Communications Media Program Review
Fitchburg State University

CONDUCTED AY 2018-2019

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Executive Summary

It has been five years since the last self-study for Communications Media. Since 2014, the department has made significant progress on many of the recommendations made by the external reviewer to improve the quality of education for students.

Based on the findings of the 2014 Communications Media Self-Study, the Graphic Design concentration curriculum was revised to include a new course, COMM 3305 Web Design, as a requirement. In addition, greater emphasis on motion and interactivity were incorporated into other required courses. A new faculty member with expertise in web design, Prof. Don Tarallo, was hired to aid in implementing these changes. Likewise, the Interactive Media concentration was phased out and a significant redesign of the M.S. in Applied Communication is currently in progress as a result of the previous self-study.

In preparing the 2019 Communications Media Program Review, the department examined its current strengths and weaknesses. According to Department Trend Data (see Appendix 1), student retention appears to be a strength. In AY14 – AY18, the major retained students at a rate consistently above the institutional average. Recent surveys conducted by the University to gather feedback from graduating students and alumni showed positive ratings for the quality of instruction and indicated 80% of alumni who responded were employed or had a job offer in a field directly related to their degree.

Communications Media can extend existing strengths by considering how the program measures student learning. At this time, the program uses a portfolio defense conducted in a student's penultimate semester as its program assessment. While this is useful in determining the knowledge and skills students have gained in the program, it does not allow time to address any deficiencies in a student's portfolio prior to that student's capstone internship. The Communication Media faculty have discussed the possibility of adding some type of mid-program review of student work with the aim of identifying any deficiencies sooner and working with students to help them improve.

The Professional Communication concentration has been shifting its focus to advertising and marketing communication for some time. This program review is an ideal opportunity to consider revising the curriculum and possibly renaming the concentration.

Current enrollment trends present a challenge for the Communications Media major. While enrollment in some concentrations appears to be steady, there is a noticeable decline in enrollment in the Photography and Graphic Design concentrations. The department would like to work closely with Admissions to promote these concentrations and grow enrollment.

The Communications Media major has not updated its Student Learning Outcomes (SLOs) since 2004. Likewise, the department has never formally mapped SLOs to specific courses. Given the changes to the field in the last 15 years, it would be worthwhile for Communication Media to consider revising or updating its program SLOs, and possibly develop specific SLOs for each concentration as well as the Theory component of the curriculum.

Finally, as noted in the 2014 Self-Study, there is a need to update antiquated building wiring and assess overall infrastructure in the Film/Video and Photography areas on the third floor of Conlon Hall. s

The Communications Media major looks forward to input and feedback from the external reviewer as it prepares to formulate an action plan for the next five years.

Brief Overview of the Department

The Communications Media department is one of the largest academic departments on campus, with over 600 students, 23 faculty, and four staff members. The department offers two undergraduate majors, a Bachelor of Science in Communications Media and a Bachelor of Science in Game Design, along with six undergraduate minors: Communications Studies, Game Design, Graphic Design, Theater, Technical Theater, and Film Studies, an interdisciplinary minor co-sponsored with the English Studies department. In addition, the department offers a Master of Science in Applied Communication.

The most recent self-study conducted in 2014 included both undergraduate majors. This program review will focus only on the Communications Media major and its related minors in Communications Studies, Graphic Design, Theater, Technical Theater, and Film Studies. The M.S. in Applied Communication is currently in transition to a new, updated curriculum. As a result, this program review will only briefly discuss the graduate program in a later section. The Game Design major will undergo a separate program review in 2020-2021.

The Bachelor of Science degree in Communications Media is a professional program whose mission is to educate and prepare students for successful careers in a wide range of communication and media-related fields. It is the largest undergraduate major at Fitchburg State University. The program has six primary concentrations: Film/Video, Graphic Design, Photography, Professional Communication, Theater, and Technical Theater, with an additional secondary concentration of Communication Studies. The curriculum strives to blend applied practice with communication theory and media history. A distinctive feature of the major is the full-time, semester-long capstone internship which allows students to gain experience in their chosen field prior to graduation.

Each year, the department celebrates the accomplishments of its undergraduate students at VISIONS, the juried honor exhibit of student work from Communications Media. The event is held in April and includes research presentations, an Alumni Panel, gallery opening, Theater showcase, and Film/Video screening.

In the following sections, the program objectives, degree requirements, student enrollment trends, faculty, and action plan for the future are more fully described.

Program Objective, Mission, and Vision

In this section, the Communications Media program objectives and department mission statement and goals are described. It should be noted these have not been updated since 2004. Over the past 15 years, the major has grown and changed considerably. Likewise, technology and media related fields have evolved at a rapid pace. Faculty who teach in the Communication Media major will be participating in an Assessment Plan Workshop led by the University's Director of Assessment in late May 2019. One of the major goals of the workshop will be to update the program objectives and department mission statement and goals.

Program Objectives

As stated in the 2018-2019 University catalog, the objectives for the undergraduate program in Communications Media are as follows:

> *The Communications Media Program prepares individuals to assume communication positions as freelancers, designers, independent producers, or employees of corporations, institutions, and media organizations.*
>
> *The program provides a blend of the principles and practices necessary for the effective design, production, and evaluation of media for information presentation by graphic, photographic, film, video, electronic, and print technologies. In combination with the Liberal Arts and Sciences Program, Communications Media fosters the development of skills critical to adapting to an ever changing technological and knowledge-based society.*

Program Mission Statement and Goals

The current Communications Media Department mission statement and goals are provided below.

> *Mission Statement*
> *The aim of the Communications Media Department is to educate media professionals who are technically and aesthetically competent and ready for employment in their areas of emphasis. Graduates from the Communications Media Department will have an understanding of the dynamic relationship between the needs of clients, the needs of audiences, and the capabilities of the medium they use to create their messages.*
>
> *Goals Communications Media graduates are:*
> - *Capable of professional work in their area of emphasis*
> - *Capable of producing technically and aesthetically accomplished media work*
> - *Capable of media work that communicates effectively to the target audience*
> - *Capable of applying critical thinking within their concentration*

Concentration Mission and Vision Statements

In addition to a department mission statement, the Communications Media major has developed a mission and/or vision statement for each concentration as well as the internship program to specifically define the values and goals for each of these areas. Included in this section are the mission and/or vision statements for the following concentrations: Film/Video, Graphic Design, Photography, Professional Communication, Theater, Communication Studies (offered only as a second concentration) and the Internship Program. Please note these mission and/or visions statements were last updated in 2016. The Technical Theater program moved from the Industrial Technology department to Communications

Media in Fall 2017. At this time, the Technical Theater program has not yet developed a mission and/or vision statement.

As previously mentioned, the faculty who teach in the Communications Media major will be participating in an Assessment Plan Workshop led by the University's Director of Assessment in late May 2019. Concentration mission and/or vision statements may be revised as needed to align with the updated program objectives and mission statement and goals.

Film/Video Production

Mission

The Film and Video concentration is committed to excellence in teaching and learning. The program blends aesthetic and technical instruction in the areas of preproduction, production and postproduction within narrative and documentary cinema and television. With a commitment to both small class sizes and immersive instruction in current technology, as well as, modern production standards and workflows, we prepare students for a future in the film and video industry. Additionally, all students graduate the program with a minimum of one semester of full-time internship in a professional setting. Our students provide leadership and skill to the varied fields they enter throughout New England and beyond.

Vision

The Film and Video concentration will continue to be locally and nationally recognized for its excellence and its commitment to student success. Furthermore, the program will be known for breadth and quality of instruction as evidenced by the continued success of graduates both established in the field and those who are newly entering it. Lastly, our students will become leaders in their field, committed to diversity, possessing strong interpersonal skills and the ability to work both individually and in team environments. In order to achieve this we will:

- *Dedicate our resources to maintaining the most cutting edge and forward-thinking program possible*
- *Commit to small class sizes that maximize student teacher interaction*
- *Invest in technology and keep abreast of the ever-evolving tools and practices in the field*
- *Build partnerships within the industry and continue to expand the internship opportunities for our students*
- *Create a culture of diversity by making a commitment to recruiting segments of the population underrepresented in the film and video industry with the goal of achieving a more balanced student enrollment that accurately reflects society as a whole*

Graphic Design

This concentration provides a learning environment that fosters creative thinking and personal artistic development. The curriculum is highly instrumental in maintaining a healthy balance between design and production, allowing students to focus their attention on specialized aspects of the field in a series of courses. These courses include Computer Graphic Design, Typography, Illustration, Motion Graphic Design, Interface Design and Publication Design. The Macintosh lab facility is equipped with state-of-the-art equipment that gives students a competitive edge when they enter the field.

Photography

Students in this concentration have access to some of the finest studios and digital lab facilities in New England. Our students work with professional equipment as early as their first year.

Students get a hands-on experience with equipment, both analog and digital, ranging from manual 35 mm film to digital SLR cameras, medium format and traditional large format 4x5 view cameras. The photography lab is equipped with two large group darkrooms and several individual darkrooms. There are also two digitally equipped professional commercial studios and a climate-controlled facility for scanning along with inkjet and pigment dye printers. Digital postproduction facilities are loaded with constantly updated software. All of the above we are proud to make available for students to learn and create.

Professional Communication

Mission Statement

The Professional Communication concentration is a competitive professional and marketing communications program emphasizing ambitious real-world client projects designed to provide customized solutions to their marketing challenges further culminating in professional caliber portfolio work. Such experiential learning enables students to develop advanced skills in collaborative leadership and project management as they produce across a wide range of media. The curriculum introduces students to the gamut of mediums and their integration so that they develop a synergistic conceptual, technological, and creative skillset in written communication, visual design, and social/interactive media forms. Professional Communication students compete against students from top-tier programs nationwide in an annual National Student Advertising Competition in addition to a wide range of other "applied" projects.

Vision Statement

Positioned at the intersection of multiple media production concentrations, to include Communication Studies, a service learning/client-based curriculum, and our renowned Internship Program, the Professional Communication concentration is ideally situated to become a pioneer and leader in the field of Marketing Communications. This mix of production, theory, and professional practice triangulates media production and the critical examination thereof, applying these traits in actual practice in the real world. Likewise, it imbues the production of media with the combined conceptual, creative, rhetorical, and technical thought that are the hallmark of both this concentration and the Communications Media Department as a whole. As such, the Professional Communication concentration draws upon the core competencies of the Communication Media Department to focus their application in actual professional practice, particularly within the field of Marketing Communication. As communication technologies and their use as marketing tools continue to evolve with increasing acceleration, the field of Marketing Communication is experiencing a concomitant paradigm shift in definition, practice, mediums, messages, and even modes of persuasion that leaves Professional Communication beautifully positioned for this leadership role. Its unusual location within a department where both theory and practice cross-pollinate on the common ground of professional practice is highly advantageous to this positioning, and offers great potential for further developing Professional Communication into a regional and national leader in the field of Marketing Communication.

Theater

Theater is a professional concentration made up of an ensemble of artists, scholars, educators, and professional practitioners who:

- *prepare students for advanced study and professional careers in stage and film performance such as acting, arts management, directing, dramaturgy, stage management, playwrighting, teaching*
- *promote creativity and excellence in a diverse educational environment;*

- *offer a wide variety of performance possibilities for stage and screen*
- *provide working professionals to teach performance skills in class, through workshops and on The Main Stage*
- *extend performance opportunities in national and international arenas that serve their career*
- *promote interdisciplinary learning experiences in Film, Motion Capture, Singing, Puppetry, Mask, Education, American Sign Language, English Studies Drama and Writing Courses to name but a few;*
- *require all majors to successfully complete a full semester professional internship*
- *cultivate, educate, challenge and enrich audiences; and*
- *train and prepare students from diverse backgrounds to link art and life through experiential learning;*
- *enhance quality of life on campus and in the Fitchburg region;*
- *in order to cultivate innovative, collaborative, and courageous artists who will promote an engaged and globally inclusive community.*

Communication Studies (offered as a second concentration)

This concentration provides for advanced studies of the theoretical constructs necessary for strategic analysis, design, application and research. It provides foundational preparation for graduate studies in communication and a number of allied fields.

Internship

The Communications Media Internship is recognized throughout the country for its rigor, high standards of professionalism, and extraordinary qualifications of its interns. It is the capstone graduation requirement for all Communications Media majors, occurring during the final semester prior to graduation: a fulltime, semester long closely mentored experience that provides a transition between academic coursework and entry to a student's chosen career. Students spend a full semester preparing for internship, completing a series of required seminars, developing and defending their portfolios before a faculty committee, and conducting an exit interview with the internship director to determine internship placement. All internship placements are competitive, based on a student's academic performance, portfolio quality, and faculty recommendations. Long term internship relationships have been developed with well-known regional, national, and international media outlets and communications firms.

Relationship to the University's Mission, Vision, and Strategic Plan

University Mission

The Fitchburg State University Mission is stated as below:

> *Mission*
> *Fitchburg State University is committed to excellence in teaching and learning and blends liberal arts and sciences and professional programs within a small college environment. Our comprehensive public university prepares students to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility. A Fitchburg State education extends beyond our classrooms to include residential, professional, and co-curricular opportunities. As a community resource, we provide leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the Commonwealth.*

The Communications Media major contributes to the mission of the University by offering a professional program that is strongly connected to the liberal arts and sciences. Over 80% of students in each concentration in the Communications Media major come from in-state (see Appendix 1: Department Trend Data), which aligns with the University's mission to support the economic, social, and cultural needs of North Central Massachusetts and the Commonwealth.

University Vision

The Fitchburg State University Vision is as follows:

> *Vision*
> *Fitchburg State University will be nationally recognized for its excellence in teaching and learning in current and emergent fields, for its commitment to transforming lives through education, and for its dedication to public service.*
>
> *In order to achieve this, we will:*
> - *Prepare students for a global society through curricular innovation and program development*
> - *Achieve academic excellence by investing in our faculty and librarians in their pursuit of knowledge, professional competency, and scholarship*
> - *Employ innovative uses of technology in the library and across our campus to maximize student learning*
> - *Create a culture of diversity to meet the needs of the region and enhance the personal and academic lives of the university community*
> - *Build partnerships within our community to provide real-world opportunities for our students and collaborative solutions to community issues.*

University Vision as it Relates to Communications Media

The Communication Media major is fully committed to the University's vision, especially its focus on excellence in teaching and learning in current and emergent fields. One of the current program objectives for the major is to foster the development of skills critical to adapting to an ever changing technological and knowledge-based society. In addition, through its capstone internship requirement,

the program works to provide real-world opportunities for its students and build partnerships with organizations and businesses throughout North Central Massachusetts and the Commonwealth.

University Strategic Plan

The Fitchburg State University 2015-2020 Strategic Plan emphasizes student success as its organizing principle, and focuses upon Fitchburg State students in all majors and in all divisions of the university.

The Strategic Plan identifies four major goals for the University:

- Goal 1: Strengthen Academic Programs
- Goal 2: Promote Student Success by Breaking Down Barriers
- Goal 3: Build a University Community that Embraces Civic and Global Responsibility
- Goal 4: Grow and Strategically Align Fitchburg State's Resources

The Strategic Plan further identifies specific objectives and actions to help the University meet these goals. The full Strategic Plan can be found on the University's website: https://www.fitchburgstate.edu/uploads/files/StrategicPlanning/Strategic_Plan_3-5-15--EPC.pdf

Under Goal 1, Communications Media has worked to support Objective 1A/Action 1A2:

- *Objective 1A: Prepare students for success in the workforce through a university education, which combines a liberal arts education and professional programs.*
    - *Action 1A2: Increase collaboration in academic programs through team teaching, learning communities, interdisciplinary course development, and research opportunities and support appropriate high-impact learning experiences, including opportunities in academic and experiential settings.*

In 2017, Communications Media in collaboration with English Studies developed a minor in Film Studies, which allows students to engage in an interdisciplinary study of film history, culture, theory and criticism. The minor provides a range of courses in international and domestic film that enhance a student's critical thinking, appreciation for the art of cinema and analytical and writing skills.

Additionally, under Goal 1, Communications Media has taken steps to address Objective 1B/Action 1B5:

- *Objective 1B: Develop new, flexible curricular models to serve the needs of a changing student population.*
    - *Action 1B5: Focus on transfer student recruitment and reverse transfer policies to ensure that more students complete degrees.*

In 2018, the Graphic Design concentration signed on to MassTransfer Pathways, an initiative that establishes common core competencies and components in courses at community colleges to make it easier for students to transfer from two-year to four-year institutions within Massachusetts. Students transferring from one of six community colleges that currently meet the MassTransfer Pathways criteria in Graphic Design (Mount Wachusett, Bristol, Bunker Hill, Cape Cod, Middlesex, and Northern Essex) will receive credit for the first two required courses in the Graphic Design concentration, COMM 3810 Introduction to Graphic and COMM 3880 Typography. This will allow these transfer students to complete their bachelor's degree at Fitchburg State in four semesters.

Likewise, the Film/Video concentration has taken steps to help reduce the time to graduation for transfer students. In AY18, approximately one-third (31 of 99) incoming Film/Video students were

transfer students (see Appendix 1: Department Trend Data) . Some of the initiatives the Film/Video concentration has taken include holding all seats in one section of COMM 3505 Introduction to Film/Video in the Fall semester to ensure transfer students, especially those transferring in with 30 credits or more, are able to register for this class and take their first required course in the concentration as quickly as possible. In addition, Film/Video will waive a prerequisite to allow transfer students who come into the concentration with 45 credits or more to take the second and third required courses in the production sequence concurrently.

Also, under Goal 1, Communications Media has made progress towards Objective 1D/Action 1D1:

- *Objective 1D: Enhance and affirm student, faculty, and staff diversity as central to the Fitchburg State experience. Experiencing diversity expands perspectives, contributes to multicultural competence, and becomes a key element in attracting and retaining students, faculty, and staff.*
    - *Action 1D1: Initiate a process to identify appropriate, feasible methods for faculty and staff hiring and student recruitment from underrepresented groups; adopt appropriate implementation strategies to increase faculty, staff, and student diversity and retention.*

The Communications Media department is aware its faculty lacks diversity. At this time, there are 19 faculty members in the department who teach in the Communications Media major; all are White/Caucasian and only four are women (see Appendix 4: Faculty Demographic Data Table). The department has made a strong effort to hire qualified candidates from underrepresented groups during its recent faculty searches. In AY18, the search for a new faculty member in Theater resulted in a hire who is a woman and a Deaf person. The most recent faculty search completed in January 2019, resulted in a new hire in Film/Video who is also a woman.

Under Goal 2, the Communications Media major has achieved Objective 2B/Action 2B2:

- *Objective 2B: Expand the use of high-impact practices, which break down barriers to student success.*
    - *Action 2B2. Bring cohesion to all academic programs by requiring a senior capstone experience, portfolio, or internship to align with workforce values by fall of 2016.*

The capstone internship requirement for all Communications Media majors is a full-time, semester long pre-professional learning experience designed to link academic preparation with successful entry into a student's career. It has been an integral part of the program's curriculum for many years.

Under Goal 3, Communications Media contributed to Objective 3A/Action 3A1:

- *Objective 3A: Collaborate and align with local business, industry, educational, extended campus, and cultural partners on community-based projects and internships.*
    - *3A1. Support educational initiatives that extend and apply civic learning to regional, national and international settings. Stress the role of reflection in experiential learning so students are aware of and articulate about their knowledge. Promote student development of civic competencies through service or applied learning to address social, public and community concerns.*

In the Professional Communication concentration, Dr. Rob Carr has successfully collaborated with the Fitchburg Art Museum in his COMM 3470 Document Design class over the past six years. Students produce a wide range of professional media with an emphasis on original marketing content that is routinely used by the Fitchburg Art Museum in its integrated marketing campaigns. The work produced

in this course has placed as high as third in the New England Museum Association annual awards. Likewise, Dr. Carr's COMM 3460 Public Relations class has collaborated with the FSU Community Read the past several years. Students produce a broad body of public relations content and marketing media for the regional annual Community Read, which spans the academic year, and facilitate book discussions at the Fitchburg, Leominster, and Lunenburg Public Libraries.

In addition, Communication Media faculty member Dr. Viera Lorencová is part of a team of ten Fitchburg State faculty who received a grant from the Lloyd G. Balfour Foundation for funding an interdisciplinary research project on the health of Fitchburg population and environment (2017-2020). In Summer 2017 and 2018, she worked as a co-investigator on the Health of Fitchburg Community research project that seeks to understand relationships between perceptions of health and physical activity, including access to fitness/recreation resources, physical activity behaviors, indicators of health, and the impact on the economic health of businesses in Fitchburg and neighboring communities. She co-mentored a team of student researchers from Communications Media, Business Administration and Nursing, who worked on investigating the availability of fitness and recreation facilities in Fitchburg and the factors that lead fitness-related businesses to be successful in the Fitchburg area. In Summer 2018, Dr. J.J. Sylvia assisted Dr. Lorencová and her students with the quantitative analysis of the data they collected.

Also under Goal 3, Objective 3A, Communications Media has made progress towards Action 3A3:

- *Objective 3A: Collaborate and align with local business, industry, educational, extended campus, and cultural partners on community-based projects and internships.*
    - *Develop strategies to increase and coordinate community partnerships and alumni capacities, particularly as they might embrace changing demographics, in order to provide structure and capacity for civic learning, internships, and career development. Connect with alumni early in their careers to get them involved with current students and to keep them engaged with the university*.

Communications Media engages with its alumni in several ways. Each year, the department hosts an alumni panel at VISIONS, the annual juried honors exhibition of student work in the Communications Media department. Over the past two years, the department has included alumni panels at Admissions events, such as Open Houses and Future Falcon Day, an event for accepted students in the spring semester. In November 2018, Communications Media worked with the Alumni Office to help plan and promote the Boston Alumni Networking Breakfast. Along with the department chair, Prof. Peter Laytin and Prof. Jeff Warmouth attended the event. Likewise, Communications Media worked with the Alumni Office to assist in planning an Alumni Career Night in February 2019.

Overview of the Program

The curriculum for the Communications Media major strives to balance applied practice, communication theory, and media history along with providing students with a pre-professional experience through the capstone internship. It is important to note the curriculum emphasizes both theory and practice. Graduates from the program should develop the technical skills necessary to enter their chosen field and be able to think critically, blend media principles with practices, and be knowledgeable with the concepts and models helpful or necessary for the strategic analysis, design, application, research and evaluation of a variety of media systems.

The Communications Media curriculum is structured in five phases. In Phase I: Introductory Theory Requirements, students are introduced to the field of communication and its relation to the larger contexts of culture, history, politics, economics, technology, and legal-regulatory frameworks. In addition, students work to develop visual literacy and a basic understanding of design concepts. In Phase II, students are required to take a sequence of five core production classes in their chosen concentration. In Phase III, students select four departmental electives in consultation with their academic advisor. Student may select additional production classes in their primary concentration, production classes in a different concentration, additional theory or media history classes, or classes in the Game Design major, which is also part of the Communications Media Department. In Phase IV, students are required to complete three classes: one junior-level writing requirement and two upper level theory courses. Phase V is a required 12-credit, full-time, semester long capstone internship. Students must have a major GPA of 2.5 and successfully complete a portfolio defense prior to being approved to register for COMM 4880 Internship.

A more detailed description of program requirements is provided below.

Requirements for the Major in Communications Media

The Bachelor of Science degree in Communications Media requires 54 credits in its major requirements. Course requirements are organized into five phases.

Phase I Freshman Introductory Requirements (6 credits)

Phase I exposes students to the foundations, concepts, and practices used in the preparation, delivery, evaluation, and research of verbal and visual messages. There are two required Phase I courses for all Communications Media majors:

- COMM 1105 - Introduction to Communication and Media Studies
- COMM 1120 - Message Design

Students are typically advised to complete both of these courses within their first year in the major.

Phase II Applied Concentration (15 credits)

Phase II enables students to become involved with an in-depth investigation of an area in communications which is most closely aligned with their individual talents and interests. Students must select and complete one concentration with the consent of their advisor. A minimum of five required courses must be taken within a concentration.

The Communications Media major includes concentrations in the following areas:

- Film/Video Production
- Graphic Design

- Photography
- Professional Communication
- Theater
- Technical Theater
- Communication Studies (as a second concentration only)

Specific requirements for each concentration are included later in this section.

For students interested in a dual concentration, the requirements of a second concentration must be completed before they can formally declare it and have it recognized on their transcript. The exception to this policy is Communication Studies, which students can declare as a second concentration any time.

Phase III Departmental Electives (12 credits)
In consultation with their advisor, students select four courses offered in the department. These courses may have the prefix COMM, GAME, THEA, or TETA and can be selected from any of the following:

- Four additional courses in the same concentration
- Four courses in other concentrations or the Game Design major
- Four courses from a combination of concentrations, including additional theory, conceptual, or methodological courses

Phase IV Upper-Level Theory/Conceptual/Methodological Requirements (9 credits)
Students in their junior/senior year will take three Phase IV courses: one junior-level writing elective and two upper level theory electives from the lists below:

Junior-Level Writing Electives (Select One)

- COMM 2800 - Journalism
- COMM 3200 - Contemporary Cinema
- COMM 3430 - Writing for Advertising
- COMM 3460 - Public Relations
- COMM 3470 - Document Design
- COMM 3765 - Writing for Film and Video
- COMM 3860 - Writing for Organizations
- COMM 4000 - Writings in Aesthetics
- COMM 4010 - Information Design
- COMM 4211 - Writing for the Professional Artist
- COMM 4212 - Marketing Communication
- COMM 4240 - Media Criticism
- THEA 3035 - Playwrighting

Upper Level Theory Electives (Select Two)

- COMM 4000 - Writings in Aesthetics
- COMM 4010 - Information Design (unless used for junior writing requirement)
- COMM 4200 - Human Communication
- COMM 4205 - Seminar in Communication Theory
- COMM 4206 - Media and Society
- COMM 4220 - Organizational Communication
- COMM 4230 - Communication Law and Ethics

- COMM 4240 - Media Criticism (unless used for junior writing requirement)
- COMM 4250 - Research Seminar
- COMM 4280 - Intercultural Communication
- COMM 4281 - Gender and Communication
- THEA 3003 - Dramaturgy

Phase V Integrated Studies (12 credits)
The capstone requirement for all Communications Media majors.

- COMM 4880 - Internship

This is a 12-credit, full-time, semester long pre-professional learning experience designed to link academic preparation with successful entry into a student's career. Interns must successfully complete an Internship Qualification Program in the semester immediately prior to the internship, that includes mandatory attendance at a series of seminars, the development and defense of a professional portfolio before a faculty committee, and an internship placement interview with the Program Director. Internship placement is competitive and based on academic performance, faculty recommendations, and performance in the Internship Qualification Program. The prerequisites for COMM 4880 are completion of all other degree requirements and a cumulative Communications Media GPA of 2.5 or higher at the time the application for Internship is due.

Additional Requirement for Communications Media Majors
In addition to Phase I-V requirements, Communications Media majors are required to complete:

- SOC 1100 – Introduction to Sociology
- Media History Requirement

All students at the University are required to complete a Human Behavior course as part of the Liberal Arts and Sciences (LA&S) curriculum. The Communication Media major specifically requires SOC 1100 Introduction to Sociology as the field of sociology is closely related to communication studies.

Furthermore, Communications Media students are required to complete a Media History course specifically determined by their concentration and identified in the next section. The Media History course may be used to fulfill an LA&S requirement or a Communications Media major requirement. (In the current LA&S curriculum, a course that fulfills a LA&S requirement cannot also fulfill a major requirement and vice versa.) Dual concentration students need only take one Media History course from either of their concentrations to fulfill the requirement.

Media History Courses

- COMM 2003 - History of Interactive Media and Games
- COMM 2400 - History of Photography
- COMM 2405 - History of Film I
- COMM 2415 - History of Film II
- COMM 2420 - History of Television
- COMM 2430 - History of Graphic Design
- COMM 3200 - Contemporary Cinema
- THEA 2730 - History of the Theater I
- THEA 2740 - History of the Theater II

Communications Media Concentration Requirements

Described in the section below are the Phase II Applied Concentration and Media History requirements for each of the seven concentrations in the Communications Media major. Also included are the electives offered by each concentration that students may choose to take to fulfill their Phase III Department Electives requirements.

Film/Video Production Concentration

Required Course Sequence

- COMM 3505 - Introduction to Film and Video.
- COMM 3506 - Pre-Production Planning for Film and Video
- Intermediate Production Course
    - COMM 3710 - Intermediate Film Production *or*
    - COMM 3520 - Intermediate Digital Cinema Production *or*
    - COMM 3521 - Intermediate Documentary Production
- One Specialized Elective from the following list:
    - COMM 3017 - Short Film Story Development
    - COMM 3510 - Audio Production for Film and Video
    - COMM 3530 - Editing
    - COMM 3550 - Producing
    - COMM 3560 - Sound Design
    - COMM 3580 - Lighting
    - COMM 3730 - Directing Video/Film
    - COMM 3740 - Compositing and Visual Effects
    - COMM 3750 - Cinematography
    - One Specialized Elective from the following list:
- Advanced Production Course:
    - COMM 3960 - Advanced Cinema Production 3 *or*
    - COMM 3895 - Advanced Documentary Production

Elective Courses

- COMM 3013 - Multi-Camera Television Production
- COMM 3024 - Post-Production Essentials
- COMM 3750 – Film Styles, Genres, and Movemebts

Media History Requirement

Select one course from the list below:

- COMM 2405 - History of Film I
- COMM 2415 - History of Film II
- COMM 2420 - History of Television
- COMM 2450 - History of Documentary
- COMM 3200 - Contemporary Cinema
- THEA 2730 - History of the Theater I
- THEA 2740 - History of the Theater II

Graphic Design Concentration

Required Courses

- COMM 3810 - Introduction to Graphic Design
- COMM 3880 - Typography
- COMM 3820 - Intermediate Graphic Design
- COMM 3305 - Web Design
- COMM 3950 - Advanced Graphic Design

Elective Courses

- COMM 2200 - Typeface Design
- COMM 3009 - Packaging Design
- COMM 3306 - Web Design Basics
- COMM 3309 - Interface Design
- COMM 3830 - Illustration
- COMM 3850 - Publication Design
- COMM 3900 - Image and Design
- COMM 3940 - Motion Graphic Design
- COMM 3955 - Motion Graphic Design II

Media History Requirement

Select one course from the list below:

- COMM 2430 - History of Graphic Design
- ART 2360 - American Art II: 1900 to Present
- ART 3000 - Contemporary Art
- ART 3150 - Early Twentieth Century Art

Photography Concentration

Required Courses

- COMM 3600 - Photography I
- COMM 3610 - Photography II
- COMM 3620 - Photography III
- COMM 3630 - Large Format Photography
- COMM 3645 - Digital Photography

Elective Courses

- COMM 3640 - Color Photography
- COMM 3660 - Photo Management
- COMM 3690 - Photography Seminar

Media History Requirement

Select one course from the list below

- COMM 2400 - History of Photography
- ART 2360 - American Art II: 1900 to Present
- ART 2900 - Nineteenth Century Art
- ART 3000 - Contemporary Art
- ART 3150 - Early Twentieth Century Art

Professional Communication Concentration

Required Courses

- COMM 3010 - Introduction to Professional Communication *or* COMM 3860 - Writing for Organizations
- COMM 3304 - Interactive Media Project Design
- COMM 3430 - Writing for Advertising
- COMM 3460 - Public Relations.
- COMM 3470 - Document Design

Elective Courses

- COMM 2800 - Journalism
- COMM 3870 - Feature and Magazine Writing
- COMM 4211 - Writing for the Professional Artist
- COMM 4212 - Marketing Communications

Media History Requirement

Select one course from the list below:

- COMM 2003 - History of Interactive Media and Games
- COMM 2405 - History of Film I
- COMM 2415 - History of Film II
- COMM 2420 - History of Television
- COMM 2430 - History of Graphic Design
- COMM 2450 - History of Documentary
- COMM 3200 - Contemporary Cinema
- THEA 2730 - History of the Theater I
- THEA 2740 - History of the Theater II

Theater Concentration

Required Courses

- THEA 1700 - Stage Movement
- THEA 1720 - Voice and Articulation
- THEA 2700 - Acting I
- THEA 3010 - Acting for the Camera
- THEA 3550 - Page to Stage Analysis

Elective Courses

- THEA 2100 - Children's Theater
- THEA 2800 - Acting II
- THEA 2850 - Applied Acting (may be taken twice for credit)
- THEA 3002 - Artist as Business
- THEA 3003 - Dramaturgy
- THEA 3035 - Playwrighting
- THEA 3400 - Advanced Stage Movement
- THEA 3500 - Voice II
- THEA 3600 - Auditioning
- THEA 3700 - Directing the Play

Media History Requirement
Select one course from the list below:

- THEA 2730 - History of the Theater I
- THEA 2740 - History of the Theater II
- COMM 2405 - History of Film I
- COMM 2415 - History of Film II
- COMM 2420 - History of Television
- COMM 3200 - Contemporary Cinema

Technical Theater Concentration
Required Courses

- TETA 2100 - Theatrical Design Skills.
- TETA 2300 - Fundamentals of Stage Lighting Design
- TETA 2400 - Scene Design
- TETA 3600 - Stage Makeup
- TETA 4000 - Production Implications

Elective Courses

- TETA 2500 - Costume Design
- TETA 3300 - Advanced Stage Lighting Design
- TETA 3400 - Advanced Scene Design
- TETA 4000 - Production Implications (may be taken twice for credit)
- TETA 4100 - Stage Management
- TETA 4200 - Portfolio Presentation
- TETA 4900 - Independent Study

Media History Requirement
Select one course from the list below:

- THEA 2730 - History of the Theater I
- THEA 2740 - History of the Theater II
- COMM 2405 - History of Film I
- COMM 2415 - History of Film II
- COMM 2420 - History of Television
- COMM 3200 - Contemporary Cinema

Communications Studies Concentration (offered only as a second concentration)
Required Courses

- COMM 4205 - Seminar in Communication Theory
- COMM 4230 - Communication Law and Ethics
- COMM 4240 - Media Criticism
- COMM 4250 - Research Seminar

Elective Courses

- COMM 4220 - Organizational Communication
- COMM 4280 - Intercultural Communication

Minors

There are five minors offered through Communications Media: Communications Studies, Film Studies (an interdisciplinary minor developed with the English Studies department), Graphic Design, Theater, and Technical Theater.

A brief description of each minor, including program requirements and electives, is provided in the section that follows.

Communications Studies Minor

The Communication Studies minor is open to students who have an overall GPA of 2.5. Students may not take courses in the minor until they have been accepted.

Requirements for Minor

18 credits are required. All students must complete:

- COMM 1105 - Introduction to Communication and Media Studies
- COMM 4200 - Human Communication

And any four of the following:

- COMM 1120 - Message Design
- COMM 4000 - Writings in Aesthetics
- COMM 4205 - Seminar in Communication Theory
- COMM 4206 - Media and Society
- COMM 4220 - Organizational Communication
- COMM 4230 - Communication Law and Ethics
- COMM 4240 - Media Criticism
- COMM 4250 - Research Seminar
- COMM 4280 - Intercultural Communication
- COMM 4281 - Gender and Communication

Film Studies Minor

The minor in Film Studies allows students to engage in an interdisciplinary study of film history, culture, theory and criticism. The minor provides a range of courses in international and domestic film that enhance a student's critical thinking, appreciation for the art of cinema and analytical and writing skills. Students in Communications Media and English Studies will be able to add the minor as long as the same courses are not simultaneously being used to fulfill requirements in the major with the exception of the Media History requirement in Communications Media.

Requirements

- COMM 2405 - History of Film I *or* COMM 2415 - History of Film II
- ENGL 3540 - Writing Film Criticism

Electives: Four courses from the list below:

- COMM 2450 - History of Documentary
- COMM 3200 - Contemporary Cinema
- ENGL 2330 - Literature and Film
- ENGL 2340 - American Political Film and Literature: Conspiracies & Controversies

- ENGL 2540 - Global Issues in Film
- ENGL 3090 - Questioning War in Film and Literature
- ENGL 3091 - Asian Cinemas: Eastern Visions in a Post Colonial World
- ENGL 3460 - Rebels in American Film and Literature: Race, Gender, and Class Outsiders
- ENGL 4020 - Shakespeare's Drama: Text and Performance
- ITAL 2500 - Italy Through Film
- MUSC 3750 - Music in Film

Graphic Design Minor

The Graphic Design minor offers students across campus an opportunity to become fluent in the creative thinking and practice of the visual language of graphic design. The graphic designer's role is often a key part of modern communication in giving visual form to a wide array of information. The course sequence and electives offer students a strong working foundation in graphic design and enable them to develop creative skills mastering the visual literacy underlying today's complex forms of communication in print and the internet to augment their principal areas of study. Admission to the program requires a GPA of 2.5.

Required Courses

- COMM 3810 - Introduction to Graphic Design
- COMM 3880 - Typography

Choose 4 electives from the following courses:

- COMM 2200 - Typeface Design
- COMM 2430 - History of Graphic Design
- COMM 3009 - Packaging Design
- COMM 3305 - Web Design
- COMM 3306 - Web Design Basics
- COMM 3309 - Interface Design
- COMM 3820 - Intermediate Graphic Design.
- COMM 3850 - Publication Design
- COMM 3900 - Image and Design
- COMM 3940 - Motion Graphic Design
- COMM 3950 - Advanced Graphic Design
- COMM 3955 - Motion Graphic Design II

Theater Minor

The minor in Theater offers courses in the history and literature of theater as well as performing arts skills. Students have the opportunity to perform in full-scale theatrical productions, produced and directed by Theater faculty.

Communications Media major students who are not matriculated into the Theater Concentration may apply for a minor in Theater. Any credits used toward the Theater Minor must only be used to fulfill either the LAS requirements or outstanding free electives. They may not be used to fulfill any requirements within the Communications Media major if used for the Theater Minor.

Required Courses

- THEA 1700 - Stage Movement
- THEA 1720 - Voice and Articulation
- THEA 2700 - Acting I
- THEA 3010 - Acting for the Camera
- THEA 3550 - Page to Stage Analysis

One elective (select from)

- THEA 2100 - Children's Theater
- THEA 2730 - History of the Theater I
- THEA 2740 - History of the Theater II
- THEA 2800 - Acting II
- THEA 2850 - Applied Acting
- THEA 3002 - Artist as Business
- THEA 3003 - Dramaturgy
- THEA 3035 - Playwrighting
- THEA 3400 - Advanced Stage Movement
- THEA 3500 - Voice II
- THEA 3600 - Auditioning.
- THEA 3700 - Directing the Play

Technical Theater Minor

The Technical Theater minor offers practical courses that serve the professional or education career-minded student in scene design, lighting, sound, properties, costumes, make-up and stage management areas of study. Students in the minor will be involved in mounting full-scale theatrical productions, produced and directed by Theater faculty.

