" for my information.

After the evaluators submitted the scores, I checked all the data and any discrepancies among the three scores for each paper. While checking data, I eliminated three papers because two papers were not fully evaluated and one paper's scores had a significant discrepancy. When I saw a majority of evaluators (two or more) marked "Not applicable for this project", I ignored the remaining score, and counted the objective as "not-applicable for this project". After cleaning up the data, I calculated the mean of three scores for each objective in each paper. (see Appendix 2 for more detailed data)

Our learning outcome goal was
At least 80% of students will be able to meet the following objectives at a "mostly satisfactory" or "satisfactory" level (5 or 6). Here is summary of the data analysis.

LEGS Alignment	ELO Alignment	MAIT goal	Objectives	# of papers that received 5 or 6 (out of 27)	# of papers that are not applicable for this objective	% of papers that received 5 or 6	Mean of each objective
Learning Engagement	Creativity and Innovation Critical Thinking Program Competence	Goal #3. Develop effective instructional/informational materials	3.1. Select or modify existing instructional materials.	25	0	93%	5.54
			3.2. Create hypermedia and/or multimedia materials (webpages, apps. standalone programs, etc.)	16	7	80%	5.42
			3.3. Create instructional materials for distance and online learning	15	9	83%	5.48
			3.4. Use visuals appropriately to enhance teaching and learning	17	0	63%	5.05
			3.5. Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products	21	1	81%	5.28
			3.6. Apply learning theories to the development of instructional materials.	15	0	56%	4.98
Learning Engagement	Creativity and Innovation Critical Thinking Program Competence	Goal #4. Design learning experiences and environments	4.1. Create objectives and content that accommodate learner needs and characteristics.	26	0	96%	5.43
			4.2. Select, modify, or create a design and development model appropriate for a given project.	23	0	85%	5.44
			4.3. Select and use a variety of techniques to define and sequence the instructional content and strategies.	21	0	78%	5.23
			4.4. Choose effective instructional strategies aligned with goals and instruction.	21	0	78%	5.40
			4.5. Apply appropriate rules and principles derived from learning theory to the design of instructional materials.	20	0	74%	5.17
			4.6. Analyze and select media appropriate for a given project.	22	0	81%	5.37
			4.7. Design instruction that reflects an understanding of the diversity of learners, groups of learners, and the environments in which they will demonstrate their learning	19	0	70%	5.14
			4.8. Select motivational strategies appropriate for the target learners, task, and learning situation.	19	0	70%	5.25

Here is the summary of the results.

The program met the 80% or above learning outcome for the following 7 objectives, meaning at least 22 or more papers received a score of 5 (Mostly Satisfactory) or 6 (Satisfactory) for these objectives.

3.1. Select or modify existing instructional materials.

3.2. Create hypermedia and/or multimedia materials (webpages, apps. standalone programs, etc.)

3.3. Create instructional materials for distance and online learning

3.5. Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products

4.1. Create objectives and content that accommodate learner needs and characteristics.

4.2. Select, modify, or create a design and development model appropriate for a given project.

4.6. Analyze and select media appropriate for a given project.

This results show that students are able to design and produce instructional materials.

These two learning outcomes are marginal, 78%.

4.3. Select and use a variety of techniques to define and sequence the instructional content and strategies.

4.4. Choose effective instructional strategies aligned with goals and instruction.

These learning outcomes are between 70% to 75%.

4.5. Apply appropriate rules and principles derived from learning theory to the design of instructional materials.

4.7. Design instruction that reflects an understanding of the diversity of learners, groups of learners, and the environments in which they will demonstrate their learning

4.8. Select motivational strategies appropriate for the target learners, task, and learning situation.

We need to pay more attention to these learning outcomes. These three outcomes seem to be symptomatic of problems meeting the broad learning outcome described next.

This learning outcome received the lowest score. Only 15 out of 27 papers (56%) received 5 or 6.

3.6. Apply learning theories to the development of instructional materials.

It is the most difficult task for students to apply learning theories to the instructional materials. Often, I observe that, although MAIT students are good at analyzing needs, when they develop, they go with their own ideas, based on their excitement with the use of technology, without considering pedagogies and theories. Also even when they apply theories, often, it is not deep enough, but superficial.

Another interesting finding

7 projects received no-applicable ratings for 3.2 Create hypermedia and/or multimedia materials (webpages, apps. standalone programs, etc.)

9 projects received no-applicable ratings for 3.3 Create instructional materials for distance and online learning

If the project is relevant to creating hypermedia or online instructional materials, they created well (80% and 83% received 5 or 6). However, also many projects were not relevant to creating hypermedia or online learning materials.

I am thrilled with these data because I am able to see specific areas we can assist students better. With these data, I am able to analyze the strengths and weaknesses of our program. I did not conduct this program outcome evaluation to show off our students' mastery level, but to improve the program. If the purpose of this evaluation was to show off, I could have set the benchmark at the level of 4 (somewhat satisfactory), still the passing side. Instead, I set up the high benchmark that 80% students should receive 5 or 6.

D. Community engagement/impact of community engagement

In spite of the small number of full-time faculty in the MAIT program, all three full-time faculty members use our expertise in an interdisciplinary field to make other, important contribution to Stockton and the professions.