Students must have a 2.0 minor GPA to be awarded the minor. Once a student is in the program, she or he must maintain a GPA of 2.5 after three courses in the minor to remain in the minor.

Requirements

This minor requires 6 courses, 18 credits. The following two courses are required:

- TETA 2100 - Theatrical Design Skills
- TETA 4000 - Production Implications

Four Electives (selected from list below)

One of these courses must be at the 3000 or 4000 level.

- ITEC 1000 - Electric Systems and Circuits
- TETA 2300 - Fundamentals of Stage Lighting Design
- TETA 2400 - Scene Design
- TETA 2500 - Costume Design
- TETA 3300 - Advanced Stage Lighting Design
- TETA 3400 - Advanced Scene Design
- TETA 3600 - Stage Makeup
- TETA 4100 - Stage Management
- TETA 4200 - Portfolio Presentation
- THEA 3700 - Directing the Play

M.S. in Applied Communication

In addition to the undergraduate program, Communications Media offers a Master of Science in Applied Communication. At this time, the graduate program is in the process of redesigning the curriculum. This program change is being driven by several factors: declining enrollment, the retirement of two faculty members who taught in the graduate program, and an issue highlighted in the 2014 Communications Media Self-Study for the need to realign the graduate program with the "applied" side of communication studies.

Prior to undertaking this curriculum redesign, the graduate program faculty made a considerable effort to help students who were languishing in the program to finish their degree requirements and graduate. In AY17, 17 students completed the program. Graduate Program Chair, Dr. Viera Lorencová, has worked with the department's Graduate Committee to phase out three concentrations in the graduate program, Technical and Professional Writing, Health Communication, and Coordinated Management of Meaning (CMM), and remove over 20 courses that were no longer being taught.

In AY19, the Graduate Committee created a new concentration in Social Media and 10 new courses. The program is geared towards individuals interested in the study of social media in applied contexts. The concentration will prepare students for the careers that require: applied understanding of social media theories and practice; design and management of social media sites and applications; ability to design and execute a social media campaign; ability to apply quantitative and qualitative communication research methods and integrated social media marketing skills; effective data visualization and multimedia presentation skills, and the application of intercultural communication competency in the social media context.

As of this writing, proposals for the new concentration and new courses have been submitted to the University's Graduate Council and are awaiting review. The redesigned M.S. in Applied Communication will be offered both as an accelerated online program that can be completed in 15 months as well as a part-time online program which will allow students up to six years to complete their degree. Additional concentrations in Professional Communication and Communication and Social Change are also in development.

Because the M.S. in Applied Communication is currently in transition to a new, updated curriculum it is not feasible to adequately assess the graduate program at this time, except to note that many of the recommendations by the external reviewer in the 2014 Communications Media Self-Study have been or are in the process of being addressed.

Internal Demand of the Program or Department
Communications Media is considered a professional major at Fitchburg State University and does not offer Liberal Arts and Sciences (LA&S) service courses. The vast majority of Communications Media courses are available to only students with a declared major or minor in the department.

However, there are eight Media History courses and six Theater courses that can fulfill either an elective in the major *or* a requirement in the LA&S curriculum. (As previously noted, in the current LA&S curriculum, a course that fulfills a LA&S requirement cannot also fulfill a major requirement and vice versa.) These courses are listed below.

Course	***LA&S Designation***
COMM 2003 History of Interactive Media and Games	ART
COMM 2400 History of Photography	ART
COMM 2405 History of Film I	ART
COMM 2415 History of Film II	ART
COMM 2420 History of Television	ART
COMM 2430 History of Graphic Design	ART
COMM 2450 History of Documentary	ART, GDA
COMM 3200 Contemporary Cinema	ART
THEA 1720 Voice and Articulation	ART
THEA 2700 Acting I	ART
THEA 2730 History of Theater I	ART, GDAN
THEA 2740 History of Theater II	ART, GDAN
THEA 3003 Dramaturgy	ART, AOM
THEA 3550 Page to Stage Analysis	ART

Because these courses have been approved by governance to carry a LA&S designation, students from any program at the University may register for these classes. Each of these courses has been approved as an elective under the LA&S ART cluster. The primary LA&S Student Learning Outcome (SLO) these courses address is Aesthetic Appreciation, which is defined as follows:

> ***Aesthetic Appreciation:***
> *The curriculum should strive to foster within the students an appreciation of the various art forms that people have developed to express themselves, their beliefs, values, and cultures. Through an examination of various literary, fine and performing arts, students will attain a greater understanding of how different societies throughout time have used the different texts and art forms to express what was happening politically, economically, socially, culturally, and aesthetically in their world. The curriculum should also strive to foster within the students an ability to express how the various texts or artworks engender a response within themselves.*

The Media History classes address Aesthetic Appreciation by examining major and influential works in the discipline covered by the course, such as film, photography, graphic design, interactive media, games, or theater. In the Theater classes listed above, students work to develop an appreciation of various aspects of the performing arts.

One of the courses listed above, THEA 3003 Dramaturgy, includes more specific LA&S designation within the ART cluster, AOM (Art or Music). This class examines the work of a dramaturg, an established artistic staff position found in theater companies.

In addition, COMM 2450 History of Documentary, THEA 2730 History of Theater I, and THEA 2740 History of Theater II, have a Global Diversity (GDA or GDAN) designation. In the current LA&S Global Diversity SLO is defined as follows:

> ***Global Diversity***
> *Global diversity courses will provide a context for understanding the political, economic, cultural, and historical events or experiences of other countries, including those that are non-Western. Western means Europe (including Russia) and North America. It is more of a cultural than geographical term.*

These courses specifically address major works from around the world. The two Theater history courses include course content from non-Western cultures, such as East Asia, India, Oceania, and Africa.

While the other Media History courses may include content that could qualify as Global Diversity, particularly COMM 2430 History of Graphic Design, these classes do not have a Global Diversity designation at this time.

It should be noted the LA&S curriculum is currently undergoing a major revision. A new LA&S curriculum with updated student learning outcomes has been submitted to governance and is expected to be vote on by the All University Committee (AUC) by the end of the Spring 2019 semester. At this time, the draft of the new LA&S curriculum includes learning outcomes such Aesthetic and Creative Expression, Diverse Perspectives, and Speaking and Listening. If approved, the department will need to consider how the courses which currently meet a LA&S requirement, and possibly others, fit into the new LA&S curriculum.

Recommendations and Action Plan from 2014 Self-Study

In this section, the recommendations made by Prof. Aaris Sherin, Associate Professor of Graphic Design and Assistant Chairperson of the Department of Art and Design at St. John's University, external reviewer for the 2014 Communications Media Self-Study are provided. Also included is the action plan the department developed to address each item. While some items may no longer be relevant, the full list of recommendations is provided. Please note, the Game Design major was included in the 2014 Self-Study; it is not included in this self-study. The Game Design major will undergo its own self-study in the 2020-2021 academic year.

Items to Address	Background in-brief	Actions
Undergraduate Programs		
1. Revision to the program structure and move to distinct majors.	Prof. Sherin offered her belief that the Communications Media's milieu is confused by the *concentration* structure (paraphrase), suggesting that a move to distinct *majors* would give prospective employers "an additional level of information about (a student's) competency."	❍ Come up with a statement for prospective students as to why the concentration structure has value (Department). ❍ Concentrations may, if they choose, propose to move their concentrations to a format that is a major.
2. Include a "history of the discipline" course as a required class	A proposal that passed department governance and now campus governance sought a "history of the discipline" requirement for each Communications Media concentration. It now sits on the President's desk.	❍ Continue to monitor courses that could fulfill the requirement, updating corresponding lists accordingly, perhaps with some sensitivity to transfer students and how they might fulfill this requirement (Concentration Coordinators).
3. Distinguish Interactive Media from Graphic Design	Prof. Sherin found that "students don't have a clear sense of the difference between graphic design and interactive media and that many of the competencies required by these two areas overlap." She went on to say that "interactive media could be a concentration within graphic design or perhaps even within Game Design."	❍ Graphic design and interactive media, with a formal proposal to the department, then AUC may disband interactive media in its current form. ❍ Hire a web design professor in graphic design (search committee, Department Chair, Administration). ❍ Move Jeff Warmouth to Game Design.

4. Comprehensive review regarding the appropriate place of social media-related content within a communications major	Prof. Sherin highlighted the perceived need put forth by the Chair to pay more attention to social media, an area of need further recognized in the field by the Internship Coordinator, which may or may not result in the development of new courses, a new concentration, or major.	❍ Continue to investigate the viability of social media courses to consider a new concentration or major (Kyle Moody, Rob Carr, the Department). ❍ Propose through governance current social media topics courses as department courses to be placed in the catalog and on the two-year rotation (Professional Communication).
5. Revise program structures to alleviate issue of students doubling up on courses, giving upper-classmen an opportunity to close out under-classmen from necessary courses or double-concentrating	Prof. Sherin noted the department's difficulty in scheduling to offer enough courses for any student who declares a second concentration (e.g., classroom seats or space, faculty), as well as upper classmen taking seats from underclassmen.	❍ Double-concentration policy has passed through governance (no action). ❍ Continue to monitor class registration through means such as zero-seating (Concentration Coordinators).
6. Revision of program structure should retain flexibility so students in one "major" could take courses from within another area	Communications Media is aware of the need to retain flexibility across its programs so that students have a chance to take courses outside of their primary area of study. Currently everyone enrolled in one of the two majors can take courses housed in other majors and concentrations, namely in Game Design, graphic design, interactive media, photography, professional communication, and theater. Only film/video is closed to others.	❍ When writing future course proposals consider the possibility of allowing students outside of the major to take them (DUCC).
7. Offer "non-major" sections of very popular courses	The department recognizes the suggestion that it offer "non-major" sections of very popular courses, opening these courses up to students in other concentrations and majors.	❍ Consider opening sections of popular courses to the entire campus (DUCC, Concentration Coordinators).

Graphic Design		
8. General concerns	This is in regard to Prof. Sherin's comments, namely how "systemic problems (exist) with the graphic design concentration and its faculty and these issues are exacerbated by the faculty's unwillingness to acknowledge the concerns felt most strongly by students.	❍ Course restructuring, a renovated space, a new hire to cover web design to become a part of graphic design while also bringing more software coverage, and a look at performance objectives across courses with the possibility of another study specifically for graphic design in the future, and grade inflation are some of the topics under discussion currently (Graphic Design, Department Chair, Department, Dean).
9. Address concerns on software acquisition instruction and interaction by faculty and the subsequent learning by students		❍ See number 8 above.
10. Address issues of grade inflation and the impact on internship readiness		❍ See number 8 above.
11. A concern was expressed about the consistency across students in regard to their mastery of formal and typographic skill		❍ See number 8 above (to be reflected on in conversations of performance objectives).
12. Provide a sampling of student work from each visually based concentration for future self-studies	Providing a sampling of student work for future external evaluators has been discussed with faculty and the suggestion is recognized. One solution may be to post student work samples to the course management system (Blackboard) for evaluator review prior to coming to campus. It also appears that an optimal time for future external evaluator visits is at the point of the annual VISIONS show, almost always held at the end of April.	❍ To be planned for in the future, during the time for setting up the external reviewer visit (Graphic Design, Department Chair).

13. Require/motivate students to submit their work to the Visions Exhibition	This suggestion has been provided to the department's VISIONS Committee for consideration, not just for graphic design, but also for all majors and concentrations.	❍ This a recurring issue that has been and will continue to be a topic of discussion by the VISIONS Committees.
Graduate Programs		
14. Realign the graduate program in Applied Communications back towards the "applied" side of communications, perhaps by creating a stronger connection between the undergraduate and graduate programs	The committee will also consider rigid program admissions standards and a means toward leveraging day school faculty with an interest in teaching in the graduate program (the "applied side). The latter is an issue noted in this study by the external reviewer, as well as by the previous reviewer in the study conducted 10 years ago. Looking ahead, the graduate program is due for a self-study of its own in AY19.	❍ The Graduate Committee should first discuss sustainability, making decisions as to what programs, if any, should remain open for enrollment and if so how it would include, if possible, day-school faculty, as well as admissions standards, further resulting in a discussion of whatever is determined in committee with a subsequent meeting of the following parties: the Graduate Chair, Department Chair, Dean of Arts and Sciences, and the Dean of Graduate and Continuing Education. Whatever remains open will be subject to a self-study in AY19.
15. Initiate plans for a CAGS in the Coordinated Management of Meaning	The department's Graduate Chair, Dr. George Bohrer reports that plans for a CAGS program in the Coordinated Management of Meaning are currently being discussed with decisions to be made in the current semester (Fall 2014, AY15).	❍ The feasibility of a CAGS in CMM will be addressed by the Graduate Committee.
16. Create a 5-year BS/MS program in Applied Communication	The Graduate Committee is addressing this in the current academic year (AY15). A feeling among some faculty is that it would be difficult to entice students to a program such as this. Game Design and theater show some promise for a program such as this.	❍ The feasibility of a 5-Year BS/MS program will be addressed by the Graduate Committee.

Previous Program Review		
17. Reinvigorate the Masters Degree program in Applied Communication	See item #14 under Graduate Programs above.	
18. Realign graduate and undergraduate programs	See item #14 under Graduate Programs above.	
19. Enhance classroom by the presence of a variety of people from various backgrounds and ethnicities	In regard to the lack of diversity across campus and in the department, a problem recognized a decade ago, reviewers and associated parties should know that this deficit is recognized.	❍ All faculty should recognize the lack of diversity and do whatever they can in the various committees that they serve to improve this diversity deficit.
Conclusion		
20. Particular attention to the graphic design concentration	See items #8 - 13 under Graphic Design above.	
21. Realignment of the graduate program towards a more applied focus	See items #14 - 16 under Graduate Programs above.	
22. Evaluate the current program structure and determine if concentrations should be changed to majors	See items #1 under Graduate Programs above.	
23. Special attention to staffing and equipment needs	The department continues to run on a budget and an EBRQ system that allows for additional funding requests that has been in place for several years, supplying ample or just enough equipment to keep courses current or near current. Staffing and work-study keeps the labs open and operational for as much as is currently needed in the department.	❍ Stay competitive with other university programs; and relevant with the field through thoughtful budget requests, to include EBRQ requests, as well as requests for work-study and staff; while also leveraging the university infrastructure, such as information technology resources (Coordinators, Department Chair, Dean). ❍ Address the $27,000 line item in the Game Design budget (Game Design, Academic Affairs, Dean, Department Chair).

OPERATIONAL		
Faculty 24. Course releases for faculty research	The department faculty supports any university initiative that makes it easy for all faculty to stay connected with their respective fields, such as exploring the possibility of "offering formalized (possibly competitive) merit-based semester-long course releases for highly productive faculty and that junior-level faculty be given special consideration in allocation of additional travel funds."	❍ Request that the administration continue to consider more resources in terms of time and money for faculty to stay connected to their respective fields (Everyone). ❍ Ask for an increase in the compensation for alternative assignments, such as for coordinating concentrations and participation on thesis committees. The union (MSCA) should be involved (Everyone).
25. Criteria for tenure be made as transparent as possible	Communications Media agrees with the charge from Prof. Sherin that the administration should "continue to assess the balance between research and teaching both as criteria for tenure and promotion and also as a means of fostering continued engagement between faculty and their respective disciplines." In this Communications Media also agrees with the notion that Prof. Sherin put forth about keeping the process of tenure as transparent as possible so that junior faculty clearly understand expectations.	❍ Request that the administration make explicit the expectations as to the balance between research and teaching when it comes to promotion and tenure (Department Chair, Dean, Everyone).
26. Phase out single faculty concentrations	The department has had a few concentrations where only one faculty was responsible for the majority of its courses. Recent hires have alleviated the problem in these problem areas, with an exception in photography.	❍ Propose and if accepted conduct a faculty search that supports the photography concentration (Department Chair, Department, Photography Coordinator).

Internships 27. Allocate resources to forge connections between possible internship locations and industry professionals for new majors in Game Design	Prof. Sherin recommended that resources should continue to be put into internship program, adding her concern for the identification of sites for the newly created Game Design major.	❍ On-going work by Prof. Les Nelken to be discussed and formalized as a set of recommendations are forthcoming (Game Design, Internship Coordinator, Department Chair).
Overall Student Feedback 28. Use eagerness of students as a resource for continued engagement	A recommendation brought forth by Prof. Sherin, namely to look at ways to leverage the eagerness of students to offer feedback to the department.	❍ Social media is one of the means that the department will look to in order to solicit feedback (Department Chair, Assessment Committee). ❍ Graduate and undergraduate curriculum committees will continue to have student members who play a voting role on department proposals (DUCC, Graduate Committee).
Film/Video Equipment Check Out 29. Examine the current system of reserving, returning, and then checking out equipment for inefficiencies and interaction	This was an area discussed in Prof. Sherin's report to the department.	❍ Chair will review the current system with the Film/Video Coordinator and Technician in-charge of the Equipment Room to see if steps need to be taken to improve efficiency and interaction in this area (Technician, Film/Video Coordinator, Department Chair).
Game Design		
30. Develop a system of reporting and tracking software-related issues and whether the problems have been corrected in a timely fashion	Game Design students offered a few complaints to Prof. Sherin about the slow response time for software updates and the lag time in keeping the motion capture room operational.	❍ Review system of reporting and tracking software-related issues, if any, to see if steps need to be taken to rectify them (Technician, Game Design, Coordinator, Department Chair, IT).

Facilities		
31. Update antiquated building wiring and assess overall infrastructure	Plans are believed to be underway to update the film/video and photography areas on the third floor of Conlon, possibly during the summer of 2015. When the go-ahead is given, representatives from this concentration will be invited to meetings with the architect as well as other planners in an effort to put everything on the table so that they are adequately addressed.	❍ Address at the point when new construction is approved and meetings are taking place (Coordinators, Department Chair, Capital Planning).
32. Increase open lab times to one or two late evenings/nights when facilities would be open	The Communications Media technicians, those closest to the training and scheduling of work-study students, were asked about the possibility of keeping labs open later into the night to consider overnight for upper classmen. It was pointed out that we are at the end of our work study and trust fund allocation, that the sense is that students are happy with the current hours, and that if ever it would be desirable to open the labs later into the evening that it would require approval from several parties.	❍ No action.
Future Self-Studies		
33. Include a sampling of student work for future external evaluators	Communications Media acknowledges Prof. Sherin's recommendation for future reviews where she "suggests that subsequent self-studies and/or visits by external reviewers should include a sampling of student work from each of the visually based concentrations (film/video, photography, interactive media, game design, and graphic design)."	❍ The current and future department chairs should recognize the value of setting up a room, perhaps virtually on Blackboard, for the evaluator to see student work or to schedule external evaluator visits at a time that directly corresponds with the student honors show, VISIONS, with ample time scheduled for the reviewer to see the exhibition.

Alumni Connections 34. Develop connections with alumni through Departmental Facebook page, Alumni Office, and databases	The idea put forth by Prof. Sherin of setting up connections before students graduate is a good one—one that will be addressed by the Assessment Committee and the department as a whole.	❍ Steps are already underway towards maintaining contact with alumni with more discussion planned as to how to appropriately and unobtrusively solicit feedback from alumni (Department Chair, Assessment Committee, Department Secretaries).

Program Initiatives and Changes Since 2014 Communications Media Self-Study
In response the recommendations outlined by Prof. Sherin, Communications Media has made the following change to evolve and improve the program.

Add Media History Requirement
As mentioned in the previous section, the Media History requirement was in the process of being approved through governance at the time of Prof. Sherin's report. The requirement was approved and added to the catalog in Fall 2015. The Media History course offerings were expanded in 2017 with the addition of COMM 2450 History of Documentary.

Phase Out of Interactive Media Concentration
In 2015, Communications Media phased out the Interactive Media concentration and realigned the content taught in its core production classes, such as web design and mobile applications, into Graphic Design and Game Design courses. According to the Department Trend Data, only three students remain in the program as AY18 (see Appendix 1: Department Trend Data).

Graduate Program Curriculum Revision
As detailed in a previous section, a significant redesign of the M.S. in Applied Communication is currently in progress.

Graphic Design Curriculum Revision
In response to the 2014 self-study, the Graphic Design faculty redesigned four of the five required Phase II courses in the concentration. These proposals were approved by governance in Spring 2016 and went into effect in AY17.

- COMM 3810 Introduction to Graphic Design was revised to ensure that students become visually literate in design principles within print based, time based, and screen-based forms of communication. In addition, the proposal submitted to governance noted students should begin developing proficiency with digital production tools early in their academic education.

- COMM 3820 Intermediate Graphic Design was revised to include motion and interactivity as key components of the course.

- COMM 3890 Computer Graphic Design was removed as a Phase II requirement and replaced by COMM 3305 Web Design, which was designed to build off the foundational skills involving motion and interactivity established in previous courses.

- COMM 3950 Advanced Graphic Design was updated to shift the focus of the course from print to the convergence of print, motion graphics, and web, with the goal of enabling students to think conceptually and solve design problems across a variety of media. This, in turn, should allow students to build more diverse portfolios and qualify for a wider range of employment opportunities in the field.

The Graphic Design faculty have expressed a strong interest in additional changes to the curriculum, such as including foundational art classes and/or including a portfolio as an admissions requirement, to further strengthen the program. In the 2018-2019 academic year, a proposal to require ART 1400 Drawing for all students in the Graphic Design concentration was approved by the department's

Undergraduate Curriculum Committee. The proposal has moved to the next step of the governance process and is currently under review by the University Curriculum Committee.

Changes in Graphic Design and Interactive Media Faculty

In 2015, Prof. Don Tarallo was hired as Graphic Design faculty, bringing with him expertise in web design. Prof. Tarallo's hire was a replacement for Prof. Jeff Warmouth, who previously taught in the Interactive Media concentration. Prof. Warmouth moved to a newly created faculty line in the Game Design major. Prof. Helen Obermeyer-Simmons retired in 2016. Prof. Stephen Goldstein unexpectedly passed away in November 2018. Based on current enrollment numbers, the department has not requested to replace this position at this time. The department's goal to address declining enrollment in the Graphic Design concentration will be discussed in the Analysis and Action Plan for the Future section.

Graphic Design Minor

In 2017, a Graphic Design minor was developed and approved. The minor offers students across campus an opportunity to develop a strong working foundation in graphic design and enables them to develop creative skills mastering the visual literacy underlying today's complex forms of communication in print and the internet to augment their principal areas of study.

Technical Theater Concentration

A new concentration in Technical Theater was added in 2017. This program previously existed in the Industrial Technology department. The Technical Theater program sought to move into Communications Media because its program objectives had more in common with the Theater, Film/Video, and Game Design programs rather than the engineering and construction-based programs in Industrial Technology. The Theater and Technical Theater programs have worked together for many years to produce a Main Stage theater production every Fall and Spring semester. It made sense to house both programs in the same department.

Alumni Connections

The department has made progress in strengthening connections with alumni. With the hire of a part-time (10-month, 25 hour/week) administrative assistant in March 2018, the department has revitalized its presence on social media and is now active on Facebook, Instagram, Twitter, and LinkedIn. Recent posts have included short profiles on alumni and where their careers have taken them. In AY19, Communications Media worked closely with the Alumni Office to assist in planning a Boston Alumni Breakfast in November 2018 and an on-campus Alumni Career Night in February 2019.

Program Inputs

Distinguishing Characteristics

The B.S. in Communications Media strives to balance applied practice in six distinct, but related fields (Film/Video, Graphic Design, Photography, Professional Communication, Theater, and Technical Theater), communication theory, and media history along with providing students with a pre-professional experience through their capstone internship.

A distinguishing feature of the major is the full-time, semester long capstone internship program. The internship allows students to gain valuable experience in their chosen field prior to graduation. Equally as important, it allows the department to maintain close connections with ever-changing media related industries. Through internship site visits and feedback, the department is able to monitor changes in industry practices as well as advancements in technology and software in real-time to help inform curriculum development.

Student Enrollment Trends

Although Communications Media has fared better than some programs at the University, it is not immune to the trend of declining enrollments due to the shrinking population of college-aged students.

According to Department Trend Data (see Appendix 1: Department Trend Data), enrollments for the Film/Video and Theater concentrations remained fairly consistent in AY14 through AY18, while the number of majors in Professional Communication increased over the same time period. However, enrollments in Graphic Design and Photography have steadily declined. In AY18, Graphic Design had 50 fewer students in the concentration than in AY14. Likewise, Photography had 20 fewer students in AY18 than in AY14.

Department Trend Data (see Appendix 1)

Number of Majors	**AY 14**	**AY 15**	**AY 16**	**AY 17**	**AY 18**
Film/Video Production (Formerly Film *or* Video)	288	287	289	287	294
Graphic Design	124	102	100	92	74
Interactive Media	23	27	11	5	3
Photography	52	46	38	29	32
Professional Communication	81	90	93	101	93
Technical Theater					8
Theater	26	32	32	31	25
Communications Media undeclared	0	0	1	1	0

There is concern among the faculty in Communications Media that concentrations such as Photography are not being marketed as effectively as they could be given the steady enrollment of a closely related concentration, Film/Video. The department would like to work closely with Admissions to help reverse these trends and recruit qualified students into the major, especially the Photography and Graphic Design concentrations.

From AY14 through AY18, there was an increase in the number of students enrolled in a minor offered by Communications Media. Notably, enrollment in the Theater minor steadily increased during this time

period. Enrollment in the Communications Studies minor remained steady. Two new minors in Graphic Design and Film Studies enrolled seven and two students respectively. The number of minors in Graphic Design has helped to offset the declining enrollment in the Graphic Design concentration.

Department Trend Data (see Appendix 1)

Number of Minors	**AY 14**	**AY 15**	**AY 16**	**AY 17**	**AY 18**
Communications Studies Minor	12	11	9	9	13
Theater Minor	12	13	18	17	22
Film Studies					2
Graphic Design					7

New Student Enrollments

Enrollments of incoming freshmen have remained fairly steady for Film/Video, Professional Communication, and Theater. While enrollment has been steady, there is an opportunity to grow the Theater concentration. As noted in the previous section, there are declining enrollments for incoming freshmen to the Graphic Design and Photography concentrations. The department would like to work closely with Admissions to market and promote these two areas.

Department Trend Data (see Appendix 1)

Number of incoming freshmen by concentration	**AY 14**	**AY 15**	**AY 16**	**AY 17**	**AY 18**
Communications Studies	0	0	0	0	0
Film/Video Production (Formerly Film *or* Video)	58	70	58	74	68
Graphic Design	18	13	21	15	8
Interactive Media	4	8	1	0	0
Photography	8	6	10	5	6
Professional Communication	15	8	10	14	18
Theater, B.S.	3	3	4	5	3

Transfer Student Enrollment

Transfer student enrollment has steadily increased in the Film/Video concentration. Since AY16, 25%-30% of incoming students in the Film/Video concentration have been transfer students. The number of incoming transfer students has been uneven in Graphic Design, Photography, Professional Communication, and Theater. The Graphic Design concentration signed on to MassTransfer Pathways in Spring 2018 with the aim helping students at in-state two-year community colleges transfer more easily into the Graphic Design concentration. There is an opportunity to promote this agreement to recruit qualified students from the local community colleges for Graphic Design.

Department Trend Data (see Appendix 1)

Number of incoming transfers by concentration	**AY 14**	**AY 15**	**AY 16**	**AY 17**	**AY 18**
Communications Studies	0	0	0	0	0
Film/Video Production (Formerly Film *or* Video)	18	21	30	28	31
Graphic Design	9	11	6	16	3
Interactive Media	3	5	0	0	0
Photography	5	3	0	2	4
Professional Communication	6	15	11	14	9
Technical Theater, B.S.	0	0	0	0	1
Theater, B.S.	6	4	4	1	6

Faculty

The Communications Media department currently has 23 faculty members. In Fall 2019, the total number of faculty will increase to 24 with a recent new hire in Film/Video to fill a faculty line due to retirement.

Full-time faculty members at Fitchburg State University teach a 4/4 course load. In addition, faculty are expected to maintain an active research agenda or creative practice, and engage in service to the University in order to meet the criteria established by the faculty union (MSCA) for tenure, promotion, and post-tenure review.

At present, 18 of these 23 faculty members teach exclusively in the Communications Media major, while four faculty members teach exclusively in the second major offered by the department, Game Design. One faculty, Dr. Sam Tobin, teaches one Communications Media course which constitutes 25% of his teaching load, COMM 2003 History of Interactive Media and Games, and is a course that can fulfill requirements in both the Communications Media and the Game Design majors. The remaining 75% of Dr. Tobin's teaching load is dedicated to Game Design.

Faculty in the department hold a variety of terminal degrees, including Ph.D.'s, MFA's, and Ed.D.'s, and pursue a wide array of research interests, such as documentary film production, typeface design, infrared photography, fake news, big data, media representation of gender and sexual difference, and scenic technology. Additional information on faculty scholarship and service activities can be found in Appendix 3: Faculty Credential Table. Please note that only the 19 faculty members who teach courses in the Communications Media major are listed.

While Communication Media faculty may have diverse research agendas, the department acknowledges that its faculty are not demographically diverse. As noted in a previous section, all of the 19 faculty members who teach in the Communications Media major are White/Caucasian and only four are women (see Appendix 4: Faculty Demographic Data Table). The department has made a strong effort to hire qualified candidates from underrepresented groups during recent faculty searches. In AY18, the search for a new faculty member in Theater resulted in a hire who is a woman and a Deaf person. The most recent faculty search completed in January 2019, resulted in a new hire in Film/Video who is also a woman.

Staff Support
The Communications Media department has four full-time staff members: two administrative assistants and two technical specialists.

Our administrative assistant team includes one full-time administrative assistant, Karen Valeri, and a 10-month, 25-hour per week administrative assistant, Samantha deManbey. As a large department with two majors, over 600 students, and 23 faculty members (soon to be 24 with the recent hire of a new Film/Video faculty member for the Fall 2019 semester) both of these positions are essential. Both administrative assistants provide day-to-day support for the department chair, faculty, technical staff, and students. In addition, our full-time administrative assistant focuses on maintaining the department budget, purchasing and other financial transactions, while our 10-month administrative position assistant focuses on the maintaining department's social media pages and website and assisting with alumni outreach.

The department's technical staff members are Coelynn McIninch and Paul Concemi. Ms. McInnich is classified as an Instructional Media Specialist and provides technical support to the Photography, Graphic Design, and Professional Communication concentrations. She also supervises the department's Work Study student workers. Mr. Concemi is classified as an Electronics Technician II and provides technical support to the Film/Video concentration. He also oversees the department's Trust Fund (or non-Work Study) student workers for the Film/Video concentration and Game Design major.

Resources

<u>Fiscal</u>
In FY19, the department was approved for a base operating budget of $180,904. This total includes approximately $52,000 allocated to Trust Fund (or non-Work Study) student worker salaries as well as funds for the Game Design major. Funds allocated to the various aspects of the Communications Media major, including general department expenses, individual concentration budgets, funds for VISIONS and two Main Stage theater productions were approximately $121,600 in FY19.

The fiscal resources for the major have decreased since the last self-study in 2014. In 2015, academic departments were asked to reduce their operating budgets by 5%. For the next several years, academic departments were level funded. In January 2019, the department was informed the University is seeking to reduce its overall budget by 5% for the upcoming fiscal year. As a result, the budget for the Communications Media department was reduced by 6% for FY20. The department has been approved for a base operating budget of $170,050 for the next fiscal year. In Appendix 5, a budget comparison report is included, which shows the base operating budgets for FY17 through FY19 as well as the proposed base operating budget for FY20.

Repeated reductions to the department's base operating budget are a worrying trend. The Communications Media department enrolls a large number of students in technology-based programs and needs consistent funding from the University in order to deliver high-quality education.

Equipment, Lab, and Studio Space

The department strives to spend its budget wisely in order to provide students with up-to-date, industry-standard equipment and software. A list of the Communications Media's equipment inventory is included in Appendix 6: Equipment Inventory List.

The Communications Media department is housed in Conlon Hall. On the first floor of Conlon Hall, the Technical Theater classroom is located in room 109, which is used as both a classroom and a space to build sets. It contains small saws, hand tools, and light tables. The Technical Theater program shares the wood shop in room 108 with the Industrial Technology department.

The department office is located on the second floor. Also on the second floor are three classrooms frequently used by the Theory classes, rooms 207, 212, and 214, as well as two studios and classroom used by Photography, located in area 222.

Faculty offices and the majority of classrooms, computer labs, and studios used by the department are located on the third floor of Conlon Hall. The Film/Video concentration has three dedicated classes, rooms 301, 305, and 351, a studio, equipment checkout area, and several computer labs. The Photography concentration's darkroom and equipment checkout area is in room 350. The Graphic Design concentration uses room 338, a classroom which doubles as a computer lab, and the Graphic Design workroom, a space that includes drafting tables, a letterpress, and small library of books and resource materials related to design. There is an additional computer lab in room 340, which is shared by Graphic Design, Photography, and Professional Communications. The Print Room in room 339 has color and large format printers used by Graphic Design and Photography students.

In 2014, a partial renovation of the third floor was completed. This resulted in updates to rooms 338, 340, Graphic Design workroom, Print Room, and general classroom 341. Additional renovations to the Film/Video and Photography areas on the third floor were scheduled the following year. These renovations never happened. In the 2014 Self-Study, the external reviewer noted the need to update antiquated building wiring and assess overall infrastructure. Five years later, these needs have gone largely unaddressed. The department chair and faculty members have repeatedly reiterated the importance of updating the Film/Video and Photography areas to senior members of the University's administration. It should be noted in AY18 there were 318 students enrolled in the Film/Video and Photography concentrations. The department feels strongly renovating facilities used daily by such a large number of students should be a priority for the University.

The Theater concentration primarily uses the stage in Weston Auditorium for its performance-based classes. This is a shared space with several Music classes in the Humanities department. Main stage productions are held at the Wallace Theater in the McKay Elementary School located on campus.

Program Processes

Process for Curriculum Development and Recent Activity

The Communications Media major aims to constantly evolve to stay current with advances in technology and industry trends. Feedback from internship sites helps to inform curriculum development. One benefit of the major's internship program is that the department is able to remain in constant contact with the industry through internship faculty supervisor site visits. While visiting students at their internship sites, faculty are able to speak with professionals in the field and collect real-time information on developing trends, including changes to software and equipment, as well as stay up-to-date on industry hiring practices. Examples of recent curriculum development in response to new trends in the field include new courses such as COMM 2005 Introduction to Social Media, COMM 3024 Post-Production Essentials, and COMM 4010 Information Design.

All new courses must be reviewed through governance. In accordance with the MSCA collective bargaining agreement, the department constitutes the Department Undergraduate Curriculum Committee (DUCC) each year. The DUCC makes a conscious effort to include committee members from each concentration as well as the Game Design major to ensure balanced representation from across the department. The MSCA collective bargaining agreement also requires two student representatives on the committee. The DUCC seeks broad representation from its student members, typically inviting two students from different concentrations/majors to join the committee. Likewise, when possible, the DUCC tries to include student members from underrepresented groups on campus. In 2016-2017, the DUCC included a Latino student, in 2017-2018 the DUCC included a transfer student, and in 2018-2019, the DUCC includes a non-traditional student.

Curriculum Description and Requirements

A full description of the Communications Media major and its program requirements is provided the Overview of Program section.

Four-Year Plans of Study

Four-year plans of study for each concentration can be found in Appendix 7.

Two-Year Course Rotation

The two-year course rotation plan for all Communications Media courses is included in the table on the following pages, showing course number and name, whether the course is required or an elective, if it fulfills a LA&S requirement, class size, primary concentration the course is attached to, how frequently the course is offered and the number of sections typically offered.

Course Number	Course Title	Required, Elective, or Media History	LAS	Class Size	Concentraton	Fall	Spring	Every Other Fall	Every Other Spring	Offered Less than Every Two Years
COMM 1105	Intro Comm and Media Studies	Required		25	Theory	5	4			
COMM 1120	Message Design	Required		25	Theory	5	3			
COMM 2003	Hist Interactive Media & Game	Media History	ART	25	Media History	1	1			
COMM 2005	Intro to Social Media	Elective		16	Pro Comm	1	1			
COMM 2100	Video Production Fundamentals	Elective		16	Film/Video	0	1			
COMM 2200	Typeface Design	Elective		16	Graphic Design	0	1			
COMM 2400	Hist of Photography	Media History	ART	20	Photography	1	0			
COMM 2405	History of Film I	Media History	ART	20	Theory	1	1			
COMM 2415	History of Film II	Media History	ART	20	Theory	1	1			
COMM 2420	History of Television	Media History	ART	25	Theory	0	1			
COMM 2430	History of Graphic Design	Media History	ART	25	Graphic Design	0	1			
COMM 2450	History of Documentary	Media History	ART,GDA	25	Film/Video	0	1			
COMM 2800	Journalism*	Elective		5	Pro Comm	1	1			
COMM 3009	Packaging Design	Elective		16	Graphic Design	0	0		1	
COMM 3010	Intro to Prof Communication	Required		16	Pro Comm	1	1			
COMM 3013	Multi-Camera Television Prod	Elective		16	Film/Video	1	0			
COMM 3017	Short Film Story Development	Elective		16	Film/Video	1	0			
COMM 3024	Post-Production Essentials	Elective		16	Film/Video	1	1			
COMM 3025	Social Media Campaigns	Elective		16	Pro Comm	0	1			
COMM 3200	Contemporary Cinema	Media History	ART	20	Theory	1	1			
COMM 3304	Interactive Media Proj Design	Required		16	Pro Comm	1	1			
COMM 3305	Web Design	Required		16	Graphic Design	1	1			
COMM 3306	Web Design Basics	Elective		16	Graphic Design	1	0			
COMM 3309	Interface Design	Elective		16	Graphic Design	0	1		1	
COMM 3430	Writing for Advertising	Required		16	Pro Comm	0	1			
COMM 3460	Public Relations	Required		16	Pro Comm	1	0			
COMM 3470	Document Design	Required		16	Pro Comm	1	1			
COMM 3505	Intro to Film and Video	Required		16	Film/Video	3	3			
COMM 3506	Pre-Prod Plan for Film/Video	Required		16	Film/Video	3	3			
COMM 3510	Audio Prod for Film and Video	Elective		16	Film/Video	1	0			
COMM 3520	Intermed Digital Cinema Prod	Required		16	Film/Video	2	2			
COMM 3521	Intermediate Documentary	Required		16	Film/Video	1	1			
COMM 3530	Editing	Elective		16	Film/Video	0	1			
COMM 3550	Producing	Elective		16	Film/Video	1	0			
COMM 3560	Sound Design	Elective		16	Film/Video	0	1			
COMM 3580	Lighting	Elective		16	Film/Video	1	1			
COMM 3600	Photography I	Required		16	Photography	1	1			
COMM 3610	Photography II	Required		16	Photography	1	0			
COMM 3620	Photography III	Required		16	Photography	0	1			
COMM 3630	Large Format Photography	Required		16	Photography	1	0			
COMM 3640	Color Photography	Elective		16	Photography	0	0			1

Course Number	Course Title	Required, Elective, or Media History	LAS	Class Size	Concentraton	Fall	Spring	Every Other Fall	Every Other Spring	Offered Less than Every Two Years
COMM 3645	Digital Photography	Required		16	Photography	0	1			
COMM 3660	Photo Management	Elective		16	Photography	0	0			1
COMM 3690	Photography Seminar	Elective		16	Photography	0	0			1
COMM 3710	Intermediate Film Production	Elective		16	Film/Video	0	0			1
COMM 3730	Directing Video and Film	Elective		16	Film/Video	0	1			
COMM 3740	Compositing and Visual Effects	Elective		16	Film/Video	0	0			1
COMM 3750	Cinematography	Elective		16	Film/Video	1	1			
COMM 3760	Film Styles, Genres, & Movements	Elective		16	Film/Video	0	0			1
COMM 3765	Writing for Film & Video	Elective		16	Film/Video	0	1			
COMM 3810	Introduction to Graphic Design	Required		16	Graphic Design	1	1			
COMM 3820	Intermediate Graphic Design	Required		16	Graphic Design	1	1			
COMM 3830	Illustration	Elective		16	Graphic Design	0	0	1		
COMM 3850	Publication Design	Elective		16	Graphic Design	0	0		1	
COMM 3860	Writing for Organizations*	Elective		5	Pro Comm	0	0		1	
COMM 3870	Feature and Magazine Writing*	Elective		5	Pro Comm	0	0			1
COMM 3880	Typography	Required		16	Graphic Design	1	1			
COMM 3895	Advanced Documentary	Required		16	Film/Video	1	0			
COMM 3900	Image and Design	Elective		16	Graphic Design	1	0			
COMM 3940	Motion Graphic Design	Elective		16	Graphic Design	0	1			
COMM 3950	Advanced Graphic Design	Required		16	Graphic Design	1	1			
COMM 3955	Motion Graphic Design II	Elective		16	Graphic Design	0	0	1		
COMM 3960	Advanced Cinema Production	Required		16	Film/Video	2	2			
COMM 4000	Writings in Aesthetics	Elective		16	Pro Comm	0	1			
COMM 4010	Information Design	Elective		16	Theory	1	0			
COMM 4200	Human Communication	Elective		20	Theory	1	1			
COMM 4205	Seminar in Comm Theory	Elective		20	Theory	0	1			
COMM 4206	Media and Society	Elective		25	Theory	1	0			
COMM 4211	Writing for the Professional Artist	Elective		25	Pro Comm	0	0			1
COMM 4212	Marketing Communication	Elective		16	Pro Comm	1	0			
COMM 4220	Organizational Communication	Elective		25	Theory	0	0	1		
COMM 4230	Comm Law and Ethics	Elective		25	Theory	1	1			
COMM 4240	Media Criticism	Elective		20	Theory	1	1			
COMM 4250	Research Seminar	Elective		25	Theory	0	1			
COMM 4280	Intercultural Communication	Elective		20	Theory	0	1			
COMM 4281	Gender and Communication	Elective		25	Theory	1	0			
COMM 4880	Internship: Comm Media	Required		9	Internship	3	6			
TETA 2100	Theatrical Design Skills	Required		16	Tech Theater	0	0		1	
TETA 2300	Fund of Stage Lighting Design**	Required		16	Tech Theater	0	0			1
TETA 2400	Scene Design**	Required		20	Tech Theater	0	0			1
TETA 2500	Costume Design**	Elective		16	Tech Theater	0	0			1
TETA 3300	Advanced Stage Lighing Design**	Elective		16	Tech Theater	0	0			1

Course Number	Course Title	Required, Elective, or Media History	LAS	Class Size	Concentraton	Fall	Spring	Every Other Fall	Every Other Spring	Offered Less than Every Two Years
TETA 3400	Advanced Scene Design**	Elective		16	Tech Theater	0	0			1
TETA 3600	Stage Makeup**	Required		16	Tech Theater	0	0			1
TETA 4000	Production Implication	Required		20	Tech Theater	1	1			
TETA 4100	Stage Management**	Elective		16	Tech Theater	0	0			1
TETA 4200	Portfolio Presentation	Elective		16	Tech Theater	0	0			1
THEA 1700	Stage Movement	Required		16	Theater	1	0			
THEA 1720	Voice and Articulation	Required	ART	16	Theater	0	1			
THEA 2100	Children's Theater	Elective		16	Theater	0	0	1		
THEA 2700	Acting I	Required	ART	16	Theater	2	2			
THEA 2730	History of Theater I	Media History	ART, GDAN	25	Theater	0	0	1		
THEA 2740	History of Theater II	Media History	ART, GDAN	25	Theater	0	0		1	
THEA 2800	Acting II	Elective		16	Theater	0			1	
THEA 2850	Applied Acting	Elective		25	Theater	1	1			
THEA 3002	Artist as Business	Elective		42	Theater	1	0			
THEA 3010	Acting for the Camera	Required		16	Theater	0	1			
THEA 3003	Dramaturgy	Elective		25	Theater	0	1			
THEA 3035	Playwrighting	Elective		20	Theater	1	0			
THEA 3400	Advanced Stage Movement	Elective		16	Theater	0	0	1		
THEA 3500	Voice II	Elective		16	Theater	0	0	1		
THEA 3550	Page to Stage Analysis	Required	AOM,ART	20	Theater	0	1			
THEA 3600	Auditioning	Elective		16	Theater	0	0	1		
THEA 3700	Directing the Play	Elective		16	Theater	0	0		1	
	*Cross-listed with ENGL section of course and taught by English Studies faculty. 5 seats listed under COMM course number and 15 seats listed under ENGL course number for a total of 20 seats in the class.									
	** Technical Theater course on a 3-year rotation									

Course Delivery Methods

Most Communications Media courses meet in-person, once a week for two hours and forty-five minutes. This type of course scheduling is beneficial for several reasons. It allows adequate time for equipment and software demonstrations, workshop and critique, group-based work, and/or screenings and discussion.

A handful of lecture-based Theory and Media History courses are scheduled in twice a week in 75-minutes blocks. This type of course delivery is commonly used in Liberal Arts and Sciences class at Fitchburg State. A small number of courses in the department are offered in a hybrid or online format. It should be noted about half the sections of COMM 1105 Introduction to Communication and Media Studies are offered in hybrid format, meeting in-person once a week for one 75-minute block or in-person every few weeks for two hours and 45 minutes with the remaining course content being delivered online through Blackboard. Although this course delivery method appears to be effective for COMM 1105 and the first-year students this class serves, the department has not formally studied student outcomes for different delivery methods. Only three or four courses a year are offered online during the Summer or Winter sessions. Communications Media does not offer online courses during the Fall or Spring semesters.

Learning Experiences

As previously mentioned, all students in the major are required to complete a 12-credit capstone internship. In preparation for their internship, students develop a resume and portfolio, which is reviewed by a faculty member in their concentration and the Internship Director. The Communications Media Internship Handbook can be found in Appendix 8.

In terms of service learning, the Professional Communication concentration incorporates client-based projects for community groups such as the Fitchburg Art Museum (FAM) and FSU Community Read. In COMM 3470 Document Design, Dr. Rob Carr has developed a collaborative teaching model in which the FAM Curator, Director of Marketing, and Curatorial Fellow serve as clients who provide weekly feedback on work produced by student teams. There are typically two teams, including one that develops a marketing plan, and one that produces a seasonal feature exhibition catalog for FAM.

Department/Program Policies

The Progress Review Policy for the Communications Media Program establishes criteria for students to continue in the major after completing the two required courses in Phase I: Introductory Theory Requirements and the first three required courses in their concentration as part of Phase II: Applied Practice. The Theatre Performance Review Policy establishes criteria for students to be eligible to participate in Main Stage productions and/or participate in The Kennedy Center American College Theater Festival. These policies are listed in the University catalog as follows:

Progress Review Policy: Communications Media Program

- It is the responsibility of all Communications Media students to meet with their advisors each semester for preregistration advisement and progress review. During that review, the student's progress through the curriculum is discussed, with particular attention paid to whether or not the student is maintaining the 2.5 GPA or higher required to participate in the capstone internship experience.
- Any student with a GPA below 2.5 in the major who has completed the two introductory theory courses—Message Design, and Introduction to Communication and Media Studies—and the first three required courses in their concentration will be referred to the chair with the recommendation that the student be dropped from the Communications Media concentration.
- Any transfer student who has transferred nine or more credits toward the major must earn a GPA of 2.5 or higher in the first two required courses in their Communications Media concentration or be referred to the chair with a recommendation that they be dropped from that concentration.
- Students who are recommended to be dropped from a concentration may petition the chair in writing to a) switch to another Communications Media concentration (capacity permitting at the time of the petition); or b) appeal the advisor's drop recommendation. If, with respect to (b), the chair decides to uphold the advisor's drop recommendation, the student may appeal that decision to the Dean of Arts and Sciences.
- Students must maintain at least a 2.5 GPA in Communications Media coursework to qualify for the capstone internship experience.
- The internships are described in detail in the Communications Media Internship Handbook.

Theatre Performance Review Policy

- In order to be eligible to perform in Communications Media Theater Main Stage productions and/or participate in The Kennedy College Theater Festival, students must hold a minimum GPA of 2.5 and have no incompletes or grades of 0.0 from the previous semester.
- The chair of the Communications Media Department will work with appropriate offices in Academic Affairs to ascertain students' academic records based on the above guidelines.

Effectiveness of Curriculum

To measure curriculum effectiveness, Communications Media uses a portfolio review in the semester prior to each student's required 12-credit capstone course: COMM 4880 Internship. Student portfolios are reviewed by one faculty member from the student's concentration and the Internship Director. Feedback from portfolio reviews provides important data used to revise and update the curriculum. A sample of portfolio defense data from Fall 2015 through Spring 2017 is included in Appendix 9: Portfolio Defense Data.

Prior to Fall 2017, all concentrations used the same portfolio review rubric, which, admittedly, was too general and somewhat vague. Starting in Fall 2017, Photography, Professional Communication, Theater and Technical Theater began using portfolio review rubrics with specific categories more relevant for those concentrations. Included in Appendix 10 are the general Portfolio Defense Evaluation Form currently used by the Film/Video and Graphic Design concentrations along with the updated evaluation forms for the Photography, Professional Communication, Theater and Technical Theater concentrations.

Students who do not pass their portfolio defense are given the opportunity to revise their work repeat their defense. This allows students to fix elements of their portfolio or include additional work. However, one of the challenges of reviewing students' portfolios in their last semester of classes prior to the capstone internship is that it does not allow adequate time for students to fully address any areas of weakness or develop new skills prior to their internship. Communications Media faculty have discussed the possibility of developing a way to review students' portfolios earlier in the program, possibly at the end of the second year or beginning of the third year. The goal would be to identify any areas in which a student may need to improve and provide feedback. This would give students adequate time to develop their work further in order to be successful. At this time, faculty have not determined exactly how this would be implemented.

At the end of a student's internship, the department asks the student's on-site supervisor to complete the Internship Appraisal Form to evaluate the student's knowledge, technical skills, and written and oral communication skills appropriate to the profession. The Internship Director compiles the results of the Internship Appraisal Form and shares relevant data with the department. Feedback from internship sites has provided beneficial data used to revise and update the curriculum. The Internship Performance Appraisal Form is included in Appendix 11.

Similar to the Portfolio Defense Evaluation Form, the Internship Appraisal Form could be developed further to provide more specific information on curriculum effectiveness. The form currently asks a series of questions with the option to answer yes or no. One alternative may be to replace the yes/no option with a Likert scale. In this way, the department may be able to gain better insight as to how students are performing on their internship without adding to the workload of site supervisors.

Since 2016, the Internship Appraisal Form has been available for on-site internship supervisors to complete online through Google Docs. Over 220 responses have been collected using this online form. Although this does not provide comprehensive feedback from every internship site since the last program review in 2014, it does offer valuable data on the effectiveness of the Communications Media curriculum. Responses to the Internship Appraisal Form collected through Google Docs are available in Appendix 12: Internship Appraisal Data. Notably, 90% of internship sites reported interns would be

competitive for an entry-level position and 100% of internship sites reported students demonstrated appropriate ethical integrity.

Student Retention

Student retention rates in the Communications Media major remain strong and above the institutional average. In AY14 through AY18, student retention rates for Communications Media were consistently around 75%, with a high of 76.87% in AY16 and a low of 73.33% in AY17. During this time period, the student retention rate for Communications Media was 7% to 17% above the institutional average.

Departmental Trend Data (see Appendix 1)

Retention Rates [5]	**AY 14**	**AY 15**	**AY 16**	**AY 17**	**AY 18**
Retention Rate in Major - Comm/Media	74.02%	76.47%	76.87%	73.33%	73.53%
Retention Rate Changed Major - Comm/Media	7.87%	5.88%	4.76%	8.00%	2.94%
Retention Rate in Major Institutional	62.15%	58.75%	62.36%	66.09%	64.85%
Retention Rate Changed Major Institutional	15.19%	16.11%	12.55%	12.40%	13.12%

[5]Academic year indicated for *Retention Rates* is the year for which students were retained. *Retention Rates* is calculation for full-time freshmen entering in fall and retained for the following fall semester.

Academic Advising

Students are assigned to a faculty member in their concentration as their academic advisor. Theory faculty are designated as advisors for the Film/Video and/or Professional Communication concentrations given enrollment numbers in those programs. Faculty are required per the MSCA contract to meet with their advisees at least once per semester to assist students with selecting a course schedule for the following semester. Many faculty members go above and beyond this requirement and meet with their advisees several times a semester.

To aid with student advising, the department has developed the Communications Media Major Advising Check Sheet (see Appendix 2) which lists requirements and electives in the major as well as LA&S curriculum requirements. Copies of the check sheet are available for students and faculty in display rack at the entrance to the department office.

VISIONS

Each year, VISIONS, the juried honor exhibit of student work from the Communications Media department is held in April. This event is held over the course of several hours in the late afternoon and early evening, and includes the Visions Forum, in which students present research projects, an Alumni Panel, a gallery opening of student work from the Photography and Graphic Design concentrations, a Theater showcase, and a Film/Video screening. The department archives student work accepted into VISIONS.

Program Outcomes

Graduation Rates

Students who entered the Communication Media major as freshmen in AY07 through AY11 graduated, on average, in slightly more than four years, which is on par with the institutional average.

Departmental Trend Data (see Appendix 1)

Years to Graduate					
Entering freshman class:	**2007**	**2008**	**2009**	**2010**	**2011**
Years to graduate	4.51	4.36	4.45	4.21	4.15
Years to graduate: institutional	4.53	4.36	4.39	4.32	4.30

Transfer students entering the major in AY08 through AY12 averaged 3.18 years to graduation. Since the number of credits transfer students enter with can vary widely, it is difficult to know exactly what these numbers mean. As noted in a previous section, Communications Media has recently seen an increase in transfer students, particularly in the Film/Video concentration. The department should continue to monitor average years to completion for transfer students and work to delve deeper into any data available to ensure transfer students are able to complete their degree as efficiently as possible.

Departmental Trend Data (see Appendix 1)

Transfer			
Communications Media			
Academic Year (Entering fall term)	Average Years to Completion		
2008	3.28		
2009	3.11		
2010	3.18		
2011	3.50		
2012	2.85		

Graduating Student Feedback Survey Results

The most recent survey of Communications Media graduates yielded a very small data set. Only 10 graduates responded to the surveys collected in Spring 2018, Summer 2018, and Fall 2018 combined. However, those graduates that did respond generally gave positive ratings for the availability of classes, class size, and quality of instruction in the program (see Appendix 13).

Alumni Feedback Survey Results

In Spring 2018, the University launched an initiative to collect data from alumni at one, three, and five year intervals. The initial results of the Alumni Feedback Survey for Communications Media were small. There were six Communications Media respondents to the First Year Alumni Feedback Survey, one Communications Media respondent to the Third Year Alumni Feedback Survey, and three Communications Media respondents to the Five Year Alumni Feedback Survey. Although the data is limited, 80% of the alumni who responded reported they were employed or had a job offer in a field directly related to my degree, and 100% rated the quality of faculty instruction as excellent or good (see Appendix 14).

Analysis and Action Plan for the Future

Strengths of the Program

The capstone internship was highlighted as a strength of the Communication Media major in the 2014 Self Study and continues to be a distinctive feature of the program. It allows students to graduate with a full semester of work experience, giving them the opportunity to be more fully prepared to enter highly competitive media-related fields.

The flexibility of the curriculum is another strength. In addition to applied concentration and theory requirements, students must take four department electives. Students have the flexibility to take additional courses in their primary concentration, theory or media history classes, or courses from other concentrations or the Game Design major. Students are able to choose which four courses to take in order to gain additional knowledge and skills that will be most meaningful to them.

Overall retention in the major is also a strength. According to Department Trend Data (see Appendix 1), the Communications Media major has been able to retain students at a rate above the institutional average. This would seem to indicate students are satisfied with the education and opportunities the program provides.

Opportunities to Extend Existing Strengths

At present, the Communications Media major relies on the internship portfolio defense conducted in a student's penultimate semester and information collected from internship sites to assess student learning. While this is useful in determining the knowledge and skills students have gained in the program, it does not allow time to address any deficiencies in a student's work prior to graduation. The Communication Media faculty have discussed the possibility of conducting a portfolio or other type of review in students' second or third year with the aim of identifying any deficiencies sooner and working with students to help them improve. The exact mechanism to do this is still being explored. The department would welcome recommendations offered by the external reviewer on some type of mid-program review of student work.

An opportunity to strengthen the Graphic Design and Theater concentrations would to consider additional admissions requirements, such as a portfolio for Graphic Design and an audition for Theater. At this time, students applying to these concentrations only need to submit standard admissions materials, such as high school transcripts, test scores, and an essay. Faculty in both concentrations report incoming students lack basic foundational skills and that these additional admissions materials are common requirements for programs in Graphic Design and Theater. Adding these admissions requirements may increase faculty workload. The department would consult with the MSCA, the faculty union, before instituting these changes.

Currently, the Professional Communication curriculum is broad and general, and the name of the concentration is vague. In recent years, the concentration has shifted its focus to have a greater emphasis on advertising and marketing communication. For example, students in Professional Communications courses participate in the annual National Student Advertising Competition and a new course was created in 2017, COMM 4212 Marketing Communication. This would be an ideal time to reexamine and revise the curriculum and consider a renaming the concentration.

Areas for Improvement

The most notable area for improvement is for the program to update its Student Learning Outcomes (SLOs), which have not been revised since 2004. Likewise, the department has never formally mapped SLOs to specific courses. As mentioned in an earlier section, faculty who teach in the Communications Media major will be taking part in an Assessment Plan Workshop in late May 2019 to begin this work.

Related to SLOs, the department can improve its assessment tools and mechanisms currently in place. While the department uses an Internship Portfolio Defense Evaluation Form and an Internship Performance Appraisal Form to collect assessment data, these forms can be updated and revised to gather more specific information about student performance. In addition, this data could be shared more widely with faculty.

Enrollment presents another area for improvement and, ideally, growth. As mentioned previously, there has been a noticeably decline in enrollment in the Graphic Design and Photography concentrations. The department intends to work closely with Admissions to address these enrollment issues.

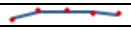
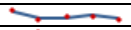
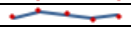
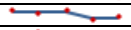
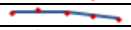
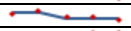
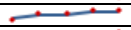
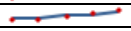
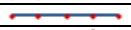
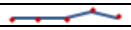
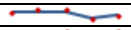
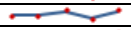
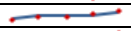
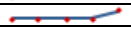
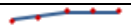
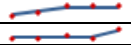
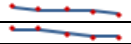
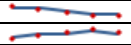
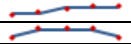
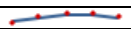
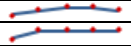
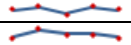
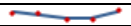
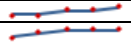
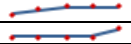
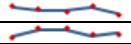
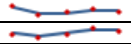
Finally, the overdue renovation of the Film/Video and Photography areas on the third floor of Conlon Hall remains a significant area for improvement. With over 300 students in these concentrations, addressing the condition of the physical space in these areas is a priority for the department.

Action Plan in Table Format

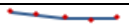
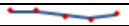
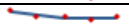
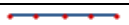
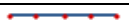
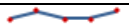
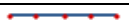
Specific area where improvement is needed	Evidence to support the recommended change	Person(s) responsible for implementing the change	Timeline for implementation	Resources needed	Assessment Plan
Update Program SLOs	Program SLOs have not been updated since 2004. Since that time, there have been significant changes in the field.	Department Chair, Communications Media Faculty	Complete by Spring 2020.		Report updated SLOs in Annual Departmental Plan Report in Spring 2020.
Course Mapping of SLOs	The department has never mapped SLOs to specific courses	Department Chair, Communications Media Faculty	Complete by Spring 2021.		Report updated SLOs in Annual Departmental Plan Report in Spring 2021.
Update Internship Portfolio Defense Evaluation Form	Current form can be developed further to provide more specific assessment of student portfolios.	Department Chair, Concentration Coordinators	Complete by Fall 2021.		Internship Portfolio Defense Evaluation Form should reflect updates to Program SLOs and results of course mapping.
Update Internship Performance Appraisal Form	Current form can be developed further to gather more specific information about student intern performance	Department Chair, Internship Director	Complete by Fall 2021.		Internship Performance Appraisal Form should reflect updates to Program SLOs and results of course mapping.
Address need for overdue renovation to Film/Video and Photography areas	Need to update antiquated building wiring and assess overall infrastructure noted in 2014 Self-Study.	Department Chair, Dean of Arts and Sciences, Capital Planning, and Maintenance	Ongoing		

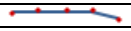
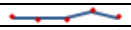
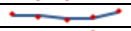
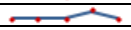
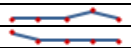
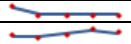
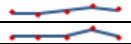
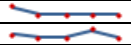
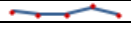
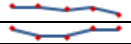
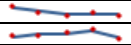
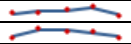
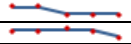
Specific area where improvement is needed	Evidence to support the recommended change	Person(s) responsible for implementing the change	Timeline for implementation	Resources needed	Assessment Plan
Consider portfolio review in students 2nd or 3rd year	Student portfolios are reviewed only in the semester prior to capstone internship and does not leave enough time to address any significant deficiencies in a student's work	Department Chair, Communications Media Faculty	Ongoing		
Increase enrollment, especially in Graphic Design and Photography concentrations	Enrollments in the Graphic Design and Photography concentrations have declined significantly in the last five years	Department Chair, Admissions	Ongoing		
Consider portfolio as Admissions requirement for Graphic Design concentration	Faculty report student enter program with a lack of foundational skills.	Department Chair, Graphic Design Concentration Coordinator, Admissions	If adding portfolio to Admissions requirements, implement by Fall 2020.		
Consider audition as Admissions requirement for Theater concentration	Faculty report this is a requirement for most Theater programs.	Department Chair, Theater Concentration Coordinator	If adding audition to Admissions requirements, implement by Fall 2020.		
Revise Professional Communication curriculum to focus on advertising and marketing communication	The concentration has been shifting its focus to advertising and marketing communication for some time.	Department Chair, Professional Communication Concentration Coordinator	Submit changes to governance by Spring 2020; implement by Fall 2020		

APPENDICES

Departmental Trend Data						
Day-School						
	AY 14	AY 15	AY 16	AY 17	AY 18	Trend
Total Enrollment in Comm/Media classes	**2,715**	**3,017**	**3,035**	**2,973**	**2,917**	
Total Enrollment in All Classes	33,952	34,081	34,062	34,169	34,257	
Percentage of total enrollment: Comm/Media classes	**8.00%**	**8.85%**	**8.91%**	**8.70%**	**8.52%**	
Graduates in the Major	**149**	**140**	**142**	**143**	**141**	
Percentage of overall graduates	**18.56%**	**19.42%**	**18.91%**	**18.24%**	**18.70%**	
Communications Studies	0	0	0	0	0	
Film/Video Production (Formerly Film *or* Video)	80	62	61	63	55	
Graphic Design	31	26	30	15	20	
Interactive Media	3	4	3	2	1	
Photography	15	18	9	8	6	
Professional Communication	17	22	22	25	26	
Game Design	0	4	12	15	27	
Theater, B.A.	0	0	0	0	0	
Theater, B.S.	3	4	4	15	6	
Communications (undeclared)	0	0	1	0	0	
Graduates in the Minor						
Communications Studies Minor	3	4	4	1	2	
Theatre Minor	3	3	7	1	6	
Game Design Minor	0	1	1	2	3	
Film Studies	0	0	0	0	1	
Graphic Design	0	0	0	0	0	
Number of Majors[2]	**644**	**669**	**691**	**693**	**695**	
Film/Video Production (Formerly Film *or* Video)	288	287	289	287	294	
Graphic Design	124	102	100	92	74	
Interactive Media	23	27	11	5	3	
Photography	52	46	38	29	32	
Professional Communication	81	90	93	101	93	
Technical theater					8	
Game Design	50	85	127	147	166	
Theater	26	32	32	31	25	
Communications Media undeclared	0	0	1	1	0	
Number of incoming freshmen majors	132	142	150	152	143	
Percentage of incoming freshmen class[4]	17.25%	20.82%	20.58%	21.08%	20.97%	
Number of incoming transfer majors	61	65	57	64	61	
Percentage of incoming transfer class[4]	14.06%	15.51%	14.47%	14.48%	13.90%	
Number of Minors						
Communications Studies Minor	12	11	9	9	13	
Theater Minor	12	13	18	17	22	
Game Design Minor	4	8	10	11	10	
Film Studies	0	0	0	0	2	
Graphic Design	0	0	0	0	7	
Retention Rates [5]						
Retention Rate in Major - Comm/Media	74.02%	76.47%	76.87%	73.33%	73.53%	
Retention Rate Changed Major - Comm/Media	7.87%	5.88%	4.76%	8.00%	2.94%	
Retention Rate in Major - Game Design	60.87%	87.88%	85.11%	69.23%	72.50%	
Retention Rate Changed Major - Game Design	21.74%	0.00%	4.26%	12.82%	7.50%	
Retention Rate in Major Institutional	62.15%	58.75%	62.36%	66.09%	64.85%	
Retention Rate Changed Major Institutional	15.19%	16.11%	12.55%	12.40%	13.12%	

[1] *Academic Year* covers the fall and spring semesters ending with the spring term of the academic year date (ex. Fall, 2016 and Spring, 2017 = AY17															
[2] *Number of Majors* for this department includes both major 1 and major 2.															
[3] Number *Overall Declared Majors* for the institution includes institution-wide major 1 plus major 2, excludes Pre-majors.															
[4] *Incoming freshmen/Incoming transfers as percentage of incoming class* Includes major 1 and 2, excludes Pre-majors															
[5] Academic year indicated for *Retention Rates* is the year for which students were retained. *Retention Rates* is calculation for full-time freshmen entering in fall and retained for the following fall semester.															

Graduate and Continuing Education: Undergraduate						
	AY 14	AY 15	AY 16	AY 17	AY 18	Trend
Total Enrollment in Comm/Media classes	**183**	**148**	**117**	**94**	**119**	
Total Enrollment in All Classes	4,015	4,103	3,750	3,510	3,835	
Percentage of total enrollment: Comm/Media classes	**4.56%**	**3.61%**	**3.12%**	**2.68%**	**3.10%**	
Graduates in the Minor						
Communications Studies Minor	0	0	0	0	0	
Theatre Minor	0	0	0	0	0	
Game Design Minor	0	0	0	0	0	
Film Studies	0	0	0	0	0	
Graphic Design	0	0	0	0	0	
Number of Minors						
Communications Studies Minor	0	1	0	0	1	
Theatre Minor	0	0	0	0	0	
Game Design Minor	0	0	0	0	0	
Film Studies	0	0	0	0	0	
Graphic Design	0	0	0	0	0	
Total Enrollment in Communications Media classes - *Extended*	0	0	0	0	0	
[1] *Academic Year* covers the fall through summer II semester. (ex. Fall, 2016 through Summer II, 2017 = AY17.						
[2] *Number of Majors* includes major 1 plus major 2.						
[3] Number *Overall Declared Majors* Includes institution-wide major 1 plus major 2.						

Graduate and Continuing Education: Graduate																
	AY 14	AY 15	AY 16	AY 17	AY 18	Trend										
Total Enrollment in Comm/Media classes	**104**	**116**	**117**	**109**	**50**											
Graduates in the Major	**8**	**6**	**6**	**18**	**8**											
Total Degrees Awarded	**452**	**429**	**384**	**422**	**513**											
Percentage of overall graduates	**1.77%**	**1.40%**	**1.56%**	**4.27%**	**1.56%**											
CERG ACOM	0	0	0	1	0											
MS COMA	3	0	0	0	0											
MS COMA ACOM	2	0	6	12	8											
MS COMA CMTP	0	0	0	3	0											
MS COMA COMA	2	0	0	0	0											
MS COMA HECO	1	0	0	2	0											
Number of Majors	**34**	**33**	**24**	**28**	**13**											
CERG ACOM	1	0	0	1	1											
MS COMA	8	4	0	2	0											
MS COMA ACOM	12	13	14	18	10											
MS COMA CMTP	2	6	5	4	2											
MS COMA COMA	8	7	1	0	0											
MS COMA HECO	3	3	4	3	0											
CAGS IDIS APCO	1	1	0	1	1											
Total Enrollment in Communications Media classes - *Extended*	0	0	0	0	0											
[1] *Academic Year* covers the fall through summer II semester. (ex. Fall, 2016 through Summer II, 2017 = AY17.																
[2] Number *Overall Declared Majors* Includes institution-wide graduate majors.																
[3] Excludes extended-campus courses																
Program Review Data																
Number of incoming freshmen by concentration	**AY 14**	**AY 15**	**AY 16**	**AY 17**	**AY 18**											
Total	132	142	150	152	143											
Communications Studies	0	0	0	0	0											
Film/Video Production (Formerly Film *or* Video)	58	70	58	74	68											
Graphic Design	18	13	21	15	8											
Interactive Media	4	8	1	0	0											
Photography	8	6	10	5	6											
Professional Communication	15	8	10	14	18											
Game Design	26	34	46	39	40											
Theater, B.S.	3	3	4	5	3											
Number of incoming transfers by concentration	**AY 14**	**AY 15**	**AY 16**	**AY 17**	**AY 18**											
Total	61	65	57	64	61											
Communications Studies	0	0	0	0	0											
Film/Video Production (Formerly Film *or* Video)	18	21	30	28	31											
Graphic Design	9	11	6	16	3											
Interactive Media	3	5	0	0	0											
Photography	5	3	0	2	4											
Professional Communication	6	15	11	14	9											
Game Design	14	6	6	3	7											
Technical Theater, B.S.	0	0	0	0	1											
Theater, B.S.	6	4	4	1	6											
Students by Gender and Race/Ethnicity																
Film/Video Production (Formerly Film *or* Video)	**AY 14**			**AY 15**			**AY 16**			**AY 17**			**AY 18**			
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	

American Indian or Alaskan Native	**0**	**1**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Asian	4	1	**5**	4	4	**8**	2	5	**7**	2	4	**6**	3	4	**7**
Black or African American	1	4	**5**	3	5	**8**	5	4	**9**	6	5	**11**	6	8	**14**
Hispanic	7	3	**10**	10	5	**15**	12	6	**18**	13	11	**24**	13	11	**24**
More than one	6	2	**8**	7	7	**14**	7	5	**12**	8	4	**12**	9	5	**14**
Native Hawaiian or Pacific Islander	0	0	**0**	1	0	**1**	1	0	**1**	0	1	**1**	0	0	**0**
Unknown	14	5	**19**	6	2	**8**	2	1	**3**	5	0	**5**	6	1	**7**
White	180	60	**240**	165	68	**233**	179	60	**239**	173	55	**228**	166	62	228
Total	**212**	**76**	**288**	**196**	**91**	**287**	**208**	**81**	**289**	**207**	**80**	**287**	**203**	**91**	**294**
Graphic Design	**AY 14**			**AY 15**			**AY 16**			**AY 17**			**AY 18**		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
American Indian or Alaskan Native	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Asian	1	1	**2**	1	2	**3**	1	2	**3**	1	1	**2**	0	1	**1**
Black or African American	2	3	**5**	2	4	**6**	2	5	**7**	3	6	**9**	3	2	**5**
Hispanic	3	3	**6**	5	2	**7**	5	2	**7**	3	3	**6**	1	2	**3**
More than one	1	2	**3**	0	1	**1**	0	3	**3**	1	3	**4**	1	2	**3**
Native Hawaiian or Pacific Islander	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Unknown	1	5	**6**	1	0	**1**	2	0	**2**	0	0	**0**	0	0	**0**
White	45	57	**102**	33	51	**84**	32	46	**78**	29	42	**71**	28	34	**62**
Total	**53**	**71**	**124**	**42**	**60**	**102**	**42**	**58**	**100**	**37**	**55**	**92**	**33**	**41**	**74**
Interactive Media	**AY 14**			**AY 15**			**AY 16**			**AY 17**			**AY 18**		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
American Indian or Alaskan Native	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Asian	0	1	**1**	0	1	**1**	0	0	**0**	0	0	**0**	0	0	**0**
Black or African American	2	0	**2**	3	0	**3**	1	0	**1**	0	0	**0**	0	0	**0**
Hispanic	1	0	**1**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
More than one	0	1	**1**	3	2	**5**	2	1	**3**	1	2	**3**	1	0	**1**
Native Hawaiian or Pacific Islander	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Unknown	1	0	**1**	1	0	**1**	0	0	**0**	0	0	**0**	0	0	**0**
White	9	8	**17**	10	7	**17**	4	3	**7**	1	1	**2**	1	1	**2**
Total	**13**	**10**	**23**	**17**	**10**	**27**	**7**	**4**	**11**	**2**	**3**	**5**	**2**	**1**	**3**
Photography	**AY 14**			**AY 15**			**AY 16**			**AY 17**			**AY 18**		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
American Indian or Alaskan Native	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Asian	0	0	**0**	0	1	**1**	0	0	**0**	0	0	**0**	0	0	**0**
Black or African American	0	0	**0**	0	1	**1**	0	1	**1**	0	0	**0**	2	0	**2**
Hispanic	1	0	**1**	1	1	**2**	2	2	**4**	1	1	**2**	1	1	**2**
More than one	0	1	**1**	1	1	**2**	0	2	**2**	0	2	**2**	0	2	**2**
Native Hawaiian or Pacific Islander	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Unknown	0	4	**4**	0	2	**2**	0	0	**0**	0	0	**0**	0	0	**0**
White	15	31	**46**	14	24	**38**	10	21	**31**	6	19	**25**	10	16	**26**
Total	**16**	**36**	**52**	**16**	**30**	**46**	**12**	**26**	**38**	**7**	**22**	**29**	**13**	**19**	**32**
Professional Communication	**AY 14**			**AY 15**			**AY 16**			**AY 17**			**AY 18**		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
American Indian or Alaskan Native	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Asian	0	0	**0**	0	0	**0**	0	0	**0**	0	1	**1**	1	2	**3**
Black or African American	3	3	**6**	7	2	**9**	5	2	**7**	4	5	**9**	7	4	**11**
Hispanic	4	6	**10**	4	9	**13**	4	13	**17**	1	13	**14**	4	10	**14**
More than one	1	0	**1**	1	0	**1**	0	1	**1**	0	2	**2**	0	1	**1**
Native Hawaiian or Pacific Islander	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Unknown	2	3	**5**	3	0	**3**	3	0	**0**	2	0	**0**	0	0	**0**
White	25	34	**59**	28	36	**64**	33	32	**65**	40	33	**73**	31	33	**64**
Total	**35**	**46**	**81**	**43**	**47**	**90**	**45**	**48**	**93**	**47**	**54**	**101**	**43**	**50**	**93**
Game Design	**AY 14**			**AY 15**			**AY 16**			**AY 17**			**AY 18**		