MAIT faculty members teach a variety of courses within the program, undergraduate TEDU courses, and General courses. We also serve as preceptors for undergraduate students in the Teacher Education program as well as MAIT students. The MAIT faculty is also working alongside MAED and TEDU colleagues for program assessment, as there are INTC courses that count towards both degrees. MAIT faculty members also 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. Here is summary of each faculty member's community engagement activities

Amy Ackerman

- Tech Trek http://techtrek-nj.aauw.net/ STEM camp for eighth-grade girls, sponsored by AAUW on Stockton campus. Participated on women's professional panel as part of a one-week, residential, hands-on STEM camp for rising eighth-grade girls.
- Foundation Scholarship Committee – participated in campus scholarship selection committee - mentored and wrote recommendation letters for SOE students (all awarded at least one scholarship)
- Stockton Foundation Endowment – created and fully funded endowment for School of Education – Amy S. Ackerman Scholarship Fund
- Stockton Open Houses - participated in all sessions
- SOE Tech Task Force InTASC integration of standards and signature tech assignments
- Freshman Orientation and Registration – participated six (6) days
- Library Committee SOE representative with Bill Bearden as liaison
- Training and Development Certificate – collaboration with School of Business
- Ed.D. Organizational Leadership – committee member and panel interviewer for interdisciplinary doctoral program
- Stockton University Vision Tours (NJ) with President Harvey and First Lady Lynne Kesselman
- Fellow, Hybrid & Online Learning, Institute for Faculty Development
- CSTA-SNJ member – participated in meetings and had presentations

Doug Harvey

- served on the Mainland Regional High School Board of Education
- Academic Programs and Planning Committee
- IFD director – activities include (not limited to):
    - Orient new faculty to the institution through a summer orientation, a fall semester weekly workshop series and serve in an ongoing mentoring capacity
    - Provide leadership and assistance to faculty responsible for peer observation of classroom teaching, run an annual summer institute on peer observation, and conduct individual consultations with faculty regarding teaching.
    - Serve as an objective mentor for faculty in the tenure and promotion process, advising on file construction and providing faculty workshops.
    - Communicate with the faculty community through social media, electronic newsletter, and web site.

- Organize an annual speaker series on faculty development.
- Develop and implement a faculty fellows program, teaching circles, and seminar series on topics relevant to faculty practice.

Jung Lee

- Sponsored two Jeju National University (JNU) professors as visiting scholars at Stockton who will arrive for the Fall 2017 semester (the SOE Dean invited them to serve under the auspices of the school).
- StockHack - for this 24 hour event, supervised participants during the night
- TechStock planning committee – attended meetings and recommended topics and presenters
- Global scholarship committee – Reviewed proposals in three batches (Spring, Summer, and Fall) a year
- World Language table – attended Stockton world language table whenever available and recruited a Korean student as a language assistant to the Korean Table. One of the students who attended the language table got more interested in Korea, and went to JNU summer program.
- Voluntary liaison between Stockton's Global Office and JNU's International Office – Due to the cultural difference, sometimes, our Global Office and JNU's International Office needed clarification. I have been helping their communication. Because of my role, most of time, they included me in their communication emails.
- Orientation for JNU summer program – almost every year, I offer an orientation session with selected faculty and students in my house. I introduce basic information about Korean culture and JNU, and provide practical information about how to get to JNU.
- Developed a GIS course, Data Visualizations and Narratives, with two other instructors – this course starts to be offered for the 2017 Fall semester (Michelle Wendt will be the instructor for 2017 Fall)
- Student Advising committee – attended workshops and discussed advising issues with committee members.
- Academic Appeals Committee - reviewed cases, attended hearings, reviewed/wrote recommendation letters to the Provost
- Computer Science Teacher Association (CSTA-SNJ) member – participated in meetings
- International Visual Literacy Association -- vice president, including playing a major role in annual conference planning.
- Co-chair, 2016 IVLA Conference held in Concordia University, Montreal, Canada, Oct 5-8, 2016
- edTPA task force – participate edTPA task and work with SOE faculty members

E. Goals for the upcoming year

I have identified three major goals for next year:

1. Active marketing
   Develop a video clip about the MAIT program
   Increase utilization of Social Media (Facebook, twitter, etc.)
2. Conduct the third year direct outcome assessment and analyze the cumulative data
3. Ongoing discussion about the future of the MAIT program

MAIT faculty members have been discussing the trends of nationwide instructional technology programs and any change we might want to make to our program. Although we did not make any changes this year, I believe this kind of continued discussion will eventually result in positive changes.

F. Budget (if appropriate)

As a total online program, we need financial support to market and advertise the program via online media (Facebook, Tweeter, etc.). I truly hope Stockton allocates a special fund for online program marketing, not only for the MAIT, but for any online programs available Stockton. For this, I believe Stockton needs an online marketing specialist.

Dean's Comments:

The MAIT program has successfully transitioned from a face-to-face + some hybrid and online courses to a completely online program. Survey data in this report reflect a majority of continuing students who were recruited under the program's former delivery modes. This report lists the Director's recruitment activities that can become part of a cohesive strategy, as the consultant's report recommended. These recommendations also included a revised program mission statement and more intentional curriculum that eliminates redundancies and fills gaps, which would also address student feedback calling for similar changes. I look forward to engaging in collaborative work on the first of these two recommendations with the Graduate Admissions office and to hearing more about the progress that program faculty continue to make on revising the curriculum.