	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
American Indian or Alaskan Native	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Asian	1	0	**1**	3	0	**3**	5	1	**6**	4	1	**5**	3	2	**5**
Black or African American	0	1	**1**	2	0	**2**	5	1	**6**	5	5	**10**	5	5	**10**
Hispanic	4	1	**5**	3	1	**4**	9	3	**12**	8	3	**11**	8	3	**11**
More than one	4	0	**4**	7	0	**7**	7	0	**7**	5	0	**5**	4	3	**7**
Native Hawaiian or Pacific Islander	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Unknown	0	0	**0**	0	0	**0**	0	0	**0**	2	0	**2**	3	0	**3**
White	36	3	**39**	61	8	**69**	85	11	**96**	96	18	**114**	107	23	**130**
Total	**45**	**5**	**50**	**76**	**9**	**85**	**111**	**16**	**127**	**120**	**27**	**147**	**130**	**36**	**166**
Technical Theater	**AY 14**			**AY 15**			**AY 16**			**AY 17**			**AY 18**		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
American Indian or Alaskan Native													0	0	**0**
Asian													0	0	**0**
Black or African American													0	0	**0**
Hispanic													1	0	**1**
More than one													0	0	**0**
Native Hawaiian or Pacific Islander													0	0	**0**
Unknown													1	1	**2**
White													3	2	**5**
Total													**5**	**3**	**8**
Theater	**AY 14**			**AY 15**			**AY 16**			**AY 17**			**AY 18**		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
American Indian or Alaskan Native	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Asian	0	1	**1**	0	1	**1**	0	1	**1**	0	1	**1**	0	0	**0**
Black or African American	3	0	**3**	3	0	**3**	2	1	**3**	2	1	**3**	2	2	**4**
Hispanic	1	0	**1**	1	0	**1**	1	2	**3**	4	2	**6**	0	0	**0**
More than one	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	1	1	**2**
Native Hawaiian or Pacific Islander	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Unknown	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
White	9	12	**21**	10	17	**27**	11	14	**25**	10	11	**21**	12	7	**19**
Total	**13**	**13**	**26**	**14**	**18**	**32**	**14**	**18**	**32**	**16**	**15**	**31**	**15**	**10**	**25**
Total	**AY 14**			**AY 15**			**AY 16**			**AY 17**			**AY 18**		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
American Indian or Alaskan Native	0	1	**1**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Asian	6	4	**10**	8	9	**17**	8	9	**17**	7	8	**15**	7	9	**16**
Black or African American	11	11	**22**	20	12	**32**	20	14	**34**	20	22	**42**	25	21	**46**
Hispanic	21	13	**34**	24	18	**42**	33	28	**61**	30	33	**63**	28	27	**55**
More than one	12	6	**18**	19	11	**30**	16	12	**28**	15	12	**27**	15	15	**30**
Native Hawaiian or Pacific Islander	0	0	**0**	1	0	**1**	1	0	**1**	0	0	**0**	0	0	**0**
Unknown	19	17	**36**	11	4	**15**	7	1	**8**	10	1	**11**	10	2	**12**
White	318	205	**523**	321	211	**532**	355	187	**542**	355	180	**535**	356	180	**536**
Total	**387**	**257**	**644**	**404**	**265**	**669**	**440**	**251**	**691**	**437**	**256**	**693**	**441**	**254**	**695**
Graduation Rates															
Communications. Media	**4-Year COMM**		**4-Year Changed**		**4-Year Overall**		**6-Year Comm**		**6-Year Chganged**		**6-Year Overall**				
Academic Year (Entering fall term)															
2010	42.31%		1.54%		43.85%		60.00%		3.85%		63.85%				
2011	49.60%		5.04%		54.62%		66.39%		10.08%		76.47%				
2012	45.26%		5.11%		50.36%		62.77%		7.30%		70.07%				
2013	48.08%		2.88%		50.96%		NA		NA		NA				
2014	44.66%		3.88%		48.54%		NA		NA		NA				
Game Design	**4-Year COMM**		**4-Year Changed**		**4-Year Overall**										
Academic Year (Entering fall term)															

2013	30.43%		8.70%		39.13%												
2014	46.88%		6.25%		53.13%												
Years to Graduate																	
Freshmen																	
Communications Media																	
Academic Year (Entering fall term)	Avgerage Years to Completion																
2008	4.36																
2009	4.45																
2010	4.21																
2011	4.15																
2012	4.19																
Transfer																	
Communications Media																	
Academic Year (Entering fall term)	Avgerage Years to Completion																
2008	3.28																
2009	3.11																
2010	3.18																
2011	3.50																
2012	2.85																
(Time to completion includes students graduating within six years.																	
Internal Transfers (Major changes)																	
Academic Years 2014 through 2018																	
Changes FROM Comm/Media TO:	N																
Biology	3																
Business Administration	11																
Computer Information Systems	2																
Computer Science	2																
Criminal Justice	7																
Early Childhood Education	1																
Elementary Education	3																
English Studies	2																
Exercise and Sport Science	3																
Game Design	8																
History	1																
Human Services	1																
Industrial Technology	3																
Interdisciplinary Studies	15																
Political Science	3																
Pre-major	1																
Psychological Sciences	7																
Changes TO Comm/Media FROM:	N																
Biology	2																
Business Administration	3																
Computer Science	2																
Criminal Justice	2																
Early Childhood Education	3																
Elementary Education	2																
English Studies	9																
Exercise and Sport Science	2																
History	1																
Industrial Technology	4																
Interdisciplinary Studies	4																
Pre-major	25																

Psychological Sciences	3														
Sociology	1														
Changes FROM Game Design TO:															
Biology	2														
Business Administration	2														
Chemistry	1														
Communications/Media	12														
Computer Science	4														
English Studies	5														
History	2														
Human Services	1														
Industrial Technology	1														
Changes TO Game Design FROM:															
Biology	4														
Computer Science	7														
Criminal Justice	1														
History	1														
Industrial Technology	1														
Interdisciplinary Studies	1														
Pre-major	3														
Percentage of Communications/Media students graduating with a minor															
	AY 14	**AY 15**	**AY 16**	**AY 17**	**AY 18**										
	30.87%	38.97%	30.77%	29.69%	32.46%										
Percentage of Communications/Media students graduating with a second major															
	AY 14	**AY 15**	**AY 16**	**AY 17**	**AY 18**										
	0.00%	0.74%	0.77%	0.00%	0.00%										
Students by In-State/Out-of-State Residency															
	AY 14		**AY 15**		**AY 16**		**AY 17**		**AY 18**						
	In	Out	In	Out	In	Out	In	Out	In	Out					
Film/Video Production (Formerly Film *or* Video)	83.33%	16.67%	82.93%	17.07%	84.08%	15.92%	84.08%	15.92%	83.33%	16.67%					
Graphic Design	87.90%	12.10%	86.27%	13.73%	88.00%	12.00%	89.13%	10.87%	93.24%	6.76%					
Interactive Media	86.96%	13.04%	85.19%	14.81%	72.73%	27.27%	60.00%	40.00%	33.33%	66.66%					
Photography	80.77%	19.23%	82.61%	17.39%	86.84%	13.16%	80.27%	17.24%	84.38%	15.63%					
Professional Communication	90.12%	9.88%	91.11%	8.89%	91.40%	8.60%	85.15%	14.85%	88.17%	11.83%					
Technical Theater									87.50%	12.50%					
Theater	84.62%	15.38%	90.63%	9.38%	93.75%	6.25%	90.32%	9.68%	92.00%	8.00%					
Game Design	76.00%	24.00%	78.82%	21.18%	81.90%	18.11%	84.35%	15.65%	83.13%	16.87%					

COMMUNICATIONS MEDIA MAJOR CHECK SHEET (54 Sem. Hours)

I. Freshmen Introductory Requirements (6 Sem. Hrs.—2 courses)
☐ Intro to Comm & Media Studies ☐ Message Design

II. Applied Concentration (15 Sem. Hrs – 5 courses)
Select one concentration from A-F below and take the 5 required courses.

A. Film and Video Production Concentration
Required Courses
☐ Introduction to Film and Video
☐ Pre-Production Planning for Film and Video
☐ Intermediate Film Production **OR** Intermediate Digital Cinema Production **OR** Intermediate Documentary Production
A specialized elective (only 1 per semester)
☐ Lighting
☐ Cinematography
☐ Editing
☐ Compositing and Visual Effects
☐ Audio Production for Film and Video
☐ Sound Design
☐ Short Film Story Development
☐ Producing
☐ Directing for Video and Film
A required advanced course (one course)
☐ Advanced Cinema Production
☐ Advanced Documentary Production
Elective Courses
☐ Film Styles, Genres, and Movements

B. Graphic Design Concentration
Required Courses
☐ Introduction to Graphic Design
☐ Typography
☐ Intermediate Graphic Design
☐ Web Design
☐ Advanced Graphic Design
Elective Courses
☐ Interface Design
☐ Illustration
☐ Typeface Design
☐ Publication Design
☐ Packaging Design
☐ Image and Design
☐ Motion Graphic Design
☐ Motion Graphic Design II
☐ Web Design Basics

C. Photography Concentration
Required Courses
☐ Photography I
☐ Photography II
☐ Photography III
☐ Digital Photography
☐ Large Format Photography
Elective Courses
☐ Color Photography
☐ Photo Seminar
☐ Video Production Fundamentals

D. Professional Communication Concentration
Required Courses
☐ Intro to Professional Communication **OR** Writing for Organizations
☐ Writing for Advertising
☐ Public Relations
☐ Document Design
☐ Interactive Media Project Design
Elective Courses
☐ Journalism
☐ Writing for the Professional Artist
☐ Feature and Magazine Writing

E. Theater Concentration
Required Courses
☐ Stage Movement
☐ Voice and Articulation
☐ Acting for the Camera
☐ Acting I
☐ Page to Stage Script Analysis
Elective Courses
☐ Children's Theater
☐ Acting II
☐ Applied Acting (may be taken twice for credit)
☐ Artist as Business
☐ Advanced Stage Movement
☐ Voice II
☐ Auditioning
☐ Directing the Play

F. Technical Theater Concentration
Required Courses
☐ Theatrical Design Skills
☐ Fundamentals of Stage Lighting Design
☐ Scene Design
☐ Stage Makeup
☐ Production Implications
Elective Courses
☐ Costume Design
☐ Advanced Stage Lighting Design
☐ Advanced Scene Design
☐ Production Implications (may be taken twice for credit)
☐ Stage Management
☐ Portfolio Presentation

G. Communications Studies
(may only be taken in addition to a concentration from A-F)
Required Courses
☐ Seminar in Communication Theory
☐ Communications Law and Ethics
☐ Media Criticism
☐ Research Seminar
Elective Courses
☐ Organizational Communication
☐ Intercultural Communication

Media History Requirement: Students must complete a media history course determined by their concentration. It may fulfill an LA&S requirement or elective OR Communications Media requirement or elective. This course defaults to Phase III if the student has fulfilled LA&S requirements and to free electives if Phase III is complete.

Film/Video
□ History of Film I or II
□ Contemporary Cinema
□ History of Documentary
□ History of Television
□ History of Theater I or II

Graphic Design
□ History of Graphic Design
□ Early Twentieth Century Art
□ American Art II
□ Contemporary Art

Photography
□ History of Photography
□ Early Twentieth Century Art
□ Nineteenth Century Art
□ American Art II
□ Contemporary Art

Professional Communication
□ History of Graphic Design
□ History of Interactive Media & Games
□ History of Film I or II
□ Contemporary Cinema
□ History of Documentary
□ History of Television
□ History of Theater I or II

Theater & Technical Theater
□ History of Theater I or II
□ History of Film I or II
□ Contemporary Cinema
□ History of Television

III Department Electives (12 Sem. Hrs.—4 courses)

In consultation with their advisor, students select *any* four additional COMM, GAME, THEA, or TETA courses. Any course that a student is using to fulfill either an LA&S requirement or a minor may NOT be counted towards Phase III requirements. Acceptable courses may include department pre-approved Independent (1, 3, or 6 Sem. Hrs.), Directed (3 or 6 Sem. Hrs.) or Field Studies (3 or 6 Sem. Hrs.).

☐ _____ ☐ _____ ☐ _____ ☐ _____

IV. Upper-Level Theory Requirements (Junior/Senior Status required; 9 Sem. Hrs.- 3 courses)

A. Junior Writing Requirement (Choose One)
☐ Contemporary Cinema
☐ Document Design
☐ Information Design
☐ Journalism
☐ Marketing Communication
☐ Media Criticism
☐ Playwrighting
☐ Public Relations
☐ Writing for Advertising
☐ Writings in Aesthetics
☐ Writing for Film and Video
☐ Writing for Organizations
☐ Writing for the Professional Artist

B. Electives (Choose Two)
☐ Communications Law and Ethics
☐ Dramaturgy
☐ Gender Communication
☐ Human Communication
☐ Information Design (unless used for A)
☐ Intercultural Communication
☐ Media and Society
☐ Media Criticism (unless used for A)
☐ Organizational Communication
☐ Research Seminar
☐ Seminar in Communication Theory
☐ Writings in Aesthetics (unless used for A)

V. Internship (Required-12 Sem. Hrs.) Internship Site_____

Updated 4/2/19

FITCHBURG STATE UNIVERSITY
BACHELOR OF SCIENCE COMMUNICATIONS MEDIA
Liberal Arts and Sciences Program

Name: _____ **Concentration:** _____

READINESS*

Mathematics
Level I: Placement Exam (49 or less) ☐
Basic Math I (Required) ☐
Level II: Placement Exam (50-81) ☐
Basic Math II (Required) ☐
Passed Math Placement Test (82) ☐

English
Placement Exam (3 or less) ☐
Basic College Writing (Required) ☐
Passed English Placement Test (4-8) ☐

*May not be required of some transfer students.
Institutional credit only: Credits do not count toward graduation.

CURRICULAR CLUSTER CORE
(36 Credits)
Science, Math and Technology (SMT)
4 courses – minimum 12 credits
Math_____3 ☐
Lab Science_____3-4 ☐
Health/Fitness_____ 3 ☐
_____3-4 ☐

Citizenship and the World (CTW)
3 courses – minimum 9 credits
History_____3 ☐
Sociology_____3 ☐
_____3 ☐

The Arts (ART)
5 courses – minimum 15 credits
Art or Music_____ 3 ☐
Writing I_____ 3 ☐
Writing II_____3 ☐
Literature_____3 ☐
* _____ 3 ☐

*CM "History of" Course required (see reverse side of check sheet for an explanation)

Global Diversity (GD)**
2 courses – credits count elsewhere in LA&S
_____ ☐
_____ ☐
**GDC (Intro to Sociology) + GDAN

OR any GDCN + any GDA

ADVANCED OPTIONS (12 credits)

In addition to the 36 credit core, students must select from three LA&S options.*

OPTION A: 6 credits in one foreign language and 6 credits in a single LA&S discipline at or above the 2000 level.

OPTION B: 12 credits (with a minimum of 6 at or above the 2000 level) in a single LA&S discipline outside of the student's first major.

OPTION C: 12 credits (with a minimum of 6 at or above the 2000 level); a unique LA&S curriculum based on the student's interests, needs or goals and with advisor assistance. The curriculum, with a statement of rationale, must be approved by the advisor, department chair and the appropriate dean and then filed with the Registrar. The curriculum must be submitted before the student has completed 60 credits. No more than 1 course within this option may be completed before the curriculum has been approved.

***The department has developed several additional options for various tracks. Please check with your advisor to see which might work best for your degree and concentration.

OPTION ____
4 courses – minimum 12 credits
_____ 3 ☐
_____ 3 ☐
_____ 3 ☐
_____ 3 ☐

FREE ELECTIVES
Minimum 18 credits
_____ 3 ☐
_____ 3 ☐
_____ 3 ☐
_____ 3 ☐
_____ 3 ☐
_____ 3 ☐

Notes about Plan of Study

Updated 4/2/19

FACULTY CREDENTIAL TABLE

Name	Rank	Type of Academic Appointment TT, T, NTT	FT or PT	Highest Degree	Professional Registration Certification	FTE by Program	Very Brief Description of Activity		
							Teaching	Scholarship	Service
Baker, Mary	Assoc.	T	FT	MFA	N/A	1.0 Comm Media	Film/Video	"Strategies for Teaching Collaboration and Assessing Group Work in Production Classes" University Film and Video Association Annual Conference 2016. "Advising Students on How to Effectively Use Crowfunding Platforms" University Film and Video Association Annual Conference August 2014. *Pretty People* (2011), Associate Producer, 30-minute documentary on media representation of physical disability	Department Chair (2016-present) Massachusetts Production Coalition Higher Education Consortium Co-Chair (2016 – present) Student Success Taskforce (2017-2018)
Carr, Robert	Prof.	T	FT	Ph.D.	N/A	1.0 Comm Media	Professional Communication	Chair and Presenter for all FSU panel entitled "Troubling Matters: Materializing Underlying Problems and Solutions in Free Speech, Big Data, and Advertising," delivered at The Twelfth Biennial Thomas R. Watson Conference at the University of Louisville, Kentucky on October 25, 2018. Presented a paper entitled "NSAC Plans Book Production as a User-Centered Pedagogy" at the Council for Programs in Technical and Scientific Communication Annual Conference in Savannah, Georgia on October 6, 2017. Permanent Reviewer for the *Journal of Technical Writing and Communication*.	Coach of National Student Advertising Competition (NSAC) Team since 2013. Team currently ranked #3 in New England. Created and now shepherd the Fitchburg State University Partnership with the Fitchburg Art Museum, launched in 2013. Moot Court Judge, District Competition (i.e., New England), from 2004 to present.

Corduan, Ellen	Prof.	T	FT	MFA	N/A	1.0 Comm Media	Technical Theater	Individual rudimental bass drum instructions. Member of Scenic Technology @ Illinois. It is a group of U of I alumni theater professionals that keep up to date technology and job offerings in the field.	Director of The Company of Fifers & Drummers Jr. Camp. A intensive week long music camp with musicians from from 30 States as well as Switzerland, England & Japan. Director & founder of The Bluff Point Quahog Diggers Band. One of the top fife & drum corps in the drum corps community. We will be celebrating 20 years this coming July.
Harris, Robert	Prof.	T	FT	MFA	N/A	1.0 Comm Media	Film/Video	Film in Progress: Personal Diary of NY years with Nam June Paik Editor/Collaborator with distinguished filmmaker/poet Aldo Tambellini, showing in Germany, London, and New York City Film screened and photography exhibited in all Bi-Annual Faculty Art Exhibitions	Fitchburg State U. Gallery Committee Comm. Media Dept. Visions Committee Conlon Media Wall Curator/Coordinator Lecture/Film Presentation at Fitchburg Art Museum
Howe, Randy	Prof.	T	FT	Ed.D.	N/A	1.0 Comm Media	Theory/ Professional Communication	2019 Annual Professors of Instructional Design and Technology Conference in St. Augustine, FL to discuss the honest assessment of student collaboration in professional communication. Publication in-press/under review: Howe, R. P. (in-press/under review). Surveying visual literacy guidelines for information design application. In *Viewing the Past, Picturing the Present, Designing the Future: Celebrating 50 Years of Visual Literacy Creativity and Critical Thinking*. Loretto, PA: International Visual Literacy Association. Presented at the 2018 International Visual Literacy Association Conference in Chicago, IL on the topic of *Surveying Visual Literacy Guidelines for Information Design Application*. Presented at the 2017 Council for Programs in Technical and Scientific Communication Conference in Savannah, GA on the topic of *Pedagogy in Transition: Changing Tools to the Max*.	Member of the 2018-2020 Promotions Committee (elected position/two-year commitment). Member since Fall of 2017 on the University Assessment and Research Committee. Member in 2018-2019 on the Communications Media Department Undergraduate Curriculum Committee. Member 2014-2016 on the VPAA search committee. Member 2011-present on the Communications Media Department Policies Committee. Department Chair from 2010-2016.

Krasner, Jon	Prof.	T	FT	MFA	N/A	1.0 Comm Media	Graphic Design	"Transformative Learning Through Dynamic Design" accepted at the International Conference on The Arts in Society in Lisbon, Portugal, 2019 Keynote speaker at The Fourth International Motion Festival at European University, Cyprus, 2017 "From "Pure Cinema" To Immersion," accepted for publication at Motion Design Educators {MoDe} Summit's International Conference in Dublin, Ireland, 2015 Paper presented on immersive visualization at the Eastern Communication Association (ECA) convention in Providence, RI, 2014 Textbook, "Motion Graphic Design: Applied History and Aesthetics," 4th edition (Focal Press/Elsevier Science), 2013. Combines applied history with theoretical investigation while exploring a unique visual language that merges graphic design and cinema.	Search Committee Chair for new faculty hire (Stephen Goldstein), 2004 Search Committee Chair for new faculty hire (Donald Tarallo), 2014 Communications Media department Visions Committee, 1999-2016 Faculty workshops at FSU's Center for Teaching and Learning
Laytin, Peter	Prof.	T	FT	MFA	N/A	1.0 Comm Media	Photography	Infrared photography Fitchburg State University Faculty Art Show, 2018. "Creative Camera Control" 3rd edition (Focal Press), 2001.	Fitchburg Art Museum Trustee Emeritus Committee VISIONS Committee

Lee, M. Zak	Prof.	T	FT	MFA	N/A	1.0 Comm Media	Film/Video	*Making Something out of Nothing* - short documentary about the experimental music duo *Therefore* AAC&U Conference presentation (co-presenter) Creating a 21st Century General Education Intentionality, Integration, and Impact: Scaffolding ELOs and HIPs across a General Education Curriculum	LA&S Council MSCA Executive Committee Film & Video Concentration Coordinator

Lorencova, Viera	Assoc.	T	FT	Ph.D.	N/A	1.0 Comm Media	Theory	Faculty member of the Fitchburg State University Faculty-Student Collaborative Summer Research Experience project (2017-2019), funded by the Lloyd G. Balfour Foundation and the Community Foundation of North Central Massachusetts for 3 years (2017-2019) Media representation of gender and sexual difference in print periodicals produced by LGBTQ rights advocates (book chapter manuscript-in-progress) Ethnographic research about LGBTQ rights advocacy in Slovakia (data collection in-progress)	Graduate Council (Faculty member) Women, Gender, Sexuality Studies Curriculum Faculty Group (Faculty member) Women's History Month Coordinating Committee (Faculty member) Graduate Curriculum Committee (Chair)
McCarthy, Kevin	Assoc.	T	FT	MFA	N/A	1.0 Comm Media	Film/Video	*Scenes from a Protest* (2018) Director, short documentary. *Stumped* (2017) Producer, 72-minute documentary.	AUC Curriculum Committee, Vice-Chair First-Year Experience Committee SMPTE Student Chapter Faculty Advisor

Moody, Kyle	Asst.	TT	FT	MFA	N/A	1.0 Comm Media	Film/Video	Research interests: social media, fake news, pop culture Co-Editor, manuscript for McFarland Press titled *Eating the Rude: Hannibal Lecter and the Fannibals, Criminals, and Legacy of America's Favorite Cannibal* Book chapter "The End of the Dream: How Grand Theft Auto V Simulates and Subverts Player-Character Dynamics"	AUC Curriculum Committee Graduate Education Council Search Committee Chair, Theory Search, 2017.

Morgan, Kelly	Prof.	T	FT	MFA	N/A	1.0 Comm Media	Theater	Directing the Women of Lockerbie for the Edinburgh Fringe Festival Adjudicator for the Pennsylvania Association of Community Theatre Festival (PACTFEST) Adjudicator for the New Hampshire Association of Community Theaters Festival (NACT) Adjudicator for the New England Region Kennedy Center American College Theater Festival Board of Directors of the 4th Wall Theater in Worcester MA Director of 12 Angry Jurors at the Hanover Theater in Worcester MA	Chair of AUC Curriculum Committee for 2 years Tenure Committee Interdisciplinary Committee Developed the new Deaf Studies Minor Chaired the Theater Faculty Search Committee 2018
Munson, Wayne	Prof.	T	FT	Ph.D.	N/A	1.0 Comm Media	Theory	Active as Fellow in the Society for Cognitive Studies of the Moving Image—attend its international meetings and participate in its sessions and governance. Remain current in contemporary cinema—keep up-to-date with significant film releases, artistic and industry developments, and emerging currents in film studies. Special cinema history research area—the New American Cinema era (mid-1960s – late-1970s). Reviewer of scholarly publications about talk media.	Theory Coordinator since 2001 PEC member for several faculty personnel actions, both as selected member/Chair, for Comm Media,Industrial Technology, and the FSU Library, and as a PEC standing member for Comm Media. DUCC member, including during development of proposal for the Game Design program. Theory search committees (2)—Chair of one, member of the other. Initiator and co-proposer of the departmental Media History Requirement. Co-proposer of the Film Studies minor. Public presentations for Center for Italian Culture and the Fitchburg Art Museum.

Roberts, Charles	Prof.	T	FT	MFA	N/A	1.0 Comm Media	Film/Video	Research into current and near-future Broadcast Television Formats and Standards Development of Proxy and Conform Workflows for Digital Cinema Post-Production Participation in Beta Programs for Post-Production Software solutions	Member, All-University Committee, Curriculum Sub-Committee for the AY years 2010, 2011 Chair, All-University Committee, Curriculum Sub-Committee for the AY years 2012, 2013, 2016 Member, All- University Committee for the AY years 2014, 2018
Sides, Charles	Prof.	T	FT	Ph.D.	N/A	1.0 Comm Media	Internship	Plenary Speaker, Rhetoric, Writing, and Linguistics Series, University of Tennessee (2019) Co-editor, *The SUNY Series, Studies in Technical Communication* (2018-) Co-editor, *Routledge Series on Technical Communication, Rhetoric, and Culture* (2016-2018) *How to Write and Present Technical Information*, 4th edition; Santa Barbara, CA: ABC-CLIO, 2017. *The Right to Write: College Communication and the First Amendment*. Charlotte, NC: Kona Publications & Media Services, 2017	University Tenure Committee (2-year term) Communications Media Department Graduate Committee (2014-2018) University NEASC Steering Committee
Sylvia, JJ	Asst.	TT	FT	Ph.D.	N/A	1.0 Comm Media	Theory	Developing augmented reality experience about big data Research and pedagogy development on fake news Media genealogy research	Curriculum Committee member Center for Teaching and Learning committee member Advisor for Communications Media honors society

Tarallo, Don	Assoc.	T	FT	MFA	N/A	1.0 Comm Media	Graphic Design	Typeface Designer Contributing typographer for Agency Frank and Victor, Austin, TX Graphic Designer for Tarallo Design (web and print design) Article publication 2015 (presenting FSU students) *Instigating Imagination: Teaching Interface and Typography as Metaphor,* Association for Computing Machinery, New York Article in production 2019 (presenting FSU students): Delivering this paper in June at a conference in Lisbon. Publication potential— pending approval from peer review for journal; *The Dynamics of Color,* The Arts & Society Journal, Champaign Exhibition 2018: The 9th United Designs: Messages to Humanity, International Poster Exhibition, Liechtenstein National Museum, Vaduz, Liechtenstein	
Tobin, Samuel	Assoc.	T	FT	Ph.D.	N/A	.25 Comm/ .75 Game Design	Theory/Game Design	Research and publication on tabletop wargaming and video arcades, peer review of game studies manuscripts and articles.	Communications Media Graduate Committee Communications Media Admissions Committee University Library Advisory Board DiGRA 2019 Program Committee
Vreeland, Mary	Asst.	TT		MFA	N/A	1.0 Comm Media	Theater	Coached Students for the University Resident Theater Association Auditions and VISIONS Theater Showcase Coached students for The Classic Repertory Company auditions Coordinated bringing in the guest artist, Ginger Grace, from New York to perform her one-woman show, The First Ladies Coalition.	Women, Gender and Sexuality Committee when interpretation has been provided Advised/consulted the newly hired deaf adjuncts. Taught ASL in the fall to serve the need of the Humanities for courses without instructors

FACULTY DEMOGRAPHIC DATA TABLE

Demographic Faculty Summary	No. of Full Time Assigned to Unit	No. of Part Time Assigned to Unit
Women	4	
Men	15	
Ethnicity		
White/Caucasian	19	
Asian	0	
Hispanic/Latino	0	
Black/African American	0	
American Indian	0	
International or Other	0	
Credentials – highest degree held		
MFA	12	
Ed.D.	1	
Ph.D.	6	
Experience		
0-3 years	2	
4-7 years	2	
8-11 years	2	
12-15 years	4	
16-24 years	6	
25+ years	3	

Budget Comparison Report

FYear:	20	Fund:	T65
Chart:	1	Orgn:	1240
		Acct:	*
		Prog:	*

FUND	ORGN	ACCT	PROG		FY17 Actual Expenditures	FY18 Actual Expenditures	FY19 Budget As Approved	FY19 Current Adjusted Bdg	FY20 Proposed
Fund:	**T65**	**University Fee Trust Fund**							
		Orgn:	**1240**	**Communications Media**					
		Prog:	**0000**	**No Program Code**					
T65	1240	B00	0000	Pool Budget Account	0.00	0.00	0.00	9,200.00	0.00
T65	1240	B01	0000	Out of State Travel&Conf.Registri	7,312.00	8,665.48	0.00	0.00	0.00
T65	1240	B02	0000	In State Travel & Conf.Registration	410.99	925.55	0.00	0.00	0.00
				Pool Total:	7,722.99	9,591.03	0.00	9,200.00	0.00
T65	1240	C00	0000	Pool Budget Account	0.00	0.00	52,289.00	52,429.00	51,000.00
T65	1240	C23	0000	Mgmt,Bus Prof. & Admin Services	21,207.03	1,000.00	0.00	0.00	0.00
T65	1240	CC5	0000	Student workers no fringe	33,294.80	51,400.25	0.00	0.00	0.00
				Pool Total:	54,501.83	52,400.25	52,289.00	52,429.00	51,000.00
T65	1240	D00	0000	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
T65	1240	D08	0000	Health and Welfare Trust Fund	16.60	(16.60)	0.00	0.00	0.00
T65	1240	D09	0000	Fringe Benefits Reimbursement	335.39	14.10	0.00	0.00	0.00
				Pool Total:	351.99	(2.50)	0.00	0.00	0.00
T65	1240	E00	0000	Pool Budget Account	0.00	0.00	1,200.00	1,200.00	1,200.00
T65	1240	E01	0000	Office & Admin Supplies	1,252.63	1,453.26	0.00	0.00	0.00
T65	1240	E02	0000	Printing Exp & Supp Outside Service	79.00	53.98	0.00	0.00	0.00
T65	1240	E02FS2	0000	FSC Press Only 2	85.28	0.00	0.00	0.00	0.00
T65	1240	E06	0000	Postage	0.00	6.33	0.00	0.00	0.00
T65	1240	E14	0000	Exhibits-Displays	0.00	0.00	0.00	0.00	0.00
				Pool Total:	1,416.91	1,513.57	1,200.00	1,200.00	1,200.00
T65	1240	J00	0000	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
T65	1240	J56	0000	Food Services Chartwell	148.00	194.95	0.00	0.00	0.00
				Pool Total:	148.00	194.95	0.00	0.00	0.00
T65	1240	L00	0000	Pool Budget Account	0.00	0.00	300.00	300.00	0.00
				Pool Total:	0.00	0.00	300.00	300.00	0.00
T65	1240	U00	0000	Pool Budget Account	0.00	0.00	300.00	300.00	300.00
T65	1240	U07	0000	IT Equipment	0.00	25.00	0.00	0.00	0.00
				Pool Total:	0.00	25.00	300.00	300.00	300.00
				Program Total:	64,141.72	63,722.30	54,089.00	63,429.00	52,500.00
		Prog:	**1001**	**Ruth Butler**					
T65	1240	H00	1001	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
T65	1240	H15	1001	Honoraria for Visting Speakers	650.00	0.00	0.00	0.00	0.00
T65	1240	H30	1001	Performers	250.00	0.00	0.00	0.00	0.00
T65	1240	HH3	1001	Media Design, Editorial & Comm Serv	250.00	0.00	0.00	0.00	0.00

Budget Comparison Report

FYear:	**20**
Chart:	**1**
Fund:	**T65**
Orgn:	**1240**
Acct:	*
Prog:	*

FUND	ORGN	ACCT	PROG		FY17 Actual Expenditures	FY18 Actual Expenditures	FY19 Budget As Approved	FY19 Current Adjusted Bdg	FY20 Proposed
				Pool Total:	1,150.00	0.00	0.00	0.00	0.00
				Program Total:	1,150.00	0.00	0.00	0.00	0.00
		Prog:	**1002**	**Special Projects**					
T65	1240	B00	1002	Pool Budget Account	0.00	0.00	0.00	465.00	0.00
T65	1240	B01	1002	Out of State Travel&Conf.Registri	600.00	0.00	0.00	0.00	0.00
				Pool Total:	600.00	0.00	0.00	465.00	0.00
T65	1240	E00	1002	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
				Pool Total:	0.00	0.00	0.00	0.00	0.00
T65	1240	H00	1002	Pool Budget Account	0.00	0.00	0.00	1,500.00	0.00
T65	1240	H15	1002	Honoraria for Visting Speakers	0.00	700.00	0.00	0.00	0.00
T65	1240	H98	1002	Consultant Travel Reimbursement	0.00	333.16	0.00	0.00	0.00
				Pool Total:	0.00	1,033.16	0.00	1,500.00	0.00
T65	1240	J00	1002	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
T65	1240	J56	1002	Food Services Chartwell	456.65	597.90	0.00	0.00	0.00
T65	1240	JJ2	1002	Auxiliary Services	0.00	350.00	0.00	0.00	0.00
				Pool Total:	456.65	947.90	0.00	0.00	0.00
				Program Total:	1,056.65	1,981.06	0.00	1,965.00	0.00
		Prog:	**1242**	**Film Producation Unit**					
T65	1240	E00	1242	Pool Budget Account	0.00	0.00	0.00	248.00	0.00
T65	1240	E01	1242	Office & Admin Supplies	0.00	113.46	0.00	0.00	0.00
T65	1240	E02	1242	Printing Exp & Supp Outside Service	0.00	0.00	0.00	0.00	0.00
T65	1240	E12	1242	Subscriptions & Memberships	149.00	199.00	0.00	0.00	0.00
				Pool Total:	149.00	312.46	0.00	248.00	0.00
T65	1240	F00	1242	Pool Budget Account	0.00	0.00	3,200.00	3,296.00	3,200.00
T65	1240	F16	1242	Library-Teaching Suppl & Materials	4,830.03	3,275.64	0.00	0.00	0.00
				Pool Total:	4,830.03	3,275.64	3,200.00	3,296.00	3,200.00
T65	1240	H00	1242	Pool Budget Account	0.00	0.00	600.00	600.00	600.00
T65	1240	H15	1242	Honoraria for Visting Speakers	0.00	200.00	0.00	0.00	0.00
				Pool Total:	0.00	200.00	600.00	600.00	600.00
T65	1240	K00	1242	Pool Budget Account	0.00	0.00	38,400.00	39,900.00	38,400.00
T65	1240	K02	1242	Educational Equipment	36,649.71	33,433.79	0.00	0.00	0.00
T65	1240	K05	1242	Office Equipment	0.00	649.99	0.00	0.00	0.00
				Pool Total:	36,649.71	34,083.78	38,400.00	39,900.00	38,400.00
T65	1240	L00	1242	Pool Budget Account	0.00	0.00	7,500.00	6,752.00	5,500.00
T65	1240	L42	1242	Educational Equip Maint & Repair	6,865.41	5,227.64	0.00	0.00	0.00
T65	1240	L46	1242	Printing Copying Equip Maint & Repa	378.84	0.00	0.00	0.00	0.00
				Pool Total:	7,244.25	5,227.64	7,500.00	6,752.00	5,500.00

Budget Comparison Report

FYear:	20	Fund:	T65
Chart:	1	Orgn:	1240
		Acct:	*
		Prog:	*

FUND	ORGN	ACCT	PROG		FY17 Actual Expenditures	FY18 Actual Expenditures	FY19 Budget As Approved	FY19 Current Adjusted Bdg	FY20 Proposed
T65	1240	U00	1242	Pool Budget Account	0.00	0.00	2,300.00	1,300.00	2,300.00
T65	1240	U03	1242	Software and IT Licenses	485.00	931.00	0.00	0.00	0.00
T65	1240	U07	1242	IT Equipment	2,634.03	0.00	0.00	0.00	0.00
				Pool Total:	3,119.03	931.00	2,300.00	1,300.00	2,300.00
				Program Total:	51,992.02	44,030.52	52,000.00	52,096.00	50,000.00
		Prog:	**1243**	**Photographic Production Unit**					
T65	1240	E00	1243	Pool Budget Account	0.00	0.00	2,265.00	2,265.00	2,200.00
T65	1240	E01	1243	Office & Admin Supplies	282.86	334.43	0.00	0.00	0.00
T65	1240	E02	1243	Printing Exp & Supp Outside Service	929.10	1,532.83	0.00	0.00	0.00
T65	1240	E12	1243	Subscriptions & Memberships	400.00	400.00	0.00	0.00	0.00
				Pool Total:	1,611.96	2,267.26	2,265.00	2,265.00	2,200.00
T65	1240	F00	1243	Pool Budget Account	0.00	0.00	8,400.00	6,741.00	8,000.00
T65	1240	F16	1243	Library-Teaching Suppl & Materials	5,290.89	8,374.79	0.00	0.00	0.00
				Pool Total:	5,290.89	8,374.79	8,400.00	6,741.00	8,000.00
T65	1240	J00	1243	Pool Budget Account	0.00	0.00	0.00	19.90	0.00
T65	1240	J56	1243	Food Services Chartwell	0.00	0.00	0.00	0.00	0.00
				Pool Total:	0.00	0.00	0.00	19.90	0.00
T65	1240	K00	1243	Pool Budget Account	0.00	0.00	5,000.00	6,639.10	4,100.00
T65	1240	K02	1243	Educational Equipment	1,719.74	12,294.78	0.00	0.00	0.00
				Pool Total:	1,719.74	12,294.78	5,000.00	6,639.10	4,100.00
T65	1240	L00	1243	Pool Budget Account	0.00	0.00	3,735.00	3,595.00	2,700.00
T65	1240	L42	1243	Educational Equip Maint & Repair	915.45	1,732.19	0.00	0.00	0.00
T65	1240	L45	1243	Office Equipment Maint & Repair	0.00	0.00	0.00	0.00	0.00
				Pool Total:	915.45	1,732.19	3,735.00	3,595.00	2,700.00
T65	1240	U00	1243	Pool Budget Account	0.00	0.00	600.00	600.00	500.00
T65	1240	U03	1243	Software and IT Licenses	1,170.00	1,350.00	0.00	0.00	0.00
T65	1240	U07	1243	IT Equipment	0.00	554.00	0.00	0.00	0.00
				Pool Total:	1,170.00	1,904.00	600.00	600.00	500.00
				Program Total:	10,708.04	26,573.02	20,000.00	19,860.00	17,500.00
		Prog:	**1244**	**Graphic Design Unit**					
T65	1240	E00	1244	Pool Budget Account	0.00	0.00	1,434.00	1,799.11	1,200.00
T65	1240	E01	1244	Office & Admin Supplies	27.90	284.55	0.00	0.00	0.00
T65	1240	E02	1244	Printing Exp & Supp Outside Service	381.36	1,629.69	0.00	0.00	0.00
T65	1240	E12	1244	Subscriptions & Memberships	719.76	0.00	0.00	0.00	0.00
				Pool Total:	1,129.02	1,914.24	1,434.00	1,799.11	1,200.00
T65	1240	F00	1244	Pool Budget Account	0.00	0.00	600.00	1,584.36	500.00
T65	1240	F16	1244	Library-Teaching Suppl & Materials	1,160.65	728.81	0.00	0.00	0.00

Budget Comparison Report

FYear:	20
Chart:	1
Fund:	T65
Orgn:	1240
Acct:	*
Prog:	*

FUND	ORGN	ACCT	PROG		FY17 Actual Expenditures	FY18 Actual Expenditures	FY19 Budget As Approved	FY19 Current Adjusted Bdg	FY20 Proposed
T65	1240	F18	1244	Recreational Supplies	0.00	72.00	0.00	0.00	0.00
				Pool Total:	1,160.65	800.81	600.00	1,584.36	500.00
T65	1240	H00	1244	Pool Budget Account	0.00	0.00	0.00	350.00	0.00
T65	1240	H15	1244	Honoraria for Visting Speakers	150.00	550.00	0.00	0.00	0.00
				Pool Total:	150.00	550.00	0.00	350.00	0.00
T65	1240	K00	1244	Pool Budget Account	0.00	0.00	0.00	(51.00)	0.00
T65	1240	K02	1244	Educational Equipment	0.00	0.00	0.00	0.00	0.00
T65	1240	K07	1244	Office Furnishings	0.00	0.00	0.00	0.00	0.00
				Pool Total:	0.00	0.00	0.00	(51.00)	0.00
T65	1240	L00	1244	Pool Budget Account	0.00	0.00	300.00	25.99	300.00
T65	1240	L42	1244	Educational Equip Maint & Repair	803.97	0.00	0.00	0.00	0.00
				Pool Total:	803.97	0.00	300.00	25.99	300.00
T65	1240	U00	1244	Pool Budget Account	0.00	0.00	2,466.00	1,091.54	2,015.00
T65	1240	U03	1244	Software and IT Licenses	1,200.00	1,422.00	0.00	0.00	0.00
T65	1240	U07	1244	IT Equipment	0.00	81.39	0.00	0.00	0.00
				Pool Total:	1,200.00	1,503.39	2,466.00	1,091.54	2,015.00
				Program Total:	4,443.64	4,768.44	4,800.00	4,800.00	4,015.00
		Prog:	**1245**	**Technical Writing Unit**					
T65	1240	E00	1245	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
T65	1240	E01	1245	Office & Admin Supplies	0.00	315.61	0.00	0.00	0.00
				Pool Total:	0.00	315.61	0.00	0.00	0.00
T65	1240	F00	1245	Pool Budget Account	0.00	0.00	600.00	600.00	500.00
				Pool Total:	0.00	0.00	600.00	600.00	500.00
T65	1240	K00	1245	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
T65	1240	K02	1245	Educational Equipment	266.90	0.00	0.00	0.00	0.00
				Pool Total:	266.90	0.00	0.00	0.00	0.00
T65	1240	U00	1245	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
T65	1240	U03	1245	Software and IT Licenses	0.00	280.88	0.00	0.00	0.00
				Pool Total:	0.00	280.88	0.00	0.00	0.00
				Program Total:	266.90	596.49	600.00	600.00	500.00
		Prog:	**1249**	**Theory**					
T65	1240	E00	1249	Pool Budget Account	0.00	0.00	0.00	35.94	0.00
T65	1240	E01	1249	Office & Admin Supplies	19.38	251.08	0.00	0.00	0.00
				Pool Total:	19.38	251.08	0.00	35.94	0.00
T65	1240	F00	1249	Pool Budget Account	0.00	0.00	1,400.00	1,364.06	1,100.00
T65	1240	F01	1249	Food and Beverages Outside Vendor	0.00	69.61	0.00	0.00	0.00
T65	1240	F16	1249	Library-Teaching Suppl & Materials	1,433.96	739.06	0.00	0.00	0.00

Budget Comparison Report

FYear:	**20**
Chart:	**1**
Fund:	**T65**
Orgn:	**1240**
Acct:	*
Prog:	*

FUND	ORGN	ACCT	PROG		FY17 Actual Expenditures	FY18 Actual Expenditures	FY19 Budget As Approved	FY19 Current Adjusted Bdg	FY20 Proposed
				Pool Total:	1,433.96	808.67	1,400.00	1,364.06	1,100.00
T65	1240	U00	1249	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
T65	1240	U03	1249	Software and IT Licenses	0.00	260.00	0.00	0.00	0.00
T65	1240	U07	1249	IT Equipment	154.04	88.00	0.00	0.00	0.00
				Pool Total:	154.04	348.00	0.00	0.00	0.00
				Program Total:	1,607.38	1,407.75	1,400.00	1,400.00	1,100.00
		Prog:	**1XSF**	**Strategic Funds One-time Allocation**					
T65	1240	U00	1XSF	Pool Budget Account	0.00	0.00	0.00	4,784.00	0.00
T65	1240	U07	1XSF	IT Equipment	0.00	0.00	0.00	0.00	0.00
				Pool Total:	0.00	0.00	0.00	4,784.00	0.00
				Program Total:	0.00	0.00	0.00	4,784.00	0.00
		Prog:	**EXFD**	**Faculty Development Funds**					
T65	1240	B00	EXFD	Pool Budget Account	0.00	0.00	0.00	2,599.00	0.00
T65	1240	B02	EXFD	In State Travel & Conf.Registration	0.00	0.00	0.00	0.00	0.00
T65	1240	B04	EXFD	Job Related Tuition	0.00	1,698.00	0.00	0.00	0.00
				Pool Total:	0.00	1,698.00	0.00	2,599.00	0.00
				Program Total:	0.00	1,698.00	0.00	2,599.00	0.00
		Prog:	**EXTR**	**Extra Funding**					
T65	1240	K00	EXTR	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
T65	1240	K02	EXTR	Educational Equipment	1,380.80	0.00	0.00	0.00	0.00
				Pool Total:	1,380.80	0.00	0.00	0.00	0.00
				Program Total:	1,380.80	0.00	0.00	0.00	0.00
		Prog:	**FCIN**	**Faculty Incentive Grants**					
T65	1240	B00	FCIN	Pool Budget Account	0.00	0.00	0.00	700.00	0.00
T65	1240	B01	FCIN	Out of State Travel&Conf.Registri	669.93	0.00	0.00	0.00	0.00
				Pool Total:	669.93	0.00	0.00	700.00	0.00
T65	1240	T00	FCIN	Pool Budget Account	0.00	0.00	0.00	2,000.00	0.00
				Pool Total:	0.00	0.00	0.00	2,000.00	0.00
T65	1240	U00	FCIN	Pool Budget Account	0.00	0.00	0.00	500.00	0.00
T65	1240	U07	FCIN	IT Equipment	0.00	0.00	0.00	0.00	0.00
				Pool Total:	0.00	0.00	0.00	500.00	0.00
				Program Total:	669.93	0.00	0.00	3,200.00	0.00
		Prog:	**GAME**	**GameCon Event**					
T65	1240	E01	GAME	Office & Admin Supplies	0.00	0.00	0.00	0.00	0.00
				Pool Total:	0.00	0.00	0.00	0.00	0.00
T65	1240	U00	GAME	Pool Budget Account	0.00	0.00	0.00	0.00	0.00

Budget Comparison Report

FYear:	**20**
Chart:	**1**
Fund:	**T65**
Orgn:	**1240**
Acct:	*
Prog:	*

FUND	ORGN	ACCT	PROG		FY17 Actual Expenditures	FY18 Actual Expenditures	FY19 Budget As Approved	FY19 Current Adjusted Bdg	FY20 Proposed
T65	1240	U07	GAME	IT Equipment	0.00	10.00	0.00	0.00	0.00
				Pool Total:	0.00	10.00	0.00	0.00	0.00
				Program Total:	0.00	10.00	0.00	0.00	0.00
		Prog:	**GAMM**	**Gaming Major**					
T65	1240	C00	GAMM	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
				Pool Total:	0.00	0.00	0.00	0.00	0.00
T65	1240	D00	GAMM	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
				Pool Total:	0.00	0.00	0.00	0.00	0.00
T65	1240	E00	GAMM	Pool Budget Account	0.00	0.00	0.00	300.88	0.00
T65	1240	E01	GAMM	Office & Admin Supplies	334.50	0.00	0.00	0.00	0.00
T65	1240	E24	GAMM	Donations-Memorials	100.00	0.00	0.00	0.00	0.00
				Pool Total:	434.50	0.00	0.00	300.88	0.00
T65	1240	F00	GAMM	Pool Budget Account	0.00	0.00	3,000.00	813.12	3,000.00
T65	1240	F16	GAMM	Library-Teaching Suppl & Materials	1,756.97	3,836.61	0.00	0.00	0.00
				Pool Total:	1,756.97	3,836.61	3,000.00	813.12	3,000.00
T65	1240	H00	GAMM	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
T65	1240	H15	GAMM	Honoraria for Visting Speakers	0.00	150.00	0.00	0.00	0.00
T65	1240	H30	GAMM	Performers	0.00	0.00	0.00	0.00	0.00
				Pool Total:	0.00	150.00	0.00	0.00	0.00
T65	1240	J00	GAMM	Pool Budget Account	0.00	0.00	0.00	740.00	0.00
T65	1240	J56	GAMM	Food Services Chartwell	0.00	0.00	0.00	0.00	0.00
T65	1240	JJ2	GAMM	Auxiliary Services	250.00	200.00	0.00	0.00	0.00
				Pool Total:	250.00	200.00	0.00	740.00	0.00
T65	1240	K00	GAMM	Pool Budget Account	0.00	0.00	1,650.00	623.93	1,650.00
T65	1240	K02	GAMM	Educational Equipment	1,862.71	1,025.62	0.00	0.00	0.00
				Pool Total:	1,862.71	1,025.62	1,650.00	623.93	1,650.00
T65	1240	L00	GAMM	Pool Budget Account	0.00	0.00	1,000.00	555.04	1,000.00
T65	1240	L42	GAMM	Educational Equip Maint & Repair	0.00	140.73	0.00	0.00	0.00
T65	1240	L46	GAMM	Printing Copying Equip Maint & Repa	56.29	0.00	0.00	0.00	0.00
				Pool Total:	56.29	140.73	1,000.00	555.04	1,000.00
T65	1240	U00	GAMM	Pool Budget Account	0.00	0.00	1,335.00	4,256.03	1,335.00
T65	1240	U02	GAMM	Telecommunications Services Voice	0.00	0.00	0.00	0.00	0.00
T65	1240	U03	GAMM	Software and IT Licenses	180.00	128.99	0.00	0.00	0.00
T65	1240	U07	GAMM	IT Equipment	2,292.06	636.98	0.00	0.00	0.00
T65	1240	U10	GAMM	IT Equipment Maintenance & Repair	0.00	49.99	0.00	0.00	0.00
				Pool Total:	2,472.06	815.96	1,335.00	4,256.03	1,335.00
				Program Total:	6,832.53	6,168.92	6,985.00	7,289.00	6,985.00

Budget Comparison Report

FYear:	20
Chart:	1
Fund:	T65
Orgn:	1240
Acct:	*
Prog:	*

FUND	ORGN	ACCT	PROG		FY17 Actual Expenditures	FY18 Actual Expenditures	FY19 Budget As Approved	FY19 Current Adjusted Bdg	FY20 Proposed
		Prog:	**POOL**	**Pool**					
T65	1240	B00	POOL	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
				Pool Total:	0.00	0.00	0.00	0.00	0.00
				Program Total:	0.00	0.00	0.00	0.00	0.00
		Prog:	**PRO1**	**Production 1**					
T65	1240	C00	PRO1	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
				Pool Total:	0.00	0.00	0.00	0.00	0.00
T65	1240	E00	PRO1	Pool Budget Account	0.00	0.00	400.00	0.00	400.00
T65	1240	E01	PRO1	Office & Admin Supplies	0.00	28.19	0.00	0.00	0.00
T65	1240	E02FS2	PRO1	FSC Press Only 2	382.12	0.00	0.00	0.00	0.00
				Pool Total:	382.12	28.19	400.00	0.00	400.00
T65	1240	F00	PRO1	Pool Budget Account	0.00	0.00	5,200.00	3,716.75	5,200.00
T65	1240	F01	PRO1	Food and Beverages Outside Vendor	118.45	0.00	0.00	0.00	0.00
T65	1240	F06	PRO1	Medical and Surgical Supplies	0.00	0.00	0.00	0.00	0.00
T65	1240	F16	PRO1	Library-Teaching Suppl & Materials	39.59	2,638.33	0.00	0.00	0.00
T65	1240	F18	PRO1	Recreational Supplies	0.00	0.00	0.00	0.00	0.00
				Pool Total:	158.04	2,638.33	5,200.00	3,716.75	5,200.00
T65	1240	H00	PRO1	Pool Budget Account	0.00	0.00	2,400.00	0.00	2,400.00
T65	1240	H30	PRO1	Performers	0.00	2,310.00	0.00	0.00	0.00
				Pool Total:	0.00	2,310.00	2,400.00	0.00	2,400.00
T65	1240	J00	PRO1	Pool Budget Account	0.00	0.00	0.00	5,285.25	0.00
T65	1240	J27	PRO1	Laundry Services	0.00	0.00	0.00	0.00	0.00
T65	1240	JJ2	PRO1	Auxiliary Services	0.00	0.00	0.00	0.00	0.00
				Pool Total:	0.00	0.00	0.00	5,285.25	0.00
T65	1240	L00	PRO1	Pool Budget Account	0.00	0.00	2,000.00	998.00	2,000.00
T65	1240	L22	PRO1	Ed Equipment Lease-Rental	0.00	1,399.92	0.00	0.00	0.00
T65	1240	L23	PRO1	Facility Equipment Rental-Lease	0.00	845.30	0.00	0.00	0.00
				Pool Total:	0.00	2,245.22	2,000.00	998.00	2,000.00
				Program Total:	540.16	7,221.74	10,000.00	10,000.00	10,000.00
		Prog:	**PRO2**	**Production 2**					
T65	1240	E00	PRO2	Pool Budget Account	0.00	0.00	800.00	800.00	800.00
T65	1240	E19	PRO2	Fees Fines Licenses & Permits	0.00	2,613.53	0.00	0.00	0.00
				Pool Total:	0.00	2,613.53	800.00	800.00	800.00
T65	1240	F00	PRO2	Pool Budget Account	0.00	0.00	5,200.00	2,800.00	5,200.00
T65	1240	F16	PRO2	Library-Teaching Suppl & Materials	1,436.77	2,212.03	0.00	0.00	0.00
				Pool Total:	1,436.77	2,212.03	5,200.00	2,800.00	5,200.00
T65	1240	H00	PRO2	Pool Budget Account	0.00	0.00	1,800.00	2,000.00	1,800.00

Budget Comparison Report

FYear:	20	Fund:	T65
Chart:	1	Orgn:	1240
		Acct:	*
		Prog:	*

FUND	ORGN	ACCT	PROG		FY17 Actual Expenditures	FY18 Actual Expenditures	FY19 Budget As Approved	FY19 Current Adjusted Bdg	FY20 Proposed
T65	1240	H23	PRO2	Program Coordinators	2,000.00	0.00	0.00	0.00	0.00
				Pool Total:	2,000.00	0.00	1,800.00	2,000.00	1,800.00
T65	1240	J00	PRO2	Pool Budget Account	0.00	0.00	0.00	2,400.00	0.00
T65	1240	J27	PRO2	Laundry Services	0.00	55.75	0.00	0.00	0.00
T65	1240	JJ2	PRO2	Auxiliary Services	0.00	2,000.00	0.00	0.00	0.00
				Pool Total:	0.00	2,055.75	0.00	2,400.00	0.00
T65	1240	L00	PRO2	Pool Budget Account	0.00	0.00	2,200.00	2,000.00	2,200.00
T65	1240	L22	PRO2	Ed Equipment Lease-Rental	0.00	2,166.00	0.00	0.00	0.00
T65	1240	L24	PRO2	Vehicle Equipment Rental-Lease	0.00	1,300.00	0.00	0.00	0.00
				Pool Total:	0.00	3,466.00	2,200.00	2,000.00	2,200.00
T65	1240	M00	PRO2	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
				Pool Total:	0.00	0.00	0.00	0.00	0.00
				Program Total:	3,436.77	10,347.31	10,000.00	10,000.00	10,000.00
		Prog:	**PROI**	**Projects - Instructional**					
T65	1240	B00	PROI	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
T65	1240	B01	PROI	Out of State Travel&Conf.Registri	0.00	1,200.00	0.00	0.00	0.00
				Pool Total:	0.00	1,200.00	0.00	0.00	0.00
T65	1240	E00	PROI	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
T65	1240	E12	PROI	Subscriptions & Memberships	0.00	800.00	0.00	0.00	0.00
				Pool Total:	0.00	800.00	0.00	0.00	0.00
T65	1240	K00	PROI	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
				Pool Total:	0.00	0.00	0.00	0.00	0.00
T65	1240	U00	PROI	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
T65	1240	U03	PROI	Software and IT Licenses	4,000.00	0.00	0.00	0.00	0.00
				Pool Total:	4,000.00	0.00	0.00	0.00	0.00
				Program Total:	4,000.00	2,000.00	0.00	0.00	0.00
		Prog:	**RECR**	**Recruitment**					
T65	1240	B00	RECR	Pool Budget Account	0.00	0.00	0.00	9.81	0.00
				Pool Total:	0.00	0.00	0.00	9.81	0.00
T65	1240	E00	RECR	Pool Budget Account	0.00	0.00	0.00	170.19	0.00
				Pool Total:	0.00	0.00	0.00	170.19	0.00
T65	1240	J00	RECR	Pool Budget Account	0.00	0.00	0.00	2,220.00	0.00
T65	1240	J56	RECR	Food Services Chartwell	228.00	175.50	0.00	0.00	0.00
T65	1240	J98	RECR	Reim Trav & Oth Exps for Oper Serv	1,657.16	1,103.26	0.00	0.00	0.00
				Pool Total:	1,885.16	1,278.76	0.00	2,220.00	0.00
				Program Total:	1,885.16	1,278.76	0.00	2,400.00	0.00
		Prog:	**S4EB**	**Edinburg - Study Abroad**					

Budget Comparison Report

FYear:	**20**	Fund:	**T65**
Chart:	**1**	Orgn:	**1240**
		Acct:	*
		Prog:	*

FUND	ORGN	ACCT	PROG		FY17 Actual Expenditures	FY18 Actual Expenditures	FY19 Budget As Approved	FY19 Current Adjusted Bdg	FY20 Proposed
T65	1240	M98	S4EB	Reimbursement for Student Travel	0.00	0.00	0.00	0.00	0.00
				Pool Total:	0.00	0.00	0.00	0.00	0.00
				Program Total:	0.00	0.00	0.00	0.00	0.00
		Prog:	**SUPE**	**Supervisional**					
T65	1240	B00	SUPE	Pool Budget Account	0.00	0.00	6,000.00	6,000.00	5,000.00
T65	1240	B01	SUPE	Out of State Travel&Conf.Registri	2,887.57	2,211.12	0.00	0.00	0.00
T65	1240	B02	SUPE	In State Travel & Conf.Registration	2,730.46	2,283.63	0.00	0.00	0.00
				Pool Total:	5,618.03	4,494.75	6,000.00	6,000.00	5,000.00
				Program Total:	5,618.03	4,494.75	6,000.00	6,000.00	5,000.00
		Prog:	**THEA**	**Theater**					
T65	1240	B00	THEA	Pool Budget Account	0.00	0.00	0.00	216.90	0.00
T65	1240	B01	THEA	Out of State Travel&Conf.Registri	990.00	552.23	0.00	0.00	0.00
				Pool Total:	990.00	552.23	0.00	216.90	0.00
T65	1240	E00	THEA	Pool Budget Account	0.00	0.00	3,440.00	223.10	2,400.00
T65	1240	E02FS2	THEA	FSC Press Only 2	26.40	0.00	0.00	0.00	0.00
T65	1240	E14	THEA	Exhibits-Displays	0.00	2,181.30	0.00	0.00	0.00
T65	1240	E19	THEA	Fees Fines Licenses & Permits	440.00	0.00	0.00	0.00	0.00
				Pool Total:	466.40	2,181.30	3,440.00	223.10	2,400.00
T65	1240	F00	THEA	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
T65	1240	F01	THEA	Food and Beverages Outside Vendor	75.18	0.00	0.00	0.00	0.00
T65	1240	F16	THEA	Library-Teaching Suppl & Materials	0.00	17.94	0.00	0.00	0.00
T65	1240	F24	THEA	Motor Vehicle Maint. & Repair Parts	0.00	1,659.09	0.00	0.00	0.00
				Pool Total:	75.18	1,677.03	0.00	0.00	0.00
T65	1240	H00	THEA	Pool Budget Account	0.00	0.00	990.00	1,650.00	0.00
T65	1240	H15	THEA	Honoraria for Visting Speakers	3,300.00	0.00	0.00	0.00	0.00
T65	1240	H30	THEA	Performers	3,400.00	100.00	0.00	0.00	0.00
				Pool Total:	6,700.00	100.00	990.00	1,650.00	0.00
T65	1240	J00	THEA	Pool Budget Account	0.00	0.00	0.00	3,000.00	0.00
T65	1240	J50	THEA	Instructors-Lecturers-Trainers	2,000.00	0.00	0.00	0.00	0.00
T65	1240	J56	THEA	Food Services Chartwell	63.00	0.00	0.00	0.00	0.00
				Pool Total:	2,063.00	0.00	0.00	3,000.00	0.00
T65	1240	L00	THEA	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
T65	1240	L23	THEA	Facility Equipment Rental-Lease	0.00	1,200.00	0.00	0.00	0.00
				Pool Total:	0.00	1,200.00	0.00	0.00	0.00
T65	1240	M00	THEA	Pool Budget Account	0.00	0.00	7,700.00	7,040.00	7,550.00
T65	1240	M98	THEA	Reimbursement for Student Travel	8,422.42	889.25	0.00	0.00	0.00
				Pool Total:	8,422.42	889.25	7,700.00	7,040.00	7,550.00

Budget Comparison Report

FYear:	**20**
Chart:	**1**
Fund:	**T65**
Orgn:	**1240**
Acct:	*
Prog:	*

FUND	ORGN	ACCT	PROG		FY17 Actual Expenditures	FY18 Actual Expenditures	FY19 Budget As Approved	FY19 Current Adjusted Bdg	FY20 Proposed
T65	1240	T00	THEA	Pool Budget Account	0.00	0.00	0.00	0.00	0.00
T65	1240	T16	THEA	Other Payments of Dues & Fees	0.00	3,700.00	0.00	0.00	0.00
				Pool Total:	0.00	3,700.00	0.00	0.00	0.00
				Program Total:	18,717.00	10,299.81	12,130.00	12,130.00	9,950.00
		Prog:	**VISI**	**Visions**					
T65	1240	E00	VISI	Pool Budget Account	0.00	0.00	700.00	700.00	300.00
T65	1240	E02	VISI	Printing Exp & Supp Outside Service	108.00	0.00	0.00	0.00	0.00
				Pool Total:	108.00	0.00	700.00	700.00	300.00
T65	1240	J00	VISI	Pool Budget Account	0.00	0.00	2,200.00	2,200.00	2,200.00
T65	1240	J56	VISI	Food Services Chartwell	2,153.75	2,153.75	0.00	0.00	0.00
				Pool Total:	2,153.75	2,153.75	2,200.00	2,200.00	2,200.00
				Program Total:	2,261.75	2,153.75	2,900.00	2,900.00	2,500.00
				Organization Total:	180,708.48	188,752.62	180,904.00	205,452.00	170,050.00
			T65	***Fund Total:***	**180,708.48**	**188,752.62**	**180,904.00**	**205,452.00**	**170,050.00**

Budget Comparison Report

FYear:	20	Fund:	T65
Chart:	1	Orgn:	1240
		Acct:	*
		Prog:	*

FUND	ORGN	ACCT	PROG	FY17 Actual Expenditures	FY18 Actual Expenditures	FY19 Budget As Approved	FY19 Current Adjusted Bdg	FY20 Proposed
TOTALS:				**180,708.48**	**188,752.62**	**180,904.00**	**205,452.00**	**170,050.00**

EQUIPMENT INVENTORY LIST

	name	category	brand	model
6	Backdrop - 10' Mounted in-studio use	backdrop		dark grey backdrop
12	Backdrop Muslin / For checkout	backdrop	Impact	Black
53	Backdrop Paper Rolls	backdrop		dark grey backdrop
3	Phototek Backdrop Support kit for checkout	backdrop	Phototek	Backdrop Support
6	LED Light Kit Battery Packs 24hr	Battery	Generay	
1	Canon EOS 5D	Camera Digital	Canon	5D
2	Canon EOS 6D 10230	Camera Digital	Canon	6D
1	Canon EOS 80D	Camera Digital	Canon	Eos 80D
4	Canon EOS Rebel T3i / 600D - Video Kit 001	Camera Digital	Canon	EOS Rebel T3i / 600D
2	Canon EOS Rebel T7i - 10180	Camera Digital	Canon	Rebel T7i
3	Canon Powershot G15	Camera Digital	Canon	Powershot G15
2	Canon PowerShot G16	Camera Digital	Canon	PowerShot G16
1	Nikon D5600	Camera Digital	Nikon	D5600
1	Nikon - D610 FF - FSU 28458	Camera Digital	Nikon	D610
1	Nikon D300	Camera Digital	Nikon	
1	Nikon D600	Camera Digital	Nikon	D600
2	Nikon D7000 22014	Camera Digital	Nikon	D7000
	Nikon D7000 22015	Camera Digital	Nikon	D7000
1	Nikon D80	Camera Digital	Nikon	
1	Nikon FF D750 camera	Camera Digital	Nikon	D750
1	Canon A-1 camera	Camera Film	Canon	
3	Canon AE-1	Camera Film	Canon	AE-1
6	Canon FTb QL	Camera Film	Canon	FTb QL
4	Canon FTb SLR34	Camera Film	Canon	
2	Canon TLb camera 226003 SLR12	Camera Film	Canon	TLb
2	Canon TX SLR50	Camera Film	Canon	TX
3	Hasselblad 500C/M Camera 10EP20432	Camera Film	Hasselblad	500C/M
3	Hasselblad 501cm	Camera Film	Hasselblad	501 cm
3	Hasselblad 503CW Camera 18419	Camera Film	Hasselblad	503CW
1	Hasselblad SWC/M 23058 - Wide	Camera Film	Hasselblad	SWC/M
5	Mamiya RB67s 004	Camera Film	Mamiya	
4	Nikon FM10 SLR 73	Camera Film	Nikon	
2	Olympus 35 RC camera	Camera Film	Olympus	
10	Wesco Superlight folding handtruck 001	Cart	Wesco	Superlight folding handtruck
20	Darkroom 35mm/120mm Printing Kit 001	Darkroom equipment		
20	Darkroom 4x5 Printing Kit 001	Darkroom equipment		
2	Canon RS-60 remote switch	Digital accessories	Canon	RS-60E3
15	Lexar USB card reader	Digital accessories	Lexar	Multi-card 25-in-one
4	Rode Video Mic Pro Video 001	Digital accessories	RODE	Video Mic Pro
10	Lexar CF Card 001	Digital media	Lexar	CF
20	SD Card SanDisk	Digital media	SD Memory Card	SD Memory Cards
1	Canon ST-E3-RT Speedlite Transmitter	Equipment	Canon	5743B002
1	Colormunki	Equipment	X-Rite	

	name	category	brand	model
6	Impact Digital Flash Umbrella Mount	Equipment	Impact	
2	ipad	Equipment	Apple	iPad
2	Kodak Ektagraphic III A projector	Equipment	Kodak	Ektagraphic
2	Kodak Slide projector lens	Equipment	Kodak	FF100-150mm
4	LG GP65 DVD Writer / Player 10197	Equipment	LG	GP65
	Photo Studio A. 567 Sq/ft	Equipment	Studio	STUDIO
	Photo Studio B 598 Sq/ft	Equipment	Studio	STUDIO
10	Wesco folding cart	Equipment	wesco	folding cart
1	Canon Speedlite 420 EX 0S0404	Flash	canon	
4	Canon Speedlite 430 EX II -J73284	Flash	canon	
2	Canon Speedlite 430X -134995	Flash	canon	
2	Canon Speedlite 580EX	Flash	canon	
2	Canon Speedlite 600 EX-RT	Flash	canon	
7	Flash Sunpak	Flash	Sunpak	auto563
6	Flash Vivitar	Flash	Vivitar	285HV
5	Nikon SB-700 Flash - 10216	Flash	Nikon	SB-700
1	Nikon Speedlight SB-600 -2089061	Flash	Nikon	
3	Nikon Speedlight SB-800 -2320874	Flash	Nikon	
	Arduino MKR IoT Bundle Kit 005	Interface Tech Kit	Arduino	MKR IoT Bundle
	Bare coductive touch board	Interface Tech Kit	Bare Conductive	
	Maker Kit LilyPad Starter 3	Interface Tech Kit	LilyPad	Starter Learning
6	Maker Kit Makey Makey Deluxe 01	Interface Tech Kit	Generic	Makey Makey
2	Maker Makey Makey Go #1	Interface Tech Kit	Makey Makey Go	Makey Makey Go
	Maker Super Starter Kit 4 UNO R3 Project	Interface Tech Kit	UNO R3	Super Starter Kit
	Theory - soil moisture sensor	interface Tech Kit	Sparkfun	
	AF-S Nikon 24-120mm f/4G ED VR Lens full	lens digital	Nikon	AF-S Nikon 24-120mm f/4G ED VR Lens full
	Canon 24-105mm Macro 1:4 L Full	lens digital	Canon	
	Canon EF 24-70 1:2.8 LII USM	lens digital	Canon	
	Canon FF 24-105 EF macro	lens digital	Canon	canon EF 24-105mm Macro 1:4 L IS USM
5	Canon Zoom Lens EF-S 18-55mm 1:3.5-5.6	lens digital	Canon	
	Canon Zoom Lens EF-S18-200mm 1:3.5-5.6 IS -8142502222	lens digital	Canon	
	Nikon 18-140mm f/3.5-5.6G AF-S DX VR	lens digital	Nikon	18-140mm f/3.5-5.6G AF-S DX VR
	Nikon AF-S NIKKOR 14-24mm 1:2.8G ED	lens digital	Nikon	
	Nikon AF-S NIKKOR 17-55mm 1:2.8 G ED DX	lens digital	Nikon	
	Nikon AF-S NIKKOR 28-300mm 1:3.5-5.6 G	lens digital	Nikon	
	Nikon DX AF-S NIKKOR 18-105mm 1:3.5-5.6 G ED	lens digital	Nikon	Nikkor DX AF-S NIKKOR 18-105mm 1:3.5-5.6 G ED
	Nikon dx Af-s nikkor 18-105mm 1:3.5-5.6 G ED	lens digital	Nikon	Nikkor dx Af-s nikkor 18-105mm 1:3.5-5.6 G ED
	Nikon FF AF-S Nikkor 24-85mm f/3.5-4.5G ED VR 10223	lens digital	Nikon	AF-S Nikkor 24-85mm f/3.5-4.5G ED VR 10223
4	Sigma 17-70mm 1:2.8-4 DC Canon-10408 #4	lens digital	Sigma	
	Sigma 18-200mm 1:3.5-6.3 DC -50249204	lens digital	Sigma	
	Sigma 28mm 1:1.8 EX DG Canon 02	lens digital	Sigma	28mm 1:1.8 EX DG Canon
2	Sigma 28mm 1:1.8 EX DG Nikon 004	lens digital	Sigma	28mm 1:1.8 EX DG Nikon
	Sigma 4 Nikon 18-50mm 1:2.8 EX Macro HSM	lens digital	Sigma	

	name	category	brand	model
	Sigma 4 Nikon DC 17-70mm 1:2.8-4.5 Macro HSM	lens digital	Sigma	
	Sigma APO DG 70-300mm 1:4-5.6	lens digital	Sigma	
	Sigma APO DG 70-300mm 1:4-5.6	lens digital	Sigma	
	Sigma FF 24-70mm	lens digital	Sigma	24-70mm 1:2.8 DG HSM
	Sigma for Canon 18-200mm 1:3.5-6.3 DC -51049682	lens digital	Sigma	
	Sigma for Nikon FF 24-105mm 1:4 DG	lens digital	Sigma	24-105mm 1:4 DG
	Sigma lens 18-200mm 1:3.5-6.3 DC	lens digital	Sigma	
	Sigma Macro 24mm Lens	lens digital	Sigma	
	Tamron SP AF 4 Nikon ASP XR Di LD [IF] 28-75mm 1:2.8 Macro	lens digital	Tamron	
	Tamron 4 Canon ASP LD Di2 SP AF 11-18mm 1:4.5-5.6 [IF]	lens digital	Tamron	
	Tamron 4 Nikon SP AF ASP XR Di LD[IF] 28-75mm 1:2.8 Macro	lens digital	Tamron	
	Tamron AF ASP XR [IF] 28-200mm 1:3.8-5.6 Macro	lens digital	Tamron	
	Tamron AF ASP XR [IF] 28-200mm 1:3.8-5.6 Macro	lens digital	Tamron	
	Tamron Lens 28-200mm macro	lens digital	Tamron	Tamron macro 28-200mm 1:3.8-5.6 Asp XR Di (if) macro
	Tamron4 Nikon ASP XR Di AF 28-200mm 1:3.8-5.6 [IF] Macro	lens digital	Tamron	
	Tokina AT-X Pro SD 16-50 F 2.8 DX	lens digital	Tokina	
	Caltar 90mm super angulon large format	lens large format	Caltar	
	AF Nikkor 50mm lens	lens film	Nikon	NIKKOR 50mm
	Canon fd 135mm 2.8 CL109	lens film	Canon	FD 135mm f2.8
	Canon FD 24mm Lens	lens film	Canon	
	Canon FD 28mm lens CL102	lens film	Canon	
	Canon Macro FD 50mm Lens	lens film	Canon	
	Canon Macro FD 50mm lens	lens film	Canon	
	CL66 Canon lens 28mm 1:2.8	lens film	Canon	28mm 1:2.8
2	Hasselblad Lens 180mm 7355349	lens film	Hasselblad	Sonnar 4/180
2	Hasselblad Lens 4/120mm makro-planar	lens film	Hasselblad	4/120mm makro-planar
	Hasselblad Lens 4/40 Distagon	lens film	Hasselblad	4/40 Distagon
	Hasselblad Lens 4/50 1:4 Distagon	lens film	Hasselblad	4/50 1:4 Distagon
	Hasselblad Lens 4/50 f4 - 10072	lens film	Hasselblad	4/50 1:4 Distagon
4	Hasselblad Lens 80mm 20674	lens film	Hasselblad	Planar 2.8/80
2	Hasselblad Lens Sonnar 4/150 7196771	lens film	Hasselblad	Sonnar 4/150
	Nikon 24mm lens film 10027	lens film	Nikon	Nikkor
	Nikon 35-70 film lens	lens film	Nikon	Nikkor 35-70mm AF 1:2.8 D
	Sigma 28-70mm 1:2.8-4 CL145	lens film	Sigma	UC zoom 28-70
	Sigma for nikon 35-135	lens film	Sigma for nikon	Sigma zoom
	Tamron 24mm	lens film	Tamron	24mm
	Caltar 2-N 150mm	lens large format	Caltar	150mm
	Caltar-s 150mm 5.6	lens large format	Caltar	150mm 5.6
	Caltar-s II 135mm 5.6	lens large format	Caltar	135mm 5.6
	Caltar-s II 150mm 5.6 CL90	lens large format	Caltar	150mm 5.6
	Caltar-s II 210mm 5.6 CL51	lens large format	Caltar	210mm
	Fujinon 150mm Lens - lg format	lens large format	Fuji	Fujitron 150mm
	Hasselblad planar 80mm 2.8 10074	lens large format	Hasselblad	

	name	category	brand	model
3	Rodenstock Geronar 210mm -	lens large format	Rodenstock	geronar 210
8	Lighting Stand x2 001	Light Stand	impact	lightstand
2	Lighting Stand x3	Light Stand	impact	lightstand
3	Manfrotto 190mf4	Light Stand	Manfrotto	
4	Manfrotto Alu Air-Cushioned Compact Stand x2 001	Light Stand	Manfrotto	Alu Air-Cushioned Compact Stand
12	Pocket Wizard Plus III Set of 2	Lighting	Pocketwizard	
5	Pocket wizard Plus X 2pack	Lighting	Pocketwizard	Plus X
12	Pocket Wizard set of 2	Lighting	wescott	
1	Westcott Flex Panels Studio Kit	Lighting LED	Westcott	Flex
6	LED 9" head Generay 001	Lighting LED	Generay	
4	LED Head 14" Generay 006	Lighting LED	Generay	
2	Lime-lite Mosaic Bi-Color LED 2 heads	Lighting LED	LimeLite	
3	5-in-1 MultiDisk 22"	Lighting modifiers	Photoflex	5-in-1 MultiDisk
1	Flexfill 60" translucent pop-up scrim	Lighting modifiers	Flexfill	Flexfill 60" translucent
2	Gary Fong 10222	Lighting modifiers	Gary Fong	Light Sphere plus
4	Illuminator Collapsible Reflector 72"	Lighting modifiers	Westcott	Collapsible Reflector 72"
4	Impact 5-in-1 reflector 42"	Lighting modifiers	Impact	5-in-1
2	Lastolight umbrella gold/silver 001	Lighting modifiers	Latolite	gold /silver
3	Lumiquest kit	Lighting modifiers	Lumiquest	starter
2	Photoflex Litedisc 22" White/Gold	Lighting modifiers	Photoflex	Litedisc white/gold
2	Photoflex Litedisc 34" white/gold	Lighting modifiers	Photoflex	Litedisc 34" white/gold
	photogenic Octagon Softbox	Lighting modifiers	Photogeninc	Octagon softbox
6	Rogue FlashBender Bounce Card	Lighting modifiers	Expo Imaging	Rogue FlashBender Bounce Card
8	Visatec Softbox 001	Lighting modifiers	Visatec	softbox
20	Wescott Umbrella Removeable black 001	Lighting modifiers	Wescott	Umbrella removeable
	Alien Bees B1600 Pink	Lighting Strobe	Paul Buff	Alien Bees B1600
	Alien Bees B400 Black 001	Lighting Strobe	Paul Buff	Alien Bees B400
	Alien Bees B800 Black	Lighting Strobe	Paul Buff	Alien Bees B400
	Alien Bees B800 Pink	Lighting Strobe	Paul Buff	Alien Bees B8000 pink
	L-Kit 48 Bowens Gemini GM750PRO	Lighting Strobe	Bowens	GM750Pro
	L-Kit 49 Bowens 2head 400w	Lighting Strobe	Bowens	Gemini 400R 2-Light Softbox Kit
1	Photogenic 1500SL	Lighting Strobe	Photogenic	1500SL
1	Photogenic powerlight 2500 DR	Lighting Strobe	Photogenic	2500dr
2	Photogenic Powerlight 375 monolight	Lighting Strobe	Photogenic	
1	Photogenic Studio Max II 160	Lighting Strobe	Photogenic	studio max II 160
1	photogenic Studio Max II 320	Lighting Strobe	Photogenic	Studio max II 320
2	ProFoto monolight 600R	Lighting Strobe	ProFoto	monolight 600R
2	Profoto monolight D1 500	Lighting Strobe	ProFoto	
4	Visatec Logos 1600 -Kit35b	Lighting Strobe	Visatec	
6	Visatec solo 1600 b analog 001	Lighting Strobe	Visatec	1600b analog
3	White Lightning	Lighting Strobe	Paul Buff	wxl 1600
2	White Ligthning Zap 1000 1786	Lighting Strobe	White Ligthning Zap	Zap 1000
2	lowel Kit L25	Lighting Tungsten	Lowel	Tota / Omni kit

	name	category	brand	model
8	Gossen Luna-ProF 003	Meter	Gossen	Luna-Pro F
6	Gossen Luna-Star F-2 049	Meter	Gossen	Luna-Star F-2
2	Sekonic L-358	Meter	Sekonic	L-358
2	Sekonic L-508 LM58	Meter	Sekonic	L-508
6	Sekonic L-558R LM 69	Meter	Sekonic	L-558R
5	Sekonic L-758	Meter	Sekonic	L-758
2	Sekonic L-758dr LM73	Meter	Sekonic	L-758dr
1	LM80 Sekonic L-478D-U Pro	Meter digital	Sekonic	L-478D-U Pro
8	Olympus voice recorder WS-510m	Recorder		
5	Olympus Voice Recorder WS-852 REC015	Recorder	Olympus	WS-852
	Theory - mp3 player w/ memory card 16gb	Recorder	Sparkfun	Mp3 player
9	Tablet Wacom Intuos	Tablet	Wacom	CTH470
10	Tablet Wacom Bamboo	Tablet	Wacom	CTH470
2	Monopod	tripod	Gitzo	GFM2940
8	Tripod Bogen 2 sizes	Tripod	Bogen	3001
8	Tripod gitzo 3 sizes	Tripod	Bogen	3001
10	Tripod induro	Tripod	Bogen	3001
20	Tripod manfrotto 3 sizes	Tripod	Manfrotto	190MF4
7	4x5 View Camera Toyo	View Camera	Toyo-View	45cx
9	4x5 View Camera Calumet	View Camera	Calumet	CC403
1	4x5 View Camera	View Camera		
3	4x5 View Camera Cambo	View Camera	Toyo-View	CV45

FITCHBURG STATE FILM/VIDEO EQUIPMENT LISTING SPRING 2019

DIGITAL CAMERA	LIGHTING	STANDS	LIGHTING MODS	MISC GRIP
Blackmagic Cinema Camera	4X4 KinoFlo	Matthews C- Stand	Small Beadboard	Full Apple
Blackmagic URSA Mini Pro	ARRI 1000w Fresnel	Beefy Baby 2-Rise	4x4 Beadboard	Half Apple
Canon 7D	ARRI 150w Fresnel	Beefy Baby 3-Rise	Flex Fill	Quarter Apple
Canon C100	ARRI 300w Fresnel	Jr. Combo 2-Rise	6X6 Frame w/ ears	Pancake
Canon T3i	ARRI 650w Fresnel	Jr. Combo 3-Rise	6x6 Silk	Maffer Clamp
Canon T5i	ARRI 750w Fresnel	Avenger C- Stand	6x6 1/4 Grid	Cardellini
Panasonic HMC40	ARRISUN 575 HMI Par Kit	American C-Stand	Black and white panel	Onkie Bonks
Panasonic HVX-200	KinoFlo Diva	Impact Light Stand 3-Rise	Chimera Cloth	Lollipops
Sony EX1	LitePanels Astra	Impact Light Stand 2-Rise	Silver and gold panel	C-Clamps
FILM CAMERA	Lowel Blender LED kit	Lowel Uni Stand	1/4 silk	3inch c-clamps
ARRI SRII Super 16mm	Lowell Case Light	Lowel KS Stand	1/2 silk	Pipe Clamps
Aaton A-Minima Super 16mm	Lowell DV Creator	Matthews Bazooka	1/4 black silk	Manfrotto Spring Clamp
ARRI SRIII Super 16mm	Lowell Fresnel Kit	American Rolly Stand	1/2 black silk	Spring Clamps
Bealieu Super 8mm	Omni Light	HSD C-Stands	Solid	Gobo holders
Bolex Rx4 8mm	Omni Tota kit	DOLLY	18x48 Cutter	Gobo Flags
Bolex Rx5 8mm	Rifa Light LC66	8' Steel straight track	36x48 Solids	Steel Gobos
Canon XLS Super 8mm	SOUND RECORDING	Matthew's 4' Straight	Single Net	Scissor Clips
CP-16 Super 16mm	Sound Devices 702	Matthews 45 Curve Track	Double Net	Gags
TRIPOD	Sound Devices 702T	Platform Dolly	Cucoloris	Triple Header
Sachtler DV-211	Tascam DR-40		Open	Side Arm
Sachtler ACE	Mackie Field Mixer			Wall Plate
Sachtler FSB6	MICS			Safety Chains
Sachtler FTP	Sennheiser ME66			Pepper Gel Holder
Miller DS10	Sennheiser ME416			ARRI 650 Gel Holder
Glidecam Vista Track 10-36	Sony ECM-44B Wired Lav Mic			ARRI 300 Gel Holder
O'Connor High Hat	Azden 100 UDR Wireless Mic			Door Mount for Omni
	Azden 310 UDR Wireless Mic			

Suggested Four-Year Plan of Study
COMMUNICATIONS MEDIA

FITCHBURG STATE UNIVERSITY

Film and Video

FRESHMAN YEAR

Fall Semester — ***15 Credits***

COMM 1105	Introduction to Communication & Media Studies **OR**
COMM 1120	Message Design (3)
SOC 1100	Introduction to Sociology (3)
ENGL 1100	Writing I (3)
MATH xxxx	MATH ≥ 1100 level (3)
	LA&S Elective (3)

Spring Semester — ***15 Credits***

COMM 1105	Introduction to Communication & Media Studies **OR**
COMM 1120	Message Design (3)
COMM 3505	Introduction to Film & Video **(3)**
BIOL 1000 **OR** LAB	Introduction to Life Science **OR** LAB course (3)
ENGL 1200	Writing II (3)
	LA&S Elective (3)

SOPHOMORE YEAR

Fall Semester — ***15 Credits***

COMM xxxx	Pre-Production Planning for Film and Video (3)
COMM 1xxx	Phase III Elective (3)
COMM 2xxx	Media History Requirement (3)
	LA&S Elective (3)
	LA&S Elective (3)

Spring Semester — ***15 Credits***

COMM 3710	Intermediate Film Production **OR**
COMM 3520	Intermediate Digital Cinema **OR**
COMM 3521	Intermediate Documentary Production (3)
COMM 2xxx	Phase III Elective (3)
	LA&S Elective (3)
	LA&S Elective (3)
	Free Elective (3)

JUNIOR YEAR

Fall Semester — ***18 Credits***

COMM 3xxx	Film/Video Specialized Elective* (3)
COMM 4xxx	Phase IV Elective **OR** Jr. Writing Requirement (3)
	Advanced LA&S Elective (3)
	Advanced LA&S Elective (3)
	Free Elective (3)
	Free Elective (3)

Spring Semester — ***15 Credits***

COMM 3895	Advanced Documentary Production **OR**
COMM 3720	Advanced Cinema Production. (3)
COMM 4xxx	Phase IV Elective **OR** Jr. Writing Requirement (3)
	Advanced LA&S Elective (3)
	Advanced LA&S Elective (3)
	Free Elective (3)

SENIOR YEAR

Fall Semester — ***15 Credits***

COMM xxxx	Phase III Elective (3)
COMM xxxx	Phase III Elective (3)
COMM xxxx	Phase IV Elective (3)
	Free Elective (3)
	Free Elective (3)

Spring Semester — ***12 Credits***

COMM 4880	Internship (12)

**Audio Production, Lighting, Cinematography, Post-Production, Sound Design, Short Film Story Development, Producing, or Directing for Film & Video.*

Students should take one 18-credit semester in the first 3½ years as senior spring semester Internship is only 12 credits. An example of an 18-credit semester is shown above in the fall semester, sophomore year.

LA&S Elective List

1 AOM attribute (Art or Music)
1 ART attribute (the Arts)
1 CTW attribute (Citizenship & The World)
1 LIT attribute (Literature)
3 credits HAF attribute (Health/Fitness)
1 HIST subject (History)
1 SMT attribute (Sci, Math, & Tech)

Advanced LA&S Options Area

Review the three options with your advisor and submit your decision to the Registrar's Office by completion of 60 credits.

Global Diversity Area

*Two courses taken must meet the Global Diversity requirement: GDAN course + (GDC or GDCN course) **OR** GDCN course + (GDA or GDAN course). These courses are allowed to satisfy this requirement and another requirement at the same time.*

Completion of 54 credits of Communication Media courses and a total of 120 credits required for graduation. ***Rev. 8-2018***

Suggested Four-Year Plan of Study
COMMUNICATIONS MEDIA

FITCHBURG STATE UNIVERSITY

Graphic Design

FRESHMAN YEAR

Fall Semester — ***15 Credits***

COMM 1120	Message Design	(3)
SOC 1100	Introduction to Sociology	(3)
ENGL 1100	Writing I	(3)
MATH xxxx	MATH ≥ 1100 level	(3)
	LA&S Elective	(3)

Spring Semester — ***15 Credits***

COMM 1105	Introduction to Communication & Media Studies	(3)
COMM 3810	Introduction to Graphic Design	(3)
BIOL 1000	Introduction to Life Science **OR** LAB course	(3)
ENGL 1200	Writing II	(3)
	LA&S Elective	(3)

SOPHOMORE YEAR

Fall Semester — ***18 Credits***

COMM 3880	Typography	(3)
COMM xxxx	Phase III Elective	(3)
	LA&S Elective	(3)
	LA&S Elective	(3)
	Free Elective	(3)
	Free Elective	(3)

Spring Semester — ***15 Credits***

COMM 3820	Intermediate Graphic Design	(3)
COMM 2xxx	Phase III Elective	(3)
COMM xxxx	Media History Requirement	(3)
	LA&S Elective	(3)
	LA&S Elective	(3)

JUNIOR YEAR

Fall Semester — ***15 Credits***

COMM 3305	Web Design	(3)
COMM 4xxx	Phase IV Elective **OR** Jr. Writing Requirement	(3)
	Advanced LA&S Elective	(3)
	Advanced LA&S Elective	(3)
	Free Elective	(3)

Spring Semester — ***15 Credits***

COMM 3xxx	Phase III Elective	(3)
COMM 4xxx	Phase IV Elective **OR** Jr. Writing Requirement	(3)
	Advanced LA&S Elective	(3)
	Advanced LA&S Elective	(3)
	Free Elective	(3)

SENIOR YEAR

Fall Semester — ***15 Credits***

COMM 3950	Advanced Graphic Design	(3)
COMM 3xxx	Phase III Elective	(3)
COMM xxxx	Phase IV Elective	(3)
	Free Elective	(3)
	Free Elective	(3)

Spring Semester — ***12 Credits***

COMM 4880	Internship	(12)

Students should take one 18-credit semester in the first 3½ years as senior spring semester Internship is only 12 credits.
An example of an 18-credit semester is shown above in the fall semester, sophomore year.

LA&S Elective List

1 AOM attribute (Art or Music)
1 ART attribute (the Arts)
1 CTW attribute (Citizenship & The World)
1 LIT attribute (Literature)
3 credits HAF attribute (Health/Fitness)
1 HIST subject (History)
1 SMT attribute (Sci, Math, & Tech)

Advanced LA&S Options Area

Review the three options with your advisor and submit your decision to the Registrar's Office by completion of 60 credits.

Global Diversity Area

*Two courses taken must meet the Global Diversity requirement: GDAN course + (GDC or GDCN course) **OR** GDCN course + (GDA or GDAN course). These courses are allowed to satisfy this requirement and another requirement at the same time.*

Completion of 54 credits of Communication Media courses and a total of 120 credits required for graduation.

Rev. 8-2018

Suggested Four-Year Plan of Study
COMMUNICATIONS MEDIA

FITCHBURG STATE UNIVERSITY

Photography

FRESHMAN YEAR

Fall Semester — ***15 Credits***

COMM 1105	Introduction to Communication & Media Studies **OR**	
COMM 1120	Message Design	(3)
SOC 1100	Introduction to Sociology	(3)
ENGL 1100	Writing I	(3)
MATH xxxx	MATH ≥ 1100 level	(3)
	LA&S Elective	(3)

Spring Semester — ***15 Credits***

COMM 1105	Introduction to Communication & Media Studies **OR**	
COMM 1120	Message Design	(3)
COMM 3600	Photography I	(3)
BIOL 1000	Introduction to Life Science **OR** LAB course	(3)
ENGL 1200	Writing II	(3)
	LA&S Elective	(3)

SOPHOMORE YEAR

Fall Semester — ***18 Credits***

COMM 3610	Photography II	(3)
COMM 2xxx	Phase III Elective	(3)
	Media History Requirement	(3)
	LA&S Elective	(3)
	LA&S Elective	(3)
	Free Elective	(3)

Spring Semester — ***15 Credits***

COMM 3620	Photography III	(3)
COMM 2xxx	Phase III Elective	(3)
	LA&S Elective	(3)
	LA&S Elective	(3)
	Free Elective	(3)

JUNIOR YEAR

Fall Semester — ***15 Credits***

COMM xxxx	Phase III Elective	(3)
COMM 4xxx	Phase IV Elective **OR** Jr. Writing Requirement	(3)
	Advanced LA&S Elective	(3)
	Advanced LA&S Elective	(3)
	Free Elective	(3)

Spring Semester — ***15 Credits***

COMM 3645	Digital Photography	(3)
COMM 4xxx	Phase IV Elective **OR** Jr. Writing Requirement	(3)
	Advanced LA&S Elective	(3)
	Advanced LA&S Elective	(3)
	Free Elective	(3)

SENIOR YEAR

Fall Semester — ***15 Credits***

COMM 3630	Large Format Photography	(3)
COMM xxxx	Phase III Elective	(3)
COMM xxxx	Phase IV Elective	(3)
	Free Elective	(3)
	Free Elective	(3)

Spring Semester — ***12 Credits***

COMM 4880	Internship	(12)

Students should take one 18-credit semester in the first 3½ years as senior spring semester Internship is only 12 credits.
An example of an 18-credit semester is shown above in the fall semester, sophomore year.

LA&S Elective List

1 AOM attribute (Art or Music)
1 ART attribute (the Arts)
1 CTW attribute (Citizenship & The World)
1 LIT attribute (Literature)
3 credits HAF attribute (Health/Fitness)
1 HIST subject (History)
1 SMT attribute (Sci, Math, & Tech)

Advanced LA&S Options Area

Review the three options with your advisor and submit your decision to the Registrar's Office by completion of 60 credits.

Global Diversity Area

Two courses taken must meet the Global Diversity requirement (GDA course + GDCN course) OR (GDC course + GDAN course). These courses are allowed to satisfy this requirement and another requirement at the same time.

Completion of 54 credits of Communication Media courses and a total of 120 credits required for graduation.

Rev. 8-2018

Suggested Four-Year Plan of Study
COMMUNICATIONS MEDIA

FITCHBURG STATE UNIVERSITY

Professional Communication

FRESHMAN YEAR

Fall Semester — ***15 Credits***

COMM 1105	Introduction to Communication & Media Studies **OR**	
COMM 1120	Message Design	(3)
SOC 1100	Introduction to Sociology	(3)
ENGL 1100	Writing I	(3)
MATH xxxx	MATH ≥ 1100 level	(3)
	LA&S Elective	(3)

Spring Semester — ***15 Credits***

COMM 1105	Introduction to Communication & Media Studies **OR**	
COMM 1120	Message Design	(3)
BIOL 1000	Introduction to Life Science **OR** LAB course	(3)
ENGL 1200	Writing II	(3)
	LA&S Elective	(3)
	LA&S Elective	(3)

SOPHOMORE YEAR

Fall Semester — ***18 Credits***

COMM 3010	Introduction to Professional Communication	(3)
COMM 3470	Document Design	(3)
	LA&S Elective	(3)
	LA&S Elective	(3)
	Free Elective	(3)
	Free Elective	(3)

Spring Semester — ***15 Credits***

COMM 2xxx	Phase III Elective	(3)
COMM xxxx	Media History Requirement	(3)
	LA&S Elective	(3)
	LA&S Elective	(3)
	Free Elective	(3)

JUNIOR YEAR

Fall Semester — ***15 Credits***

COMM 3304	Interactive Media Project Design	(3)
COMM 3460	Public Relations	(3)
COMM 4xxx **OR**	Phase IV Elective **OR**	
	Jr. Writing Requirement	(3)
COMM 4xxx	Phase IV Elective **OR** Jr. Writing Requirement	(3)
	Advanced LA&S Elective	(3)

Spring Semester — ***15 Credits***

COMM 3430	Writing for Advertising	(3)
COMM xxxx	Phase III Elective	(3)
	Advanced LA&S Elective	(3)
	Advanced LA&S Elective	(3)
	Free Elective	(3)

SENIOR YEAR

Fall Semester — ***15 Credits***

COMM xxxx	Phase III Elective	(3)
COMM 3xxx	Phase III Elective	(3)
COMM xxxx	Phase IV Elective	(3)
	Free Elective	(3)
	Free Elective	(3)

Spring Semester — ***12 Credits***

COMM 4880	Internship	(12)

Students should take one 18-credit semester in the first 3½ years as senior spring semester Internship is only 12 credits.
An example of an 18-credit semester is shown above in the fall semester, sophomore year.

LA&S Elective List

1 AOM attribute (Art or Music)
1 ART attribute (the Arts)
1 CTW attribute (Citizenship & The World)
1 LIT attribute (Literature)
3 credits HAF attribute (Health/Fitness)
1 HIST subject (History)
1 SMT attribute (Sci, Math, & Tech)

Advanced LA&S Options Area

Review the three options with your advisor and submit your decision to the Registrar's Office by completion of 60 credits.

Global Diversity Area

Two courses taken must meet the Global Diversity requirement: GDAN course + (GDC or GDCN course) ***OR*** *GDCN course + (GDA or GDAN course). These courses are allowed to satisfy this requirement and another requirement at the same time.*

Completion of 54 credits of Communication Media courses and a total of 120 credits required for graduation.

Rev. 8-2018

Suggested Four-Year Plan of Study
COMMUNICATIONS MEDIA

FITCHBURG STATE UNIVERSITY

Theater

FRESHMAN YEAR

Fall Semester — *15 Credits*

COMM 1105 **OR** COMM 1120	Introduction to Communication & Media Studies **OR** Message Design	(3)
SOC 1100	Introduction to Sociology	(3)
ENGL 1100	Writing I	(3)
MATH xxxx	MATH ≥ 1100 level	(3)
THEA 1710	Voice and Articulation	(3)

Spring Semester — *15 Credits*

COMM 1105 **OR** COMM 1120	Introduction to Communication & Media Studies **OR** Message Design	(3)
BIOL 1000	Introduction to Life Science **OR** LAB course	(3)
ENGL 1200	Writing II	(3)
THEA 2700	Acting I	(3)
	LA&S Elective	(3)

SOPHOMORE YEAR

Fall Semester — *18 Credits*

THEA 1700	Stage Movement	(3)
THEA 2730 **OR** THEA 2740	History of Theater I **OR** History of Theater II	(3)
	LA&S Elective	(3)
	LA&S Elective	(3)
	LA&S Elective	(3)
	LA&S Elective	(3)

Spring Semester — *15 Credits*

THEA 3010	Acting for the Camera	(3)
COMM 2xxx	Phase III Elective	(3)
	LA&S Elective	(3)
	LA&S Elective	(3)
	Free Elective	(3)

JUNIOR YEAR

Fall Semester — *15 Credits*

COMM xxxx	Phase III Elective	(3)
THEA 3003	Dramaturgy **OR** Phase IV Elective	(3)
THEA 3550	Page to Stage Analysis	(3)
	Advanced LA&S Elective	(3)
	Advanced LA&S Elective	(3)

Spring Semester — *15 Credits*

COMM xxxx	Phase III Elective	(3)
COMM xxxx	Phase III Elective	(3)
THEA 3035	Playwrighting **OR** Jr. Writing Requirement	(3)
	Advanced LA&S Elective	(3)
	Advanced LA&S Elective	(3)

SENIOR YEAR

Fall Semester — *15 Credits*

COMM xxxx	Phase III Elective	(3)
COMM xxxx	Phase IV Elective	(3)
	Free Elective	(3)
	Free Elective	(3)
	Free Elective	(3)

Spring Semester — *12 Credits*

COMM 4880	Internship	(12)

Students should take one 18-credit semester in the first 3½ years as senior spring semester Internship is only 12 credits.
An example of an 18-credit semester is shown above in the fall semester, sophomore year.

LA&S Elective List

1 AOM attribute (Art or Music)
1 ART attribute (the Arts)
1 CTW attribute (Citizenship & The World)
1 LIT attribute (Literature)
3 credits HAF attribute (Health/Fitness)
1 HIST subject (History)
1 SMT attribute (Sci, Math, & Tech)

Advanced LA&S Options Area

Review the three options with your advisor and submit your decision to the Registrar's Office by completion of 60 credits.

Global Diversity Area

Two courses taken must meet the Global Diversity requirement: GDAN course + (GDC or GDCN course) ***OR*** *GDCN course + (GDA or GDAN course). These courses are allowed to satisfy this requirement and another requirement at the same time.*

Completion of 54 credits of Communication Media courses and a total of 120 credits required for graduation.

Rev.8-2018

Suggested Four-Year Plan of Study
COMMUNICATIONS MEDIA

FITCHBURG STATE UNIVERSITY

Technical Theater

FRESHMAN YEAR

Fall Semester — ***15 Credits***

COMM 1105 **OR** COMM 1120	Introduction to Communication & Media Studies **OR** Message Design	(3)
SOC 1100	Introduction to Sociology	(3)
ENGL 1100	Writing I	(3)
MATH xxxx	MATH ≥ 1100 level	(3)
TETA 4000	Production Implications	(3)

Spring Semester — ***15 Credits***

COMM 1105 **OR** COMM 1120	Introduction to Communication & Media Studies **OR** Message Design	(3)
BIOL 1000	Introduction to Life Science **OR** LAB course	(3)
ENGL 1200	Writing II	(3)
THEA 3730 **OR** THEA 2740	History of Theater I **OR** History of Theater II	(3)
	LA&S Elective	(3)

SOPHOMORE YEAR

Fall Semester — ***18 Credits***

TETA 2100	Theatrical Design Skills	(3)
COMM xxxx	Phase III Elective	(3)
	LA&S Elective	(3)
	LA&S Elective	(3)
	LA&S Elective	(3)
	Free Elective	(3)

Spring Semester — ***15 Credits***

TETA 2300	Fundamentals of Stage Lighting	(3)
COMM 2xxx	Phase III Elective	(3)
	LA&S Elective	(3)
	LA&S Elective	(3)
	Free Elective	(3)

JUNIOR YEAR

Fall Semester — ***15 Credits***

COMM 4xxx	Phase IV Elective **OR** Jr. Writing Requirement	(3)
TETA 2400	Scene Design	(3)
	Advanced LA&S Elective	(3)
	Advanced LA&S Elective	(3)
	Free Elective	(3)

Spring Semester — ***15 Credits***

COMM 4xxx	Phase IV Elective **OR** Jr. Writing Requirement	(3)
COMM xxxx	Phase III Elective	(3)
TETA 3600	Stage Makeup	(3)
	Advanced LA&S Elective	(3)
	Advanced LA&S Elective	(3)

SENIOR YEAR

Fall Semester — ***15 Credits***

COMM 4xxx	Phase IV Elective **OR** Jr. Writing Requirement	(3)
COMM xxxx	Phase III Elective	(3)
THEA xxxx	Elective	(3)
	Free Elective	(3)
	Free Elective	(3)

Spring Semester — ***12 Credits***

COMM 4880	Internship	(12)

Students should take one 18-credit semester in the first 3½ years as senior spring semester Internship is only 12 credits.
An example of an 18-credit semester is shown above in the fall semester, sophomore year.

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Completion of 54 credits of Communication Media courses and a total of 120 credits required for graduation.

Rev. 8-2018

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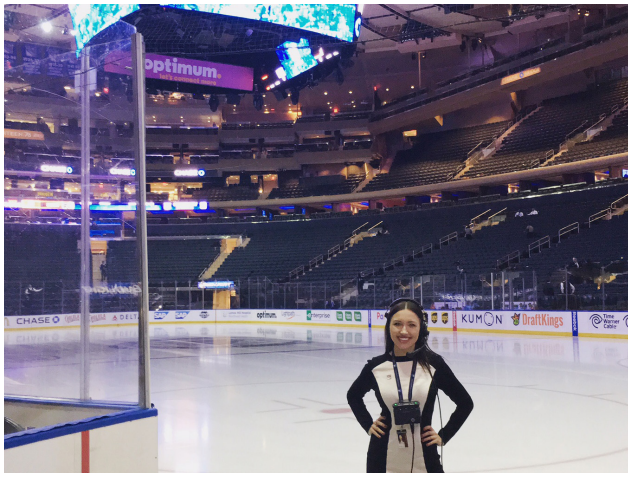
COMMUNICATIONS MEDIA

INTERNSHIP HANDBOOK



FITCHBURG STATE UNIVERSITY

by Lee DeNike
and Charles Sides

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INTRODUCTION, DEFINITION AND PURPOSE

Introduction

The Fitchburg State University Communications Media Internship is the capstone graduation requirement for all Communications Media Department students. It combines academic study with professional experience, providing an exciting and challenging approach to the development and realization of both a student's educational and career goals. The capstone internship occurs in the final semester or a student's academic career, after all other department and university requirements have been satisfied and after the student has successfully completed the Internship Qualification Program (described below). This handbook describes the purpose, sequence of procedures, process of supervision, and evaluation documentation relating to the internship. Please read it carefully. Additional information may be obtained from your advisor, the Department internship supervisor or the Department Chairperson.

Definition

The capstone internship involves (1) successful completion of the Internship Qualification Program during the semester prior to internship and (2) a supervised learning experience in which the student is placed with an organization that offers the type of career opportunities for which the student has prepared. The Internship Qualification Program consists of a series of preparatory seminars, the design, development, and presentation of a professional portfolio appropriate to one's discipline, and an exit placement interview with the Internship Program Director at which students will receive their internship recommendations; The on-site component of the internship is an engagement that students enter into with an organization and at which they perform tasks, in the role of an experiential learner, that are required in a real-world corporate setting. **A student's prior or current work experiences, prior or current internships, field studies, or other work-to-learn opportunities, or prior education at other institutions will not be considered in lieu of the required capstone internship.**

Purpose

The Communications Media internship provides students with the opportunity to:

1. apply skills and knowledge acquired during previous course work
2. acquire additional professional skills and knowledge
3. reality test perceptions of the professional environment in their career fields
4. build experience necessary for future employment in their chosen fields
5. facilitate the transition from the academic world to the professional world
6. access facilities, technology, and environments typical of the professional world
7. participate in experiential learning opportunities in a professional environment
8. evaluate their potential for success in a desired career field
9. prepare for an eventual job search
10. develop constructive and successful work habits and attitudes
11. utilize and strengthen interpersonal and group communication competencies
12. cultivate a self-directing, self-correcting way of life

Evaluation of the successful attainment of these objectives is the sole responsibility of Department of Communications Media faculty.

ROLE OF THE STUDENT

Eligibility

The internship is full-time, beginning on the first day of classes and ending on the final day of classes. **Averaging 32-40 hrs. per week** for the duration of the semester, this 12-credit academic experience may occur with large or small, private or public organizations.

Students are eligible for the internship, provided that they meet the following requirements.

1. Minimum 2.5 G.P.A. in Communications Media coursework by the end of the semester prior to internship; 3.0 for internships outside New England; 3.3 for international internships
2. Minimum overall 2.0 G.P.A. by the end of the semester prior to internship
3. Senior status
4. Completion of all Communications Media course requirements (no incompletes or in progress)
5. Completion of all other university course work necessary for graduation
6. Successful completion of the Internship Qualification Program
7. Exceptional portfolio and resume (as judged by Communications Media Portfolio Defense Committee)
8. Recommendation of Internship Director, and if deemed necessary, additional faculty members
9. Approval of Department Chairperson

Students apply for an internship by completing the Application for Internship (*Appendix B*) and submitting it to the Internship Director during the Internship Qualification Program in the semester immediately prior to the internship. Before filing this application, students should assess their readiness for an internship experience. Mature students who are ready to handle the responsibilities of experiential learning within their chosen fields will find the experience more rewarding than those who are dependent on constant direction and supervision. This maturity can be seen through the degree of seriousness with which class assignments and other activities are approached. Attitude toward responsibilities and tact in human relationships are every bit as important to internship success as actual skills and knowledge. Students who can demonstrate appropriate skills, knowledge, and maturity are more likely to qualify for an internship.

Certification

Upon receipt of the Application for Internship, the Internship Director will review the materials to ascertain if the student possesses the required grade point average, is a senior, and has completed all course requirements—both in the Communications Media Department and for the university. Once it has been determined that these qualifications have been met, the Internship Director and the approved students schedule the portfolio defense. At these sessions, students present a portfolio or demo reel and resume, are questioned by committee members about their career goals, asked about their intentions for the internship, and given an opportunity to exhibit their depth of knowledge about communications media and interpersonal communication. If the defense is successful, the Internship Director (often in consultation with other faculty) decides if any other circumstances should prevent a student from participating in an internship. If there are none, the Internship Director submits a list of recommended interns to the Department Chairperson, who will then certify that those students are eligible for enrolling in internship. If a student does not qualify for an internship, the reason(s) will be noted and any necessary remediation will be suggested in order for the student to correct outstanding problems or deficiencies. This remediation will continue until all previously identified deficiencies are corrected. At that time, the student can be permitted to repeat the Internship Qualification Program.

Site Designation

Once eligibility has been certified, the Department Internship Director analyzes all potential internship sites to determine which is most appropriate to the level of competence (both in terms of the student's area of concentration and interpersonal skills) and to the student's career goals. A site is then designated as to where the student could intern, and this site is discussed with the prospective intern in an exit interview with the Internship Director. It should be clearly understood that students are responsible for financing any commuting and/or housing arrangements necessary to reach the internship site. The Department's primary consideration in placing a student is the experiential learning that can be developed through the internship itself. When students are interviewed for internship placement, they may suggest a site, other than those already approved by the Department, where they would like to intern. However, students cannot intern at any site where they work (paid or unpaid), unless the internship provides experience that is categorically different from their work and occurs outside their work responsibilities. The proposed internship must be a new learning experience. If a student-suggested internship site appears reasonable, the Department Internship Director will evaluate the site for its potential use as an internship. If the site is judged to be desirable, it is added to the Department's list of internship locations and would be considered as an internship site for the student that suggested it. However, it must be clearly understood that regardless of the student's wishes, **the Department's Internship Director is solely responsible for making the final determination as to where students are to be interviewed for an internship.**

Interview Preparation

After an internship site has been designated by the Department Internship Director, the student should learn as much as possible about the site prior to the interview. It may be possible to call a student who previously interned at the site. The student should also consider contacting the personnel office at the internship site to obtain general information about the organization. Finally, students should utilize online and other resources to research the prospective internship organization.

In preparing for the on-site internship interview, students should create a list of questions to ask the interviewer such as:

1. What will be my responsibilities as an intern in the organization?
2. Will my responsibilities increase as I progress through the internship?
3. What might be some of the tasks I could be assigned during the internship?

Students should also mentally prepare a thorough inventory of themselves: abilities, knowledge, needs, ambitions, values and experience. It is important to project yourself as a person with a clear sense of your strengths and weaknesses, career goals, and plans to achieve them. Consider practicing for the interview with friends.

Interview

Once a student has made an appointment to be interviewed at the prospective internship site, it is important to keep the appointment and to arrive at the site about 15 minutes ahead of time. Dress professionally. Learn the name of the interviewer and how to pronounce it. Shake hands with firmness. Maintain erect posture. Speak clearly and use appropriate English. Maintain eye contact. Appear to be relaxed, although interviewers normally expect some nervousness. Exhibit self-confidence, but do not be overly aggressive.

Ask questions and give information about yourself. Anticipate questions such as:

1. Why do you want to intern with us?
2. What do you hope to learn from the internship?
3. How has your academic experience prepared you for an internship?

In general, try to convince the interviewer that you are eager to learn and that you desire to help contribute to the success of the organization. Most importantly, give straightforward, honest answers. Admit what you do not know. Do not attempt to present an image that is not you. Leave an impression of sincerity, enthusiasm, responsibility, confidence, and flexibility. Also, try to convey the feeling that you are a "team player" and that you have the ability to get along with all types of people. Take along a resume and a portfolio of your work. Many interviewers will want to see one or both. However, if they don't you should offer to leave a copy of your resume, as well as a digital version of your portfolio or demo reel. These serve as reminders of who you are and what you have to offer.

Debriefing

After completing the on-site interview, immediately report your reactions to the Department Internship Director. Indicate whether you would accept the site for an internship. If you accept and the organization accepts, the internship location has been finalized. If the organization rejects you, the Department Internship Director, using feedback from both you and the organization, will tentatively designate another site. You will then repeat the interview process, remediating any deficiencies exposed in the prior interview. If the organization accepts you but you reject the site, a discussion ensues with the Department Internship Director as to why you reached that decision. If the reasons are legitimate, another organization will be selected to interview you.

Internship Preparation

After an internship location has been finalized (by submitting to the Communications Media office a completed Last Minute Details form—link to online form is located on the Internship page of the Communications Media website), you will receive a letter prior to the internship from the Department Internship Director, confirming the location, outlining the Department's expectations, the starting and ending date of the experience, etc. A second document containing the academic assignments for the internship is included. If you intern is the fall or spring semesters, registration will be coordinated for you by the department secretary; if you intern in the summer session, you must register through Graduate and Continuing Education. **The expenses of the internship should be planned for well in advance.** Most internships require commuting, and many will require locating away from Fitchburg. Meals at the location of the internship may be more expensive than the university cafeteria. Examine your wardrobe to determine if you have clothes appropriate to the corporate culture of the internship environment. If necessary, it is better to postpone the internship and work a semester so that you will have enough resources to enable you to devote full attention to the experiential learning opportunities that an internship provides.

Executing The Internship

Once you begin the internship, your immediate task is to demonstrate a strong work ethic. It is during the first few days that impressions are made. Bad first impressions are difficult to overcome. Acclimate yourself quickly to the company's culture and policies by listening carefully. Learn how image and style are communicated. Commit to memory people's names and the location of offices and equipment. Welcome and seek feedback and criticism of your performance. Exhibit a positive, can-do attitude. Be on time and be reliable. Keep in mind you are expected to put in a normal working day for at least 15 weeks. Do what is asked of you with enthusiasm and to the best of your ability. Use enough initiative to show your unique qualities and ideas. Learn as much as you can about your career area and its professional world. Learn when it is best to ask questions and when it is best not to.

Changing internship locations is not permitted. The only exception is when the intern fails to meet the commitments made to the Department Internship Director and/or in the Internship Contract; or if the Internship Director determines, in consultation with the intern, that the site, despite all preparation, is completely inappropriate for the intern. **The final decision as to whether this is fact will be made by the Department Internship Director.** If verified, the Department Internship Director will designate another location at which to complete your internship. If unfounded, the intern will be expected to complete the internship at the initial site or withdraw from the Internship. If, in the judgment of the Department Internship Director, you fail to perform your internship in a professional manner, fail to utilize productive interpersonal skills, or fail to execute any part of the Internship Contract, the Department internship supervisor retains the responsibility to terminate the internship. If this occurs, you will receive a grade of zero (0) for the internship and will be permitted to reapply in a succeeding semester only when appropriate remediation has been completed. Such remediation will be prescribed by the Department Internship Director in consultation with the Department Chairperson. The second internship will be located near the university so as to assure appropriate supervision. If you fail (receive a zero) the internship a second time, you will NOT be permitted to graduate with a degree in Communications Media.

Throughout the Internship you will have academic responsibilities in addition to those associated with the on-site obligations. These are outlined in the academic assignment document. Complete all of these assignments on time and in the prescribed style. These are as important as the responsibilities for the organization with which you are interning in assigning a grade for the internship.

Your grade is also affected by the performance evaluation of your on-site supervisor *(Appendix C)*. Let your on-site supervisor know of your progress and any problems. Ask lots of questions. If problems arise, go to your on-site supervisor immediately so the problems can be dealt with quickly. If the on-site supervisor cannot solve the problem, or you judge the problem to be one that you feel could not be discussed with him or her, contact your faculty internship supervisor promptly. Failure to communicate problems or concerns can only hinder the learning process and can denigrate into additional problems that threaten the success of the internship. In summary, the grade for the internship will take into account the quality of the academic assignments prepared for the faculty internship supervisor as well as the proficiency with which you conduct the internship. More importantly, keep in mind that as an intern you are not only representing yourself but Fitchburg State University and the interning organization as well. Performing in a manner that will bring credit to all three will result in more lasting value than any grade.

Follow-Up

After the internship is completed, you should write a note of thanks to your on-site supervisor. Try to maintain this contact because, if you performed well, the on-site supervisor will be interested in and helpful to your future.

ROLE OF THE INTERNSHIP ORGANIZATION

Becoming an Internship Site

Participating in the Fitchburg State University Communications Media internship program can offer several benefits to organizations. The internship can provide an opportunity for organizations to evaluate a pool of potential employees. In addition, the program enables employers to infuse new ideas and talent into their organizations. Furthermore, involvement in the program can project a favorable image in the professional community because of an organization's commitment to preparing individuals for the field. Finally, it establishes an important liaison with the Fitchburg State academic community.

An organization may be contacted either by the Department Internship Director or by a Communications Media student to determine if there is a desire to accept interns. Organizations may also contact the Department Internship Director to express an interest in providing an internship experience. If this initial interaction is positive, the Department Internship Director will analyze the potential for an internship to ascertain the organization's commitment to providing a meaningful learning experience, the likelihood of a match between the organization's needs and the type of education given Communications Media students, and the level of operational and technological sophistication and emphasis available at the internship-hosting organization. If both the organization and the Department agree to enter into an internship arrangement, the organization's name is added to the Department's list of internship sites.

In agreeing to provide an internship, organizations should understand the following:

1. A placement of a student with an organization is not guaranteed every semester. Students are qualified by the Department to ensure that organizations are presented with individuals who are interested in the site and who have the potential of meeting the organization's expectations in an intern.
2. The intern is to be provided supervision and guidance during the semester. Student can easily not realize the experiential learning potential of an internship if left to find their way in an unfamiliar organization.
3. Regular communication with the faculty internship supervisor is necessary to avoid problems. This requires the completion of an Internship Agreement, in which learning objectives for the internship are specified, and a performance evaluation for the internship, as well as the availability for on-site visits by a faculty internship supervisor.
4. A full range of entry-level experiences should be provided to the intern. It is understood that this will include menial tasks, but such tasks should not dominate the internship. It is hoped that some freedom to be creative will be incorporated into these experiences, as interns experience their chosen professions first-hand and learn from those experiences.
5. Interns should be given the opportunity to work on a project, with supervision, that is primarily their own. When possible, the finished product should be of such quality that interns could include it in their portfolios for future potential employers.
6. Interns are not to be remunerated for services performed as part of the internship. However, students may receive a stipend for travel, lodging, or meal expenses—if the internship hosting organization wishes to do so.

Setting Up Internships

When an organization has agreed to participate in the internship program, the organization should designate an individual to serve as the on-site supervisor. This supervisor should be someone who likes mentoring people entering the professional work world and who likes "teaching." The on-site supervisor needs to make some initial decisions regarding the type of tasks an intern will be involved with. An internship description, which specifies student learning objectives, should be developed and forwarded to the Department of Communications Media Internship Director.

The Department Internship Director will screen all prospective intern candidates and select a student who has the potential of meeting the expectations of the organization, and who is likely to have a successful experience in that environment. Once a prospective intern has been identified, the student will then contact the on-site supervisor to arrange for an interview. As part of the learning experience of internship, the organization should interview the student in a manner similar to interviewing a prospective entry-level employee. The on-site supervisor should be included in this interview, when possible. If the organization extends an offer of an internship and the student accepts, then the organization, the student, and the Communications Media Department have agreed to participate in planning and executing an internship.

On-Site Supervisor's Obligations

The on-site supervisor's responsibilities should include but may not be limited to the following:

1. Complete, sign (and have intern sign), and return the Internship Contract (Appendix D).
2. Receive a letter from the Department Internship Director outlining the dates of the internship and other operational details.
3. Orient the intern to the organization its employees, policies, procedures, structure, services, culture, goals, and interrelationships among departments.
4. Schedule experiential learning activities for the intern.
5. Ensure that the intern has the physical resources necessary to complete the activities assigned.
6. Provide periodic feedback to the intern on his or her performance using the Performance Appraisal Form (Appendix C). Keep in mind that constructive criticism is as important as praise.
7. Advise the intern on how to create an effective resume, portfolio, and other professional materials.
8. Discuss the nature of the career field, career opportunities in the field, and career paths in the field with the intern.
9. Counsel the intern in dealing with problems encountered in performing his or her role as an intern.
10. Contact the faculty internship supervisor about any problems that may arise and require notification of the university.
11. Meet with the faculty internship supervisor during on-site visitation(s).
12. Direct the intern to the appropriate (but not privileged) information required to complete the academic assignments of internship.
13. Consider writing a letter of reference for the intern.
14. Complete the Online Performance Appraisal Form (sample—*Appendix C*) at the end of the internship. The link will be emailed to you. This document is used by the faculty internship supervisor as one input in determining a grade for the intern. Other inputs include the various academic assignments of the internship.
15. Treat the intern with the same respect and professionalism extended to employees.

The on-site supervisor should remember that the intern is a student and does not bring to the internship all the knowledge and experience held by an experienced job applicant. It is the Department's desire that this additional experience and knowledge be acquired through the internship. Nonetheless, the on-site supervisor can assume that the student will display enthusiasm, self-confidence, initiative and professionalism; traits which the intern can use to make a positive contribution to the organization.

ROLE OF THE EDUCATIONAL INSTITUTION

Policies and procedures for Fitchburg State University Communications Media internships are established by the Department and the University, with the Chairperson and/or Department Internship Director charged with the responsibility for their execution. These regulations can be organized into four phases.

Phase 1: Qualifying Interns and Internship Sites

In this phase the Department will:

1. Provide a series of internship preparatory seminars
2. Provide the Application for Internship
3. Arrange for a portfolio defense with Communications Media faculty
4. Certify students eligible for an internship
5. Maintain a list of possible internship sites
6. Evaluate possible new internship sites
7. Ascertain the current willingness of each site to provide a quality internship

Phase 2: Placement of Students

In this phase the Department will:

1. Target an internship site
2. Brief the student on the experiences offered at the targeted site
3. Instruct the student to arrange for on-site interview
4. Determine the appropriateness of a prospective internship
5. Negotiate and approve an Internship Agreement
6. Notify the student of the operational details of the internship
7. Apprise the on-site supervisor of the mechanics of the internship

Phase 3: Internship Supervision

In this phase the Department will:

1. Schedule on-site visitations
2. Furnish feedback to students and the on-site supervisors following each on-site visitation
3. Document each student's internship and academic performance
4. Intervene in the event that on-site problems are irresolvable by the on-site supervisor
5. Remove students from an internship location because of the failure of the student or the on-site supervisor to perform obligations identified in the Internship Agreement, failure of the student to act in a professional manner or failure of the student to utilize productive interpersonal skills. *If the on-site supervisor is negligent, another internship location will be designated for the student. If the student is negligent, the internship is terminated and a failing grade is assigned for the Internship.*
6. Provide periodic telephone contacts with the on-site supervisor
7. Serve as an advisor if the student feels the need for such help or if the student feels that events have evolved to a state that endangers the internship

Phase 4: Evaluation of Students and Internship Site

In this phase the Department will:

1. Coordinate the completion of the Internship Performance Appraisal form by the on-site supervisor
2. Review the Internship Contract at the completion of the experience to determine the degree to which the student met obligations and expectations
3. Evaluate all academic assignments and the Performance Appraisal form
4. Ascribe a grade for the total internship experience
5. Assess the internship organization in regard to the quality of the experience provided and in regard to the fulfillment of the commitments made in the Internship Contract
6. Maintain a file of documents relating to each internship

APPENDICES

Appendix A: Internships

The Communications Media Department provides internships in the following areas:

Television Production

- Production House
- Broadcast
- Documentary
- Educational
- Medical
- Governmental
- Sports

Film Production

- Production
- Pre-Production
- Script Analysis
- Post Production
- Casting
- Location Scouting
- Rental House

Graphic Design

- Advertising
- Design Agency
- Exhibits and Displays
- Computer Illustration
- Animation
- Web Design

Photography

- Corporate
- Studio
- Fashion
- Food Product
- Architecture
- Children
- Portrait
- Medical
- Journalism Fine Art

Professional Communication

- Public Relations
- Advertising
- MarCom
- Promotions
- Journalism

Appendix B

Name: _____ I.D.#: _____

School Address: _____ Email: _____

Cell Phone#: _____

Home Address: _____

Communications Media Advisor: _____

Semester you desire to intern: _____ Expected date of graduation: _____

C/M G.P.A.: _____ Overall G.P.A.: _____

Area of Concentration: _____

Type of internship desired (corporate, medical, advertising, cable, etc):

_____

Courses you have taken and **are taking** in Communications Media (including transfer courses):

Course No.	Title	Grade	Date Taken	College

CONTINUE ON ANOTHER PAGE IF NECESSARY.

On a separate sheet, describe how your coursework, interests, and other experiences have prepared you for an internship. Also, indicate what you hope to learn and achieve in an internship.

Appendix C:

Student Intern:_____ Date: _____

Internship Organization: _____

Address:_____

Please comment on the following items.

1. Did the intern demonstrate acceptable overall knowledge of his/her discipline to be competitive with potential entry-level job applicants? ☐ Yes ☐ No

   If NO, what areas need improvement? _____

   _____

   _____

   _____

   _____

   _____

2. Did the intern demonstrate acceptable knowledge of software and hardware required to be competitive with potential entry-level job applicants? ☐ Yes ☐ No

   If NO, please identify specific software programs and/or technologies that the intern, in your opinion, should know.

   _____

   _____

   _____

3. Did the intern demonstrate appropriate initiative to be competitive with potential entry-level job applicants? ☐ Yes ☐ No

   If NO, what areas need improvement? _____

   _____

   _____

   _____

   _____

   _____

4. Did the intern demonstrate oral and written communication skills appropriate to your organization and/or profession? ☐ Yes ☐ No

If NO, what areas need improvement? _____

_____

_____

_____

_____

_____

5. Did the intern demonstrate appropriate time management skills? ☐ Yes ☐ No

If NO, what areas need improvement? _____

_____

_____

_____

_____

_____

6. Did the intern demonstrate appropriate ethical integrity? ☐ Yes ☐ No

If NO, what areas need improvement? _____

_____

_____

_____

_____

_____

7. If an opening for an employee at this level in your organization existed, would you consider this intern to be competitive? ☐ Yes ☐ No

Thank you for your time and for providing valuable mentoring and experiences for our intern from the Department of Communications Media at Fitchburg State University.

Charles H. Sides, Ph.D.
csides@fitchburgstate.edu
Professor and Director of Internships
Department of Communications Media
Fitchburg State University

Appendix D

INTERNSHIP PROGRAM
CONTRACTUAL AGREEMENT

Semester: Fall 20_____ Spring 20 _____

Student Name:_____ Academic Program:____Communication Media_____

_____ , the Internship Site, recognizes the professional responsibility of assisting in the teaching of students interested in communications disciplines and of providing assistance to Fitchburg State University by participating in its internship program. Similarly, the University desires to obtain the assistance of the Internship Site in furthering its educational objectives.

In consideration of those mutual interests, Fitchburg State University and the Internship Site agree as follows:

RESPONSIBILITIES OF THE UNIVERSITY

1. Plan for the educational experience of the intern.
2. Expect interns to comply with current policies and procedures of the Internship site.
3. Provide interns who meet all academic qualification standards, as established by their academic department.
4. Propose the internship start and end dates, as well as the total number of hours students will be assigned to the internship, at the beginning of each semester.
5. Provide a specific faculty member who will serve as liaison with internship site personnel.
6. Provide and maintain records and reports necessary for conducting the learning experience (see Communications Media Internship Handbook, www.fitchburgstate.edu/comminternships/).
7. Provide educational objectives for the internship and curriculum content (see Communications Media Internship Handbook, www.fitchburgstate.edu/comminternships/).
8. To withdraw any student or faculty member from the program when such student or staff person is unacceptable or undesirable to the Internship Site for reasons of health, performance of duties, or other reasonable causes.
9. Procure and maintain, by the University, professional liability insurance coverage in the amount of $1 million per occurrence and $3 million in the aggregate covering all students and faculty who participate in the internship program. This signed form shall be provided to the Internship Site and filed in the Office of Academic Affairs as evidence of this provision. The university will notify the Internship Site in writing promptly in the event that such coverage is changed or cancelled.
10. Require students to provide evidence of current physical examinations, including documentation of Rubella immunity, evidence of immunity to chicken pox (Varicella) provided either through a physician's note or proof of titer, a Negative (-) Mantoux Test, and Hepatitis B Immunity, if required by the Internship Site.

RESPONSIBILITIES OF THE INTERNSHIP SITE

1. Orient the intern to the physical facilities, policies, and procedures of the Internship Site.
2. Provide an experience under the supervision of qualified personnel that meets the stated learning objectives of the educational program (as agreed to by both parties). In essence, this means that the student will observe and participate in the Internship Site (to the extent allowed by licensing and liability requirements) in accordance with the Communications Media Internship Handbook (www.fitchburgstate.edu/comminternships/) and as outlined in this document:
   a. Provide a description of Student Responsibilities and Learning Objectives:
      i. Hours Per Week _____;
      ii. Total Hours/Semester _____;
      iii. Describe scope of tasks and activities in which the intern will be involved over the course of the internship experience:
      iv. Learning objectives for intern:

_____

_____

_____

_____

_____

b. Describe the Internship Site's support system, in particular the safeguards taken to minimize risks to the intern in situations that may require expertise beyond their current capabilities, if applicable:

_____

_____

_____

_____

_____

_____

3. Expect the intern to perform only those tasks commensurate with his/her level of education and experience and furnish direct supervision to provide for the student's safety and welfare.
4. Provide a specific person to supervise the internship and act as liaison between the Internship Site and University.
5. Evaluate the intern's performance at the conclusion of the internship (a form is provided for this).

RESPONSIBILITIES OF BOTH PARTIES

1. No individual participating in this program shall be discriminated against because of race, color, sex, marital status, religion, age, national origin, handicap, or veteran status.
2. To meet, as appropriate, and review the intern's performance and the internship program.

INDEMNIFICATION AGREEMENT

1. To the extent permitted by law, the University agrees to indemnify and hold harmless Internship Site, its respective Trustees, officers, directors, agents and its employees and all professional and administrative staff working for or at Internship Site from any actions, proceedings, claims, liabilities, losses, damages, costs and expenses of any nature including personal injury, death or property damage (including without limitation Internship Site's reasonable attorney's fees and costs) arising out of, resulting from or relating to 1) Internship Site's participation in the program (including but not limited to participation in any evaluation of students); 2) the acts or omissions of any student, instructor, or person affiliated with the University including its employees, servants, agents or; 3) breach of any of the terms hereof by the University, except to the extent such claims, liabilities, damages, costs and expenses are determined to be the result of the negligence of the Internship Site, its Trustees, officers, directors, agents and employees.
2. Notwithstanding the foregoing, in the event that the University is a public university of the Commonwealth of Massachusetts ("public university"), no Board of Trustees, or agents thereof, of any public university has the authority, statutory or otherwise, to enter into an indemnification or hold harmless agreement on behalf of a public university of the Commonwealth. Further, pursuant to amended Article 62, §1, of the Massachusetts Constitution, and applicable Massachusetts case law, the Commonwealth and public university are prohibited from indemnifying or holding harmless, in any manner, any individual or any private association, or any corporation which is privately owned and managed. Where the party to a contract with the Commonwealth or public university is not an individual private association, or a corporation which is privately owned and managed, the Commonwealth or public university can indemnify or hold harmless such party only upon a two-thirds vote of each House of the Massachusetts Legislature.
3. In the event of that repeal of amended Article 62, §1, AND the enactment of statutory authority authorizing a Board of Trustees, or agents thereof, of a public university of this Commonwealth, to enter into an indemnification or hold harmless agreement on behalf of a public university of this Commonwealth, the parties agree to the terms of the preceding paragraph, to the extent that these terms are consistent with such statutory authority.

RESPONSIBILITIES OF THE STUDENT

1. Student Health—A student who becomes ill or injured while performing the educational experience may report to the university Health Service for treatment; may seek treatment with his or her own physicians; or may report to the emergency room/outpatient clinic of the Internship Site, if applicable. In all instances, student is ultimately responsible for payment of fees related to illness or injury.
2. Salary and Time Commitment—For six (6) credit hours, the student will spend a minimum of 225 hours, for nine (9) credit hours, a minimum of 337.5 hours, and for twelve (12) credit hours, a minimum of 450 hours at the Field Placement Site. Time credit can be given for work done away from the workplace if agreed to by the faculty of the university and Internship Site. The student will keep a weekly journal of the hours spent at the Internship Site, the activities performed, and the learning experienced (see Communications Media Internship Handbook, www.fitchburgstate.edu/comminternships/).
3. Student Goals and Objectives—The student requests experiences, listed above under Learning Objectives, that will take advantage of and build upon his/her academic program in preparation for entry into a career.
4. Evaluation Procedures—The student will meet, when practical, for a minimum of two onsite visits (instate internships) or one onsite visit (out-of-state internships) with the faculty internship supervisor during the semester and be responsible for written work as outlined in the Communications Media Internship Handbook (www.fitchburgstate.edu/comminternships/) and in the Internship Assignment document.
5. The student will be evaluated by his/her supervisor at the Internship Site, as well as by the faculty supervisor.

This agreement is for the duration of the student Internship, and may be terminated by any of the parties, including the student, upon written notice. The duration of the Internship will be from _____ to _____.

Student Name (please print):_____

Student ID Number:_____

Address:_____

Telephone:_____ Cell Phone: _____

Email:_____

Internship Location Name (please print):_____

Internship Site Supervisor Name: _____

Address:_____

Telephone:_____ Cell Phone: _____

Email:_____

Student Signature:_____ Date: _____

Faculty Supervisor Signature: _____ Date: _____

Internship Site Supervisor Signature: _____ Date: _____

Executive Director or Designee Signature: _____ Date: _____

Fitchburg State University
160 Pearl Street
Fitchburg, Massachusetts 01420
Telephone: Dr. Charles H. Sides (978) 665-3548
Fax: (978) 665-3055
Email: csides@fitchburgstate.edu

Portfolio Defense Data from Fall 2015 through Spring 2017

Film/Video

N = 209	[Material Quality]	%	[Design Quality]	%	[Presentation Quality]	%	[Sequencing]	%	[Professional Usefulness]	%
Unacceptable	4	1.91%	3	1.44%	3	1.44%	3	1.44%	6	2.87%
Needs Improvement	27	12.92%	22	10.53%	18	8.61%	23	11.00%	19	9.09%
Acceptable	79	37.80%	91	43.54%	89	42.58%	96	45.93%	79	37.80%
Exceeds Expectations	71	33.97%	70	33.49%	74	35.41%	68	32.54%	79	37.80%
Excellent	28	13.40%	23	11.00%	25	11.96%	19	9.09%	26	12.44%
	209	100.00%	209	100.00%	209	100.00%	209	100.00%	209	100.00%

Game Design

N = 38	[Material Quality]	%	[Design Quality]	%	[Presentation Quality]	%	[Sequencing]	%	[Professional Usefulness]	%
Unacceptable	2	5.26%	4	10.53%	4	10.53%	2	5.26%	4	10.53%
Needs Improvement	12	31.58%	10	26.32%	9	23.68%	9	23.68%	8	21.05%
Acceptable	10	26.32%	12	31.58%	15	39.47%	17	44.74%	15	39.47%
Exceeds Expectations	6	15.79%	6	15.79%	4	10.53%	5	13.16%	4	10.53%
Excellent	8	21.05%	6	15.79%	6	15.79%	5	13.16%	7	18.42%
	38	100.00%	38	100.00%	38	100.00%	38	100.00%	38	100.00%

Graphic Design

N = 71	[Material Quality]	%	[Design Quality]	%	[Presentation Quality]	%	[Sequencing]	%	[Professional Usefulness]	%
Unacceptable	2	2.82%	1	1.41%	3	4.23%	0	0.00%	3	4.23%
Needs Improvement	9	12.68%	10	14.08%	13	18.31%	14	19.72%	16	22.54%
Acceptable	29	40.85%	34	47.89%	26	36.62%	36	50.70%	25	35.21%
Exceeds Expectations	18	25.35%	16	22.54%	21	29.58%	13	18.31%	13	18.31%
Excellent	13	18.31%	10	14.08%	8	11.27%	8	11.27%	14	19.72%
	71	100.00%	71	100.00%	71	100.00%	71	100.00%	71	100.00%

Interactive Media

N = 7	[Material Quality]	%	[Design Quality]	%	[Presentation Quality]	%	[Sequencing]	%	[Professional Usefulness]	%
Unacceptable	2	28.57%	2	28.57%	2	28.57%	2	28.57%	2	28.57%
Needs Improvement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Acceptable	0	0.00%	0	0.00%	1	14.29%	0	0.00%	1	14.29%
Exceeds Expectations	2	28.57%	3	42.86%	1	14.29%	3	42.86%	1	14.29%
Excellent	3	42.86%	2	28.57%	3	42.86%	2	28.57%	3	42.86%
	7	100.00%	7	100.00%	7	100.00%	7	100.00%	7	100.00%

Photography

N = 31	[Material Quality]	%	[Design Quality]	%	[Presentation Quality]	%	[Sequencing]	%	[Professional Usefulness]	%
Unacceptable	0	0.00%	0	0.00%	1	3.23%	0	0.00%	1	3.23%
Needs Improvement	1	3.23%	2	6.45%	1	3.23%	1	3.23%	1	3.23%
Acceptable	11	35.48%	13	41.94%	15	48.39%	15	48.39%	12	38.71%
Exceeds Expectations	9	29.03%	9	29.03%	8	25.81%	8	25.81%	5	16.13%
Excellent	10	32.26%	7	22.58%	6	19.35%	7	22.58%	12	38.71%
	31	100.00%	31	100.00%	31	100.00%	31	100.00%	31	100.00%

Professional Communication

N = 76	[Material Quality]	%	[Design Quality]	%	[Presentation Quality]	%	[Sequencing]	%	[Professional Usefulness]	%
Unacceptable	2	2.63%	2	2.63%	3	3.95%	4	5.26%	6	7.89%
Needs Improvement	7	9.21%	16	21.05%	12	15.79%	6	7.89%	12	15.79%
Acceptable	39	51.32%	31	40.79%	31	40.79%	38	50.00%	34	44.74%
Exceeds Expectations	16	21.05%	17	22.37%	19	25.00%	17	22.37%	14	18.42%
Excellent	12	15.79%	10	13.16%	11	14.47%	11	14.47%	10	13.16%
	76	100.00%	76	100.00%	76	100.00%	76	100.00%	76	100.00%

Theater

N = 6	[Material Quality]	%	[Design Quality]	%	[Presentation Quality]	%	[Sequencing]	%	[Professional Usefulness]	%
Unacceptable	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Needs Improvement	2	33.33%	0	0.00%	0	0.00%	0	0.00%	1	16.67%
Acceptable	1	16.67%	4	66.67%	3	50.00%	4	66.67%	3	50.00%
Exceeds Expectations	1	16.67%	0	0.00%	1	16.67%	0	0.00%	0	0.00%
Excellent	2	33.33%	2	33.33%	2	33.33%	2	33.33%	2	33.33%
	6	100.00%	6	100.00%	6	100.00%	6	100.00%	6	100.00%

Data from 10/23/2015 to 4/5/2017

Portfolio Defense Evaluation Form

* Required

1. **Student's Name:** *
   (Full Name)

2. **Student's Concentration:** *

3. **Name of Faculty Evaluator:** *
   (Last Name)

4. **Current Semester and Year:** *
   (i.e. Fall 2015)

5. *
   Mark only one oval per row.

	Unacceptable	Needs Improvement	Acceptable	Exceeds Expectations	Excellent
Material Quality					
Design Quality					
Presentation Quality					
Sequencing					
Professional Usefulness					

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Portfolio Defense Evaluation Form: Photo

* Required

1. **Student's Name:** *
   (Full Name)

2. **Student's Concentration:** *
   If student has more than one concentration, list all concentrations in "Other".
   Mark only one oval.
   - ◯ Photography
   - ◯ Other: _____

3. **Name of Faculty Evaluator:** *
   (Last Name)

4. **Current Semester and Year:** *
   (i.e. Fall 2015)

5. *
   Mark only one oval per row.

	Unacceptable	Needs Improvement	Acceptable	Exceeds Expectations	Excellent
Photographic Quality	◯	◯	◯	◯	◯
Website Quality	◯	◯	◯	◯	◯
Sequencing	◯	◯	◯	◯	◯
Total Presentation	◯	◯	◯	◯	◯
Professional Usefulness	◯	◯	◯	◯	◯

Powered by
Google Forms

Portfolio Defense Evaluation Form: Pro Comm

* Required

1. **Student's Name:** *
   (Full Name)

2. **Student's Concentration:** *
   If student has more than one concentration, list all concentrations in "Other".
   Mark only one oval.
   - ◯ Professional Communication
   - ◯ Other: _____

3. **Name of Faculty Evaluator:** *
   (Last Name)

4. **Current Semester and Year:** *
   (i.e. Fall 2015)

5. *
   Mark only one oval per row.

	Unacceptable	Needs Improvement	Acceptable	Exceeds Expectations	Excellent
Written Communication	◯	◯	◯	◯	◯
Design Quality	◯	◯	◯	◯	◯
Portfolio Presentation Quality	◯	◯	◯	◯	◯
Technical Competence	◯	◯	◯	◯	◯
Professional Usefulness	◯	◯	◯	◯	◯

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Google Forms

Portfolio Defense Evaluation Form: Theater & Technical Theater

* Required

1. **Student's Name:** *
   (Full Name)

2. **Student's Concentration:** *
   If student has more than one concentration, list all concentrations in "Other".
   Mark only one oval.

   - ◯ Theater
   - ◯ Technical Theater
   - ◯ Other: _____

3. **Name of Faculty Evaluator:** *
   (Last Name)

4. **Current Semester and Year:** *
   (i.e. Fall 2015)

5. *
   Mark only one oval per row.

	Unacceptable	Needs Improvement	Acceptable	Exceeds Expectations	Excellent
Portfolio Quality	◯	◯	◯	◯	◯
Research Quality	◯	◯	◯	◯	◯
Presentation Quality	◯	◯	◯	◯	◯
Textual Analysis	◯	◯	◯	◯	◯
Professional Usefulness	◯	◯	◯	◯	◯

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Google Forms

Internship Performance Appraisal

* Required

1. **Date** *

   Example: December 15, 2012

2. **Intern Name** *

3. **Internship Organization** *

4. **Internship Organization Address** *

5. **Did the intern demonstrate acceptable overall knowledge of his/her discipline to be competitive with potential entry-level job applicants?**

   Mark only one oval.

   - ◯ Yes
   - ◯ No

6. **If NO, what areas of improvement are needed?**

7. **Did the intern demonstrate acceptable knowledge of software and hardware required to be competitive with potential entry-level job applicants?**

   Mark only one oval.

   - ◯ Yes
   - ◯ No

8. **If NO, please identify specific software programs and/or technologies that the intern, in your opinion, should know.**

9. **Did the intern demonstrate appropriate initiative to be competitive with potential entry-level job applicants?**
   Mark only one oval.

   - ◯ Yes
   - ◯ No

10. **If NO, what areas need improvement?**

11. **Did the intern demonstrate oral and written communication skills appropriate to your organization and/or profession?**
    Mark only one oval.

    - ◯ Yes
    - ◯ No

12. **If NO, what areas need improvement?**

13. **Did the intern demonstrate appropriate time management skills?**
    Mark only one oval.

    - ◯ Yes
    - ◯ No

14. **If NO, what areas need improvement?**

15. **Did the intern demonstrate appropriate ethical integrity?**
Mark only one oval.

- ◯ Yes
- ◯ No

16. **If NO, what areas need improvement?**

17. **If an opening for an employee at this level in your organization existed, would you consider this intern to be competitive?**
Mark only one oval.

- ◯ Yes
- ◯ No

18. **Additional Comments**

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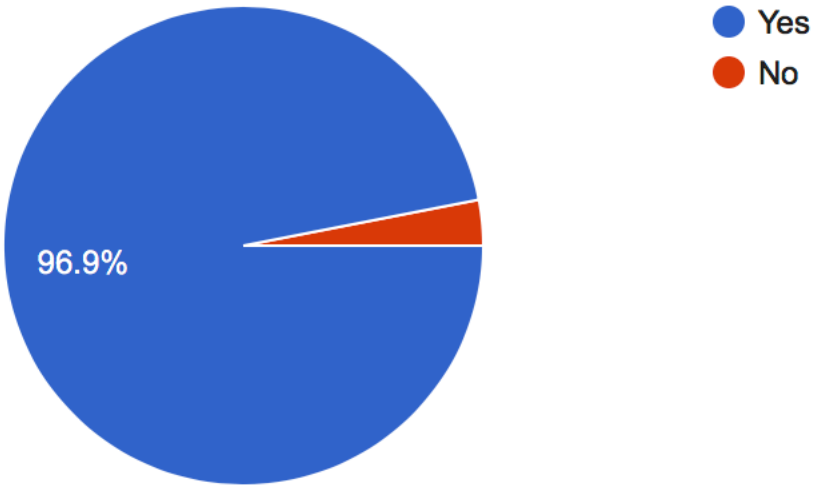
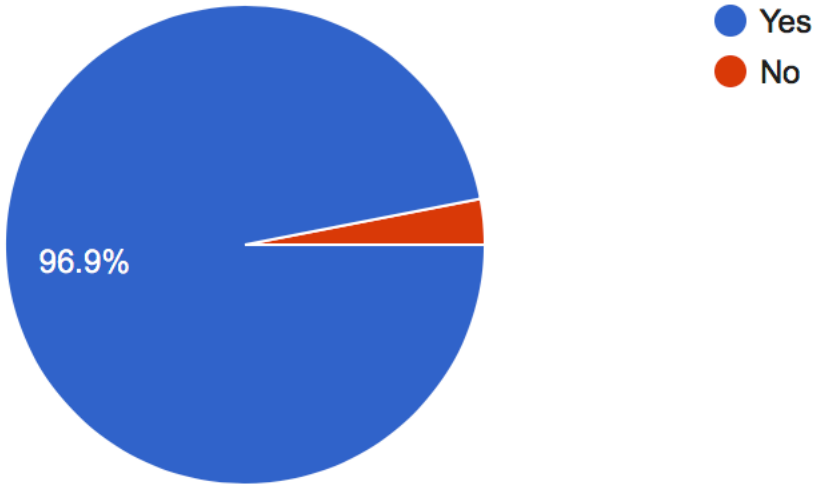
Did the intern demonstrate acceptable overall knowledge of his/her discipline to be competitive with potential entry-level job applicants?

228 responses



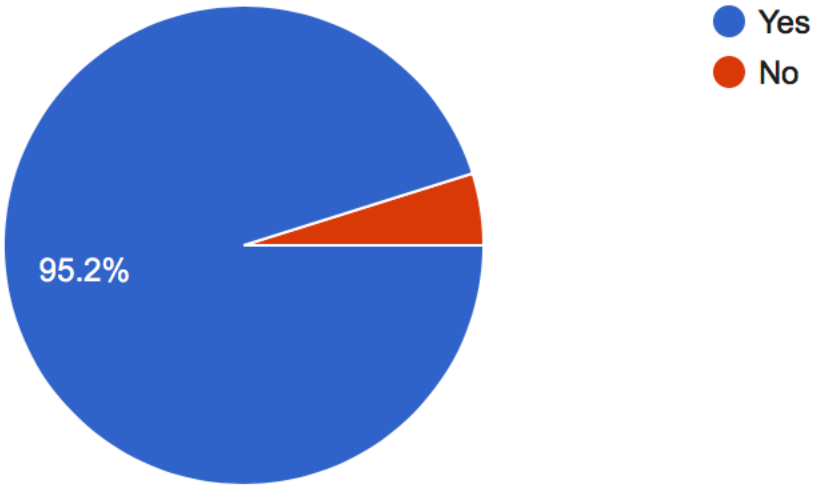
Did the intern demonstrate acceptable knowledge of software and hardware required to be competitive with potential entry-level job applicants?

228 responses



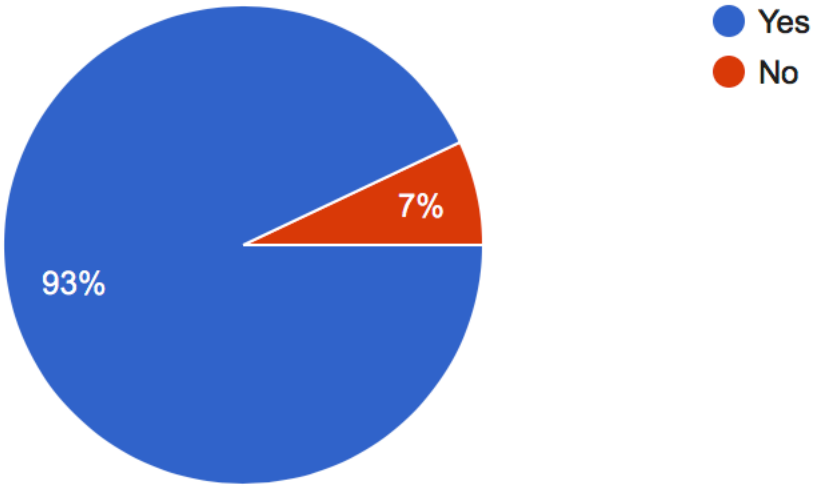
Did the intern demonstrate appropriate initiative to be competitive with potential entry-level job applicants?

227 responses



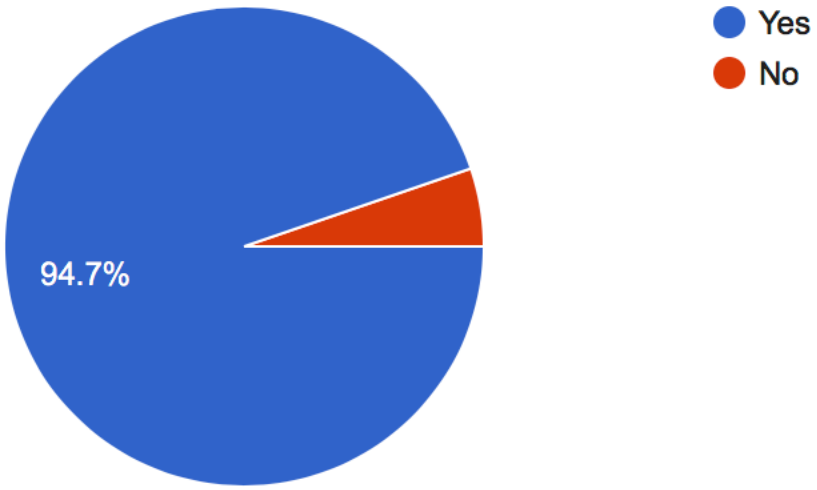
Did the intern demonstrate oral and written communication skills appropriate to your organization and/or profession?

227 responses



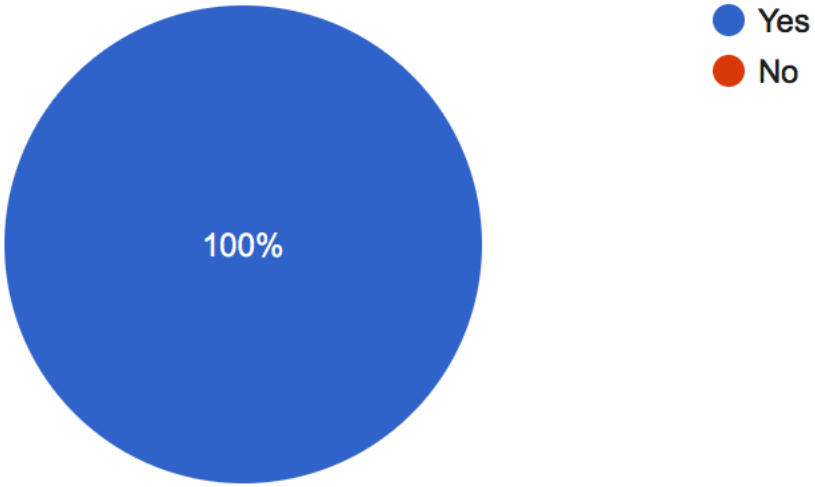
Did the intern demonstrate appropriate time management skills?

228 responses



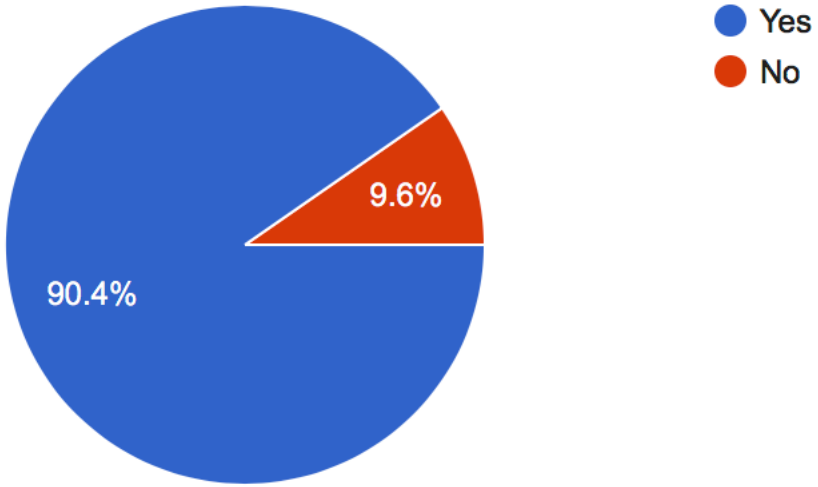
Did the intern demonstrate appropriate ethical integrity?

227 responses



If an opening for an employee at this level in your organization existed, would you consider this intern to be competitive?

228 responses



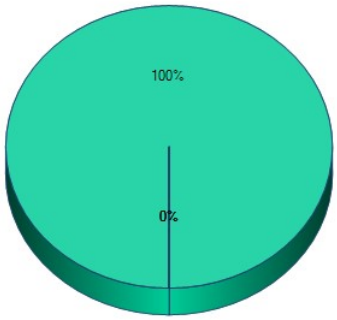
FITCHBURG STATE UNIVERSITY

Previous Graduating Student Survey - 2014-2017

Survey Title: Graduating Student Survey - Fitchburg State University

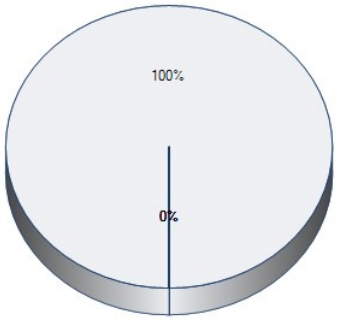
Responses By Question Analysis:

1. Complete-sem



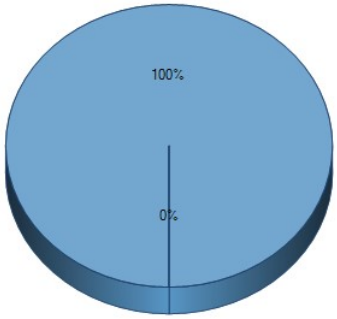
	Response Total	Response Percent
Fall	0	0%
Winter	0	0%
Spring	16	100%
Summer	0	0%
Total Respondents		16

2. Complete-yr



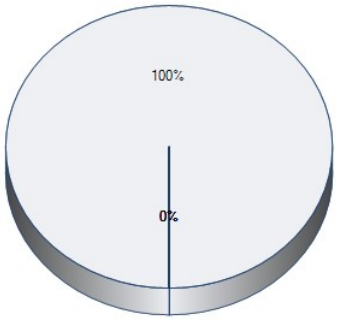
	Response Total	Response Percent
2014	0	0%
2015	0	0%
2016	0	0%
2017	0	0%
2018	16	100%
Total Respondents		16

3. Commencement-sem



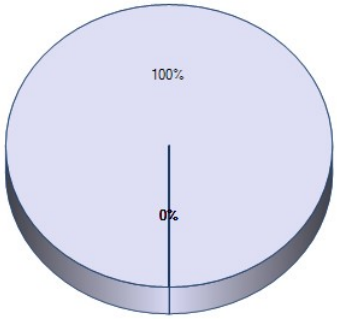
	Response Total	Response Percent
January	0	0%
May	16	100%
Total Respondents		16

4. Commence-yr



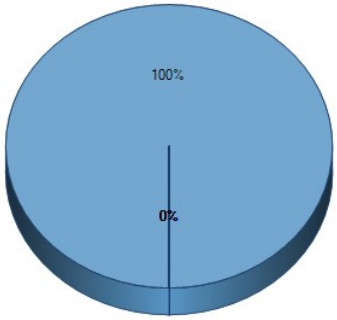
	Response Total	Response Percent
2014	0	0%
2015	0	0%
2016	0	0%
2017	0	0%
2018	16	100%
Total Respondents	16	

5. TP-prog



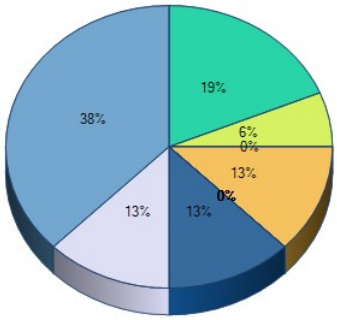
	Response Total	Response Percent
None	16	100%
Early Childhood Education	0	0%
Elementary Education	0	0%
Middle School Education	0	0%
Secondary Education	0	0%
Special Education	0	0%
Technology Education	0	0%
Total Respondents	16	

6. Degree



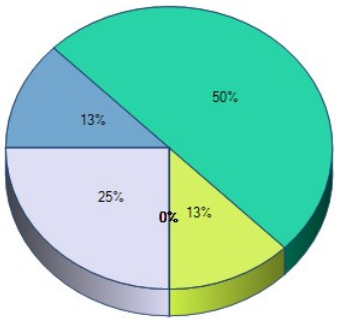
	Response Total	Response Percent
BA	0	0%
BS	16	100%
Post-Bacc Certification	0	0%
CAGS	0	0%
MA	0	0%
MAT	0	0%
MBA	0	0%
MEd	0	0%
MS	0	0%
Total Respondents	16	

7. OnlineHrsFSC



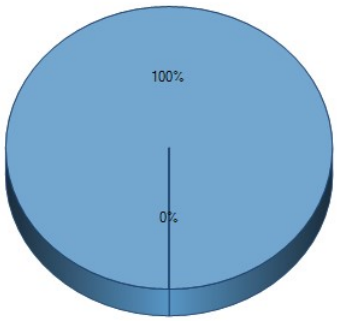
	Response Total	Response Percent
0	2	12%
1-10	6	38%
11-20	3	19%
21-30	1	6%
31-40	0	0%
41-50	2	12%
51-60	0	0%
61-70	0	0%
71-80	0	0%
81-90	0	0%
91-100	0	0%
101-110	0	0%
111-120	2	12%
Total Respondents	16	

8. OnlineHrsNotFSC



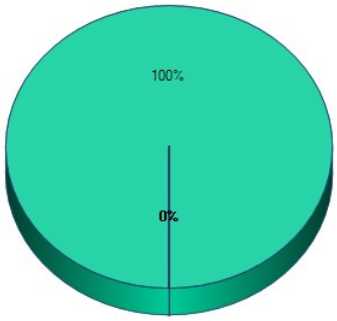
	Response Total	Response Percent
0	2	25%
1-10	1	12%
11-20	4	50%
21-30	1	12%
31-40	0	0%
41-50	0	0%
51-60	0	0%
61-70	0	0%
71-80	0	0%
81-90	0	0%
91-100	0	0%
101-110	0	0%
111-120	0	0%
Total Respondents	8	
(skipped this question)	8	

9. ProgOnline



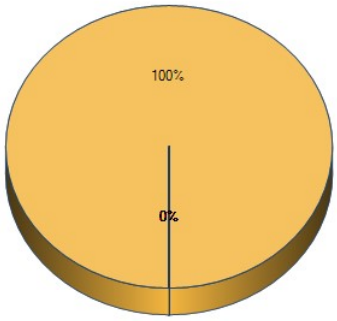
	Response Total	Response Percent
Yes	0	0%
No	16	100%
Total Respondents	16	

10. First-maj



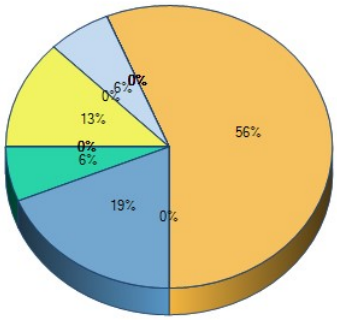
	Response Total	Response Percent
Biology	0	0%
Business Administration	0	0%
Communications Media	16	100%
Chemistry	0	0%
Computer Science	0	0%
Criminal Justice	0	0%
Earth Systems Science	0	0%
Economics	0	0%
English	0	0%
Exercise and Sports Science	0	0%
Game Design	0	0%
Geography	0	0%
History	0	0%
Human Services	0	0%
Interdisciplinary Studies	0	0%
Industrial Technology	0	0%
Mathematics	0	0%
Nursing	0	0%
Political Science	0	0%
Psychology	0	0%
Sociology	0	0%
Total Respondents		**16**

11. Sec-maj



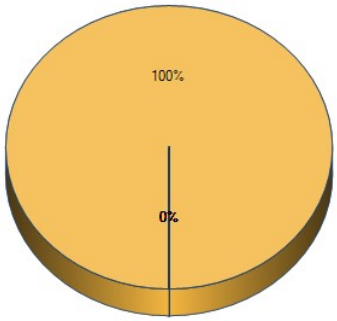
	Response Total	Response Percent
Biology	0	0%
Business Administration	0	0%
Communications Media	0	0%
Computer Science	0	0%
Criminal Justice	0	0%
Economics	0	0%
English	0	0%
Exercise and Sports Science	0	0%
Geography	0	0%
History	0	0%
Human Services	0	0%
Industrial Technology	0	0%
Interdisciplinary Studies	0	0%
Mathematics	0	0%
Nursing	0	0%
Political Science	0	0%
Psychology	0	0%
Sociology	0	0%
None	15	100%
Total Respondents		**15**
(skipped this question)		1

12. First-min



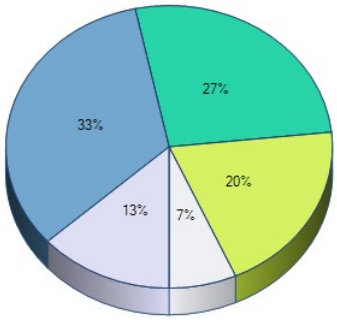
	Response Total	Response Percent
Biology	0	0%
Business Administration	3	19%
Communications Media	1	6%
Computer Science	0	0%
Criminal Justice	0	0%
Economics	0	0%
English	2	12%
Exercise and Sports Science	0	0%
Geography	1	6%
History	0	0%
Human Services	0	0%
Industrial Technology	0	0%
Interdisciplinary Studies	0	0%
Mathematics	0	0%
Nursing	0	0%
Political Science	0	0%
Psychology	0	0%
Sociology	0	0%
None	9	56%
Total Respondents	**16**	

13. Sec-min



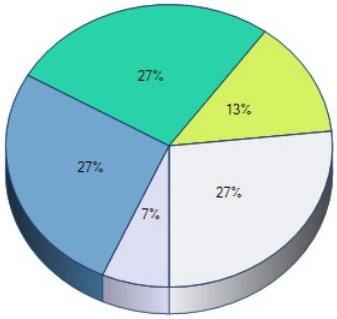
	Response Total	Response Percent
Biology	0	0%
Business Administration	0	0%
Communications Media	0	0%
Computer Science	0	0%
Criminal Justice	0	0%
Economics	0	0%
English	0	0%
Exercise and Sports Science	0	0%
Geography	0	0%
History	0	0%
Human Services	0	0%
Industrial Technology	0	0%
Interdisciplinary Studies	0	0%
Mathematics	0	0%
Nursing	0	0%
Political Science	0	0%
Psychology	0	0%
Sociology	0	0%
None	15	100%
Total Respondents	**15**	
(skipped this question)	1	

14. Availability of classes (i.e., times offered, seats open).



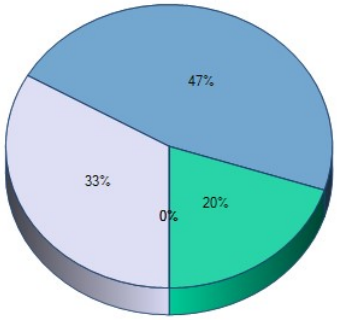
	Response Total	Response Percent
Excellent	2	13%
Very good	5	33%
Good	4	27%
Fair	3	20%
Poor	1	7%
Total Respondents	15	
(skipped this question)	1	

15. Frequency of course offerings (i.e., seasonal, annual, biennial, or other rotations)



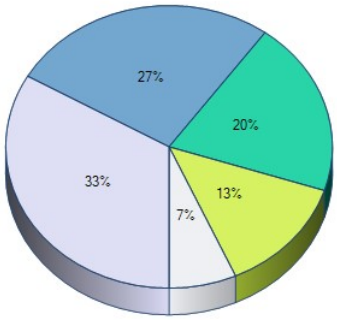
	Response Total	Response Percent
Excellent	1	7%
Very good	4	27%
Good	4	27%
Fair	2	13%
Poor	4	27%
Total Respondents	15	
(skipped this question)	1	

16. Size of classes.



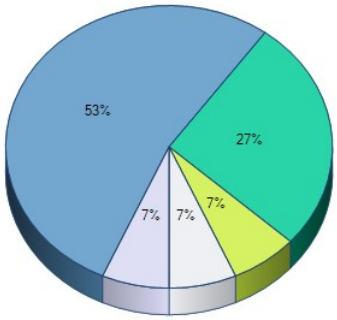
	Response Total	Response Percent
Excellent	5	33%
Very good	7	47%
Good	3	20%
Fair	0	0%
Poor	0	0%
Total Respondents	15	
(skipped this question)	1	

17. Overall quality of instruction.



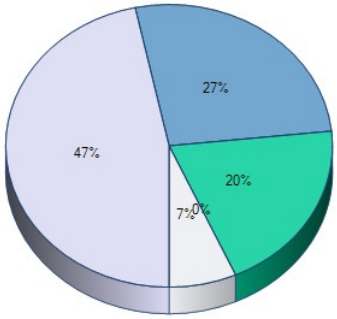
	Response Total	Response Percent
Excellent	5	33%
Very good	4	27%
Good	3	20%
Fair	2	13%
Poor	1	7%
Total Respondents	15	
(skipped this question)	1	

18. Overall quality of texts and other instructional materials.



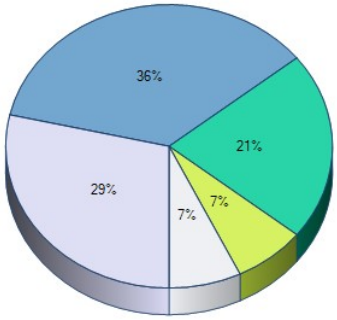
	Response Total	Response Percent
Excellent	1	7%
Very good	8	53%
Good	4	27%
Fair	1	7%
Poor	1	7%
Total Respondents	**15**	
(skipped this question)	1	

19. Availability of faculty outside of class time.



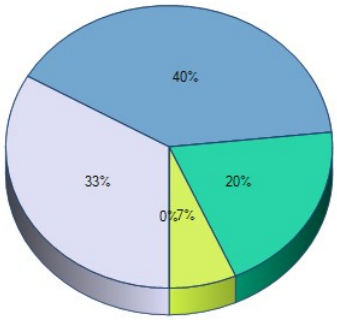
	Response Total	Response Percent
Excellent	7	47%
Very good	4	27%
Good	3	20%
Fair	0	0%
Poor	1	7%
Total Respondents	**15**	
(skipped this question)	1	

20. Timeliness and relevance of course content.



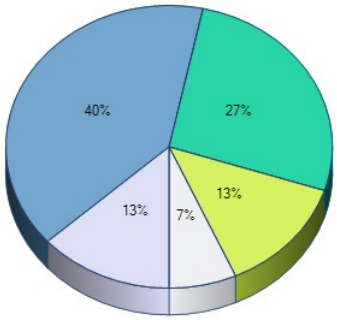
	Response Total	Response Percent
Excellent	4	29%
Very good	5	36%
Good	3	21%
Fair	1	7%
Poor	1	7%
Total Respondents	**14**	
(skipped this question)	2	

21. Quality of facilities for learning in my major department (e.g., classrooms, labs, studios, gyms).



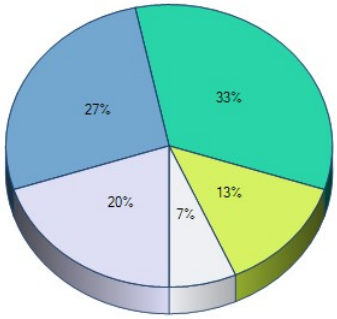
	Response Total	Response Percent
Excellent	5	33%
Very good	6	40%
Good	3	20%
Fair	1	7%
Poor	0	0%
Total Respondents	**15**	
(skipped this question)	1	

22. Quality of extra-curricular experiences related to my major (e.g., practicum, internship, etc.)



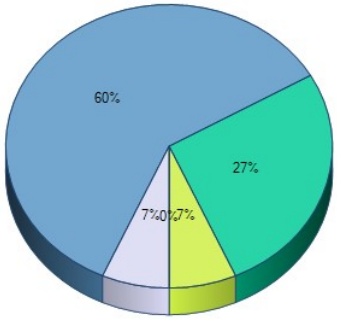
	Response Total	Response Percent
Excellent	2	13%
Very good	6	40%
Good	4	27%
Fair	2	13%
Poor	1	7%
Total Respondents	**15**	
(skipped this question)	1	

23. Match between career goals and course-of-study requirements.



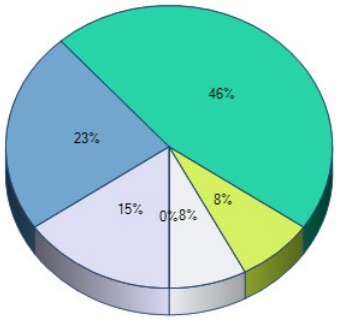
	Response Total	Response Percent
Excellent	3	20%
Very good	4	27%
Good	5	33%
Fair	2	13%
Poor	1	7%
Total Respondents	**15**	
(skipped this question)	1	

24. Overall level of challenge.



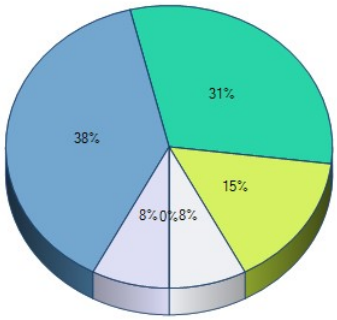
	Response Total	Response Percent
Excellent	1	7%
Very good	9	60%
Good	4	27%
Fair	1	7%
Poor	0	0%
Total Respondents	**15**	
(skipped this question)	1	

25. Availability of classes (i.e., times offered, seats open).



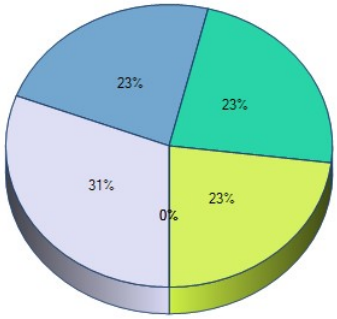
	Response Total	Response Percent
Excellent	2	15%
Very good	3	23%
Good	6	46%
Fair	1	8%
Poor	1	8%
Not applicable	0	0%
Total Respondents	**13**	
(skipped this question)	3	

26. Frequency of course offerings (i.e., seasonal, annual, biennial, or other rotations).



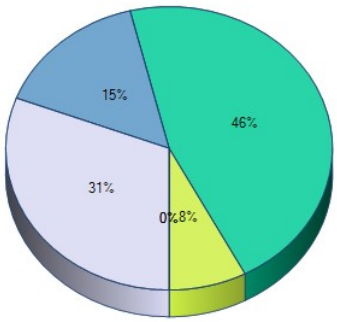
	Response Total	Response Percent
Excellent	1	8%
Very good	5	38%
Good	4	31%
Fair	2	15%
Poor	1	8%
Not applicable	0	0%
Total Respondents	13	
(skipped this question)	3	

27. Size of classes.



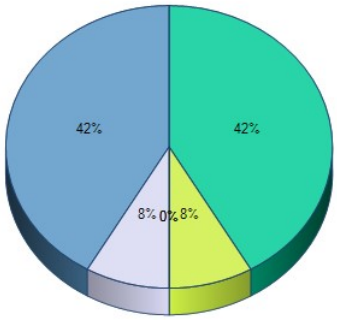
	Response Total	Response Percent
Excellent	4	31%
Very good	3	23%
Good	3	23%
Fair	3	23%
Poor	0	0%
Not applicable	0	0%
Total Respondents	13	
(skipped this question)	3	

28. Overall quality of instruction.



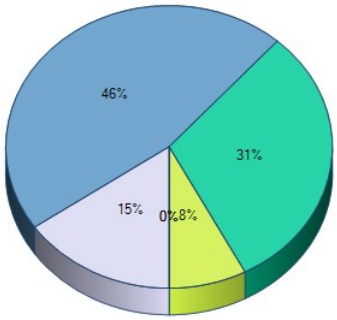
	Response Total	Response Percent
Excellent	4	31%
Very good	2	15%
Good	6	46%
Fair	1	8%
Poor	0	0%
Not applicable	0	0%
Total Respondents	13	
(skipped this question)	3	

29. Overall quality of texts and other instructional materials.



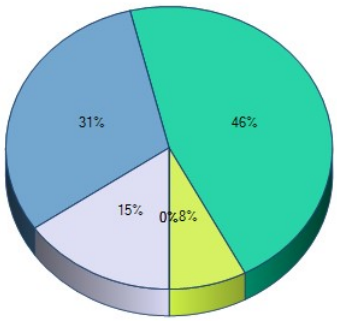
	Response Total	Response Percent
Excellent	1	8%
Very good	5	42%
Good	5	42%
Fair	1	8%
Poor	0	0%
Not applicable	0	0%
Total Respondents	12	
(skipped this question)	4	

30. Availability of faculty outside of class time.



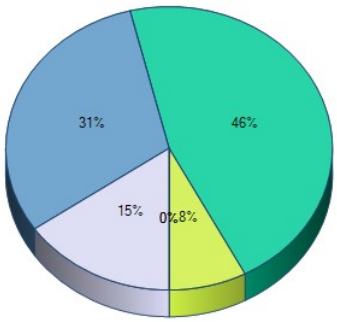
	Response Total	Response Percent
Excellent	2	15%
Very good	6	46%
Good	4	31%
Fair	1	8%
Poor	0	0%
Not applicable	0	0%
Total Respondents	13	
(skipped this question)	3	

31. Timeliness and relevance of course content.



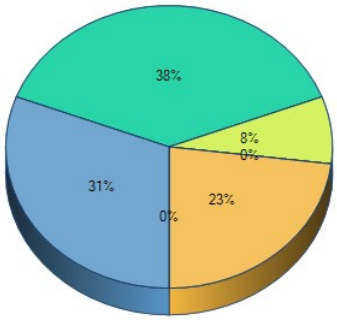
	Response Total	Response Percent
Excellent	2	15%
Very good	4	31%
Good	6	46%
Fair	1	8%
Poor	0	0%
Not applicable	0	0%
Total Respondents	13	
(skipped this question)	3	

32. Quality of facilities for learning in my major department (e.g., classrooms, labs, studios, gyms).



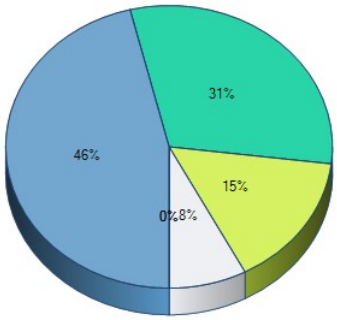
	Response Total	Response Percent
Excellent	2	15%
Very good	4	31%
Good	6	46%
Fair	1	8%
Poor	0	0%
Not applicable	0	0%
Total Respondents	13	
(skipped this question)	3	

33. Quality of extra-curricular experiences related to NON-MAJOR courses (e.g., student research, field experiences.)



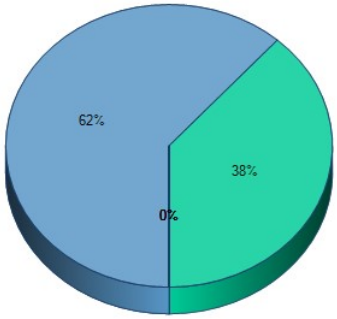
	Response Total	Response Percent
Excellent	0	0%
Very good	4	31%
Good	5	38%
Fair	1	8%
Poor	0	0%
Not applicable	3	23%
Total Respondents	13	
(skipped this question)	3	

34. Match between career goals and NON-MAJOR course requirements.



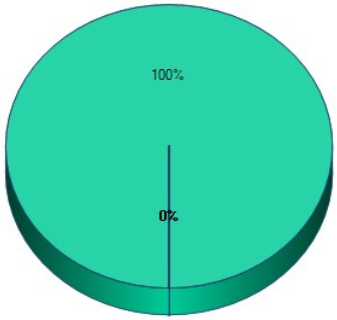
	Response Total	Response Percent
Excellent	0	0%
Very good	6	46%
Good	4	31%
Fair	2	15%
Poor	1	8%
Not applicable	0	0%
Total Respondents		**13**
(skipped this question)		3

35. Overall level of challenge.



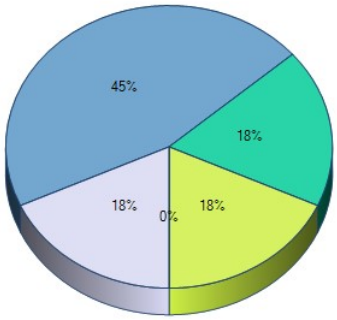
	Response Total	Response Percent
Excellent	0	0%
Very good	8	62%
Good	5	38%
Fair	0	0%
Poor	0	0%
Not applicable	0	0%
Total Respondents		**13**
(skipped this question)		3

36. Grad-maj



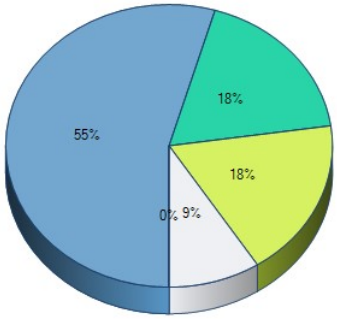
	Response Total	Response Percent
Biology	0	0%
Business Administration	0	0%
Communications Media	11	100%
Computer Science	0	0%
Criminal Justice	0	0%
Economics	0	0%
Education	0	0%
English	0	0%
Exercise and Sports Science	0	0%
Geography	0	0%
History	0	0%
Human Services	0	0%
Industrial Technology	0	0%
Interdisciplinary Studies	0	0%
Mathematics	0	0%
Nursing	0	0%
Political Science	0	0%
Psychology	0	0%
Sociology	0	0%
Total Respondents		**11**
(skipped this question)		5

37. Availability of classes.



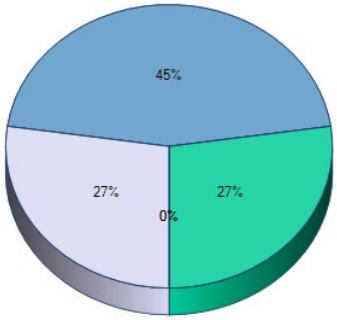
	Response Total	Response Percent
Excellent	2	18%
Very good	5	45%
Good	2	18%
Fair	2	18%
Poor	0	0%
Total Respondents	11	
(skipped this question)	5	

38. Frequency of course offerings.



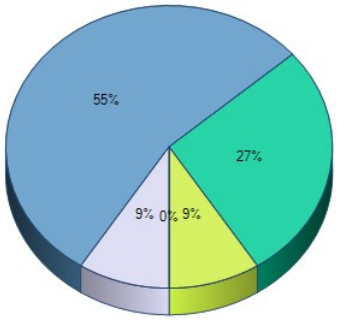
	Response Total	Response Percent
Excellent	0	0%
Very good	6	55%
Good	2	18%
Fair	2	18%
Poor	1	9%
Total Respondents	11	
(skipped this question)	5	

39. Size of classes.



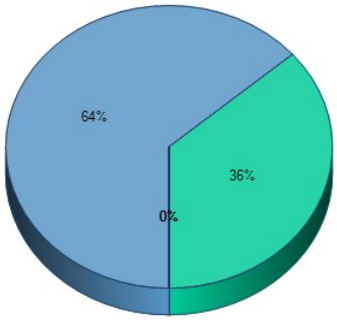
	Response Total	Response Percent
Excellent	3	27%
Very good	5	45%
Good	3	27%
Fair	0	0%
Poor	0	0%
Total Respondents	11	
(skipped this question)	5	

40. Overall quality of instruction.



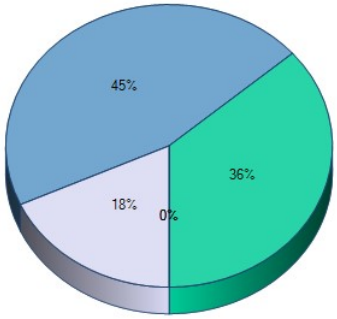
	Response Total	Response Percent
Excellent	1	9%
Very good	6	55%
Good	3	27%
Fair	1	9%
Poor	0	0%
Total Respondents	11	
(skipped this question)	5	

41. Overall quality of texts and other instructional materials.



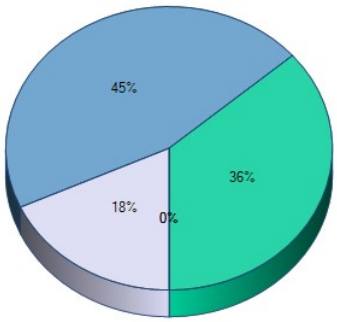
	Response Total	Response Percent
Excellent	0	0%
Very good	7	64%
Good	4	36%
Fair	0	0%
Poor	0	0%
Total Respondents	11	
(skipped this question)	5	

42. Availability of faculty outside of class time.



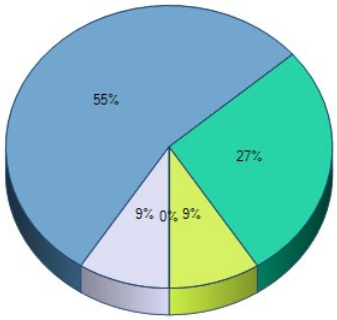
	Response Total	Response Percent
Excellent	2	18%
Very good	5	45%
Good	4	36%
Fair	0	0%
Poor	0	0%
Total Respondents	11	
(skipped this question)	5	

43. Timeliness and relevance of course content.



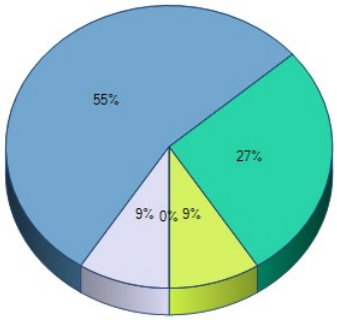
	Response Total	Response Percent
Excellent	2	18%
Very good	5	45%
Good	4	36%
Fair	0	0%
Poor	0	0%
Total Respondents	11	
(skipped this question)	5	

44. Quality of facilities for for learning in my major department (e.g., classrooms, labs, studios, gyms).



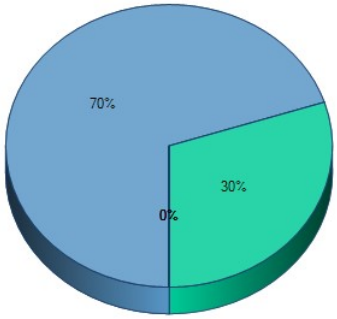
	Response Total	Response Percent
Excellent	1	9%
Very good	6	55%
Good	3	27%
Fair	1	9%
Poor	0	0%
Total Respondents	11	
(skipped this question)	5	

45. Quality of extra-curricular experiences related to my major (e.g., practicum, internship, etc.)



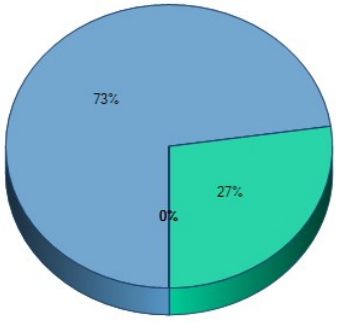
	Response Total	Response Percent
Excellent	1	9%
Very good	6	55%
Good	3	27%
Fair	1	9%
Poor	0	0%
Total Respondents		11
(skipped this question)		5

46. Match between career goals and course-of-study requirements.



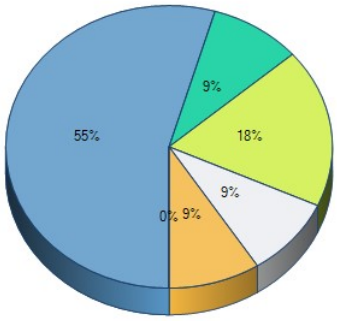
	Response Total	Response Percent
Excellent	0	0%
Very good	7	70%
Good	3	30%
Fair	0	0%
Poor	0	0%
Total Respondents		10
(skipped this question)		6

47. Overall level of challenge.



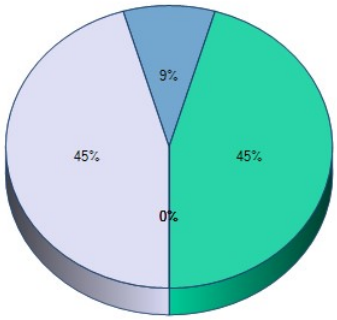
	Response Total	Response Percent
Excellent	0	0%
Very good	8	73%
Good	3	27%
Fair	0	0%
Poor	0	0%
Total Respondents		11
(skipped this question)		5

48. Quality of extra-curricular activities UNRELATED to your course of study (e.g., intercollegiate sports, intramural athletics, musical or other performances, Greek life, clubs, etc.)



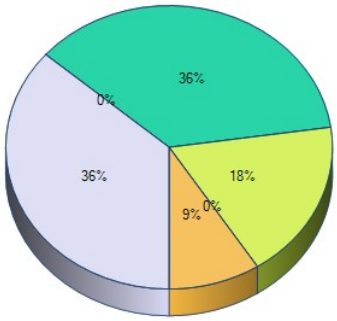
	Response Total	Response Percent
Excellent	0	0%
Very good	6	55%
Good	1	9%
Fair	2	18%
Poor	1	9%
Not applicable	1	9%
Total Respondents		11
(skipped this question)		5

49. Faculty demonstrated commitment to my learning, personal well-being, and success.



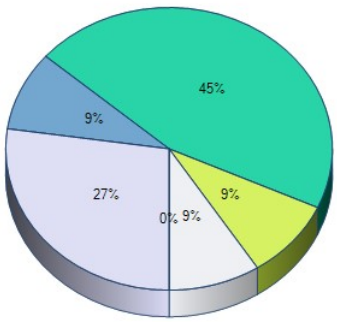
	Response Total	Response Percent
Strongly agree	5	45%
Agree	1	9%
Neutral	5	45%
Disagree	0	0%
Strongly disagree	0	0%
Not applicable	0	0%
Total Respondents	**11**	
(skipped this question)	5	

50. Fieldwork supervisors (e.g., internship supervisors, cooperating teachers) demonstrated commitment to my learning, personal well-being, and success.



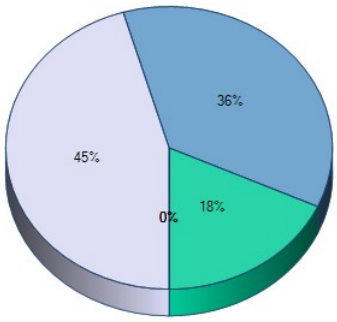
	Response Total	Response Percent
Strongly agree	4	36%
Agree	0	0%
Neutral	4	36%
Disagree	2	18%
Strongly disagree	0	0%
Not applicable	1	9%
Total Respondents	**11**	
(skipped this question)	5	

51. Administrators (e.g., vice presidents, deans and directors) demonstrated commitment to my learning, personal well-being, and success.



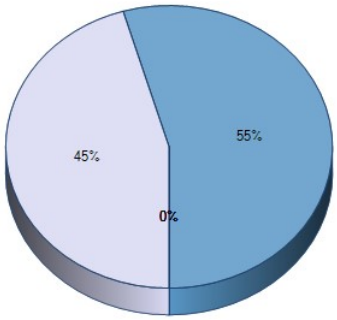
	Response Total	Response Percent
Strongly agree	3	27%
Agree	1	9%
Neutral	5	45%
Disagree	1	9%
Strongly disagree	1	9%
Not applicable	0	0%
Total Respondents	**11**	
(skipped this question)	5	

52. Library resources (e.g., books, database subscriptions, web-based resources, inter-library loans) were adequate for my research and learning needs.



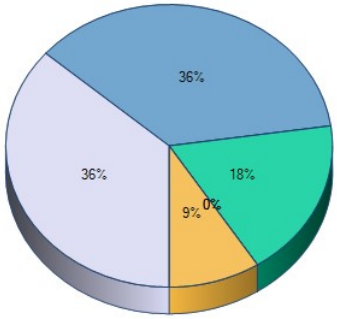
	Response Total	Response Percent
Strongly agree	5	45%
Agree	4	36%
Neutral	2	18%
Disagree	0	0%
Strongly disagree	0	0%
Not applicable	0	0%
Total Respondents	**11**	
(skipped this question)	5	

53. Library hours and web resource availability were adequate for my research and learning needs.



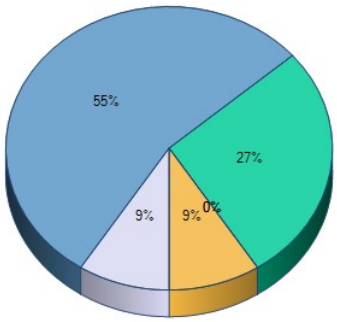
	Response Total	Response Percent
Strongly agree	5	45%
Agree	6	55%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Not applicable	0	0%
Total Respondents	**11**	
(skipped this question)	5	

54. Library staff were knowledgeable and demonstrated commitment to my learning and academic success.



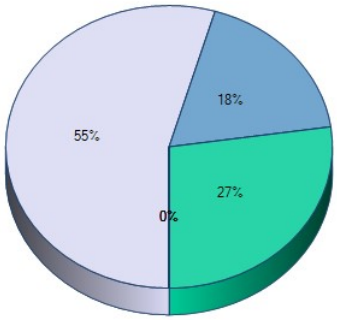
	Response Total	Response Percent
Strongly agree	4	36%
Agree	4	36%
Neutral	2	18%
Disagree	0	0%
Strongly disagree	0	0%
Not applicable	1	9%
Total Respondents	**11**	
(skipped this question)	5	

55. I learned about research strategies and sources of information from library staff.



	Response Total	Response Percent
Strongly agree	1	9%
Agree	6	55%
Neutral	3	27%
Disagree	0	0%
Strongly disagree	0	0%
Not applicable	1	9%
Total Respondents	**11**	
(skipped this question)	5	

56. The library was comfortable and a good place to study.



	Response Total	Response Percent
Strongly agree	6	55%
Agree	2	18%
Neutral	3	27%
Disagree	0	0%
Strongly disagree	0	0%
Not applicable	0	0%
Total Respondents	**11**	
(skipped this question)	5	

57. Written communication.

	Response Total	Response Percent
Very strong	0	0%
Somewhat strong	0	0%
About average	0	0%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents		0
(skipped this question)		1

58. Oral communication.

	Response Total	Response Percent
Very strong	0	0%
Somewhat strong	0	0%
About average	0	0%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents		0
(skipped this question)		1

59. Quantitative skills.

	Response Total	Response Percent
Very strong	0	0%
Somewhat strong	0	0%
About average	0	0%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents		0
(skipped this question)		1

60. Comfort with racial, cultural, and national diversity.

	Response Total	Response Percent
Very strong	0	0%
Somewhat strong	0	0%
About average	0	0%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents		0
(skipped this question)		1

61. Conducting research.

	Response Total	Response Percent
Very strong	0	0%
Somewhat strong	0	0%
About average	0	0%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents		0
(skipped this question)		1

62. Accessing, evaluating, and using information in printed and electronic media.

	Response Total	Response Percent
Very strong	0	0%
Somewhat strong	0	0%
About average	0	0%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents		0
(skipped this question)		1

63. Using computer technology.

	Response Total	Response Percent
Very strong	0	0%
Somewhat strong	0	0%
About average	0	0%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents		0
(skipped this question)		1

64. Critical reasoning.

	Response Total	Response Percent
Very strong	0	0%
Somewhat strong	0	0%
About average	0	0%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents		0
(skipped this question)		1

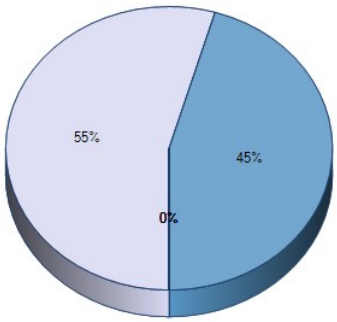
65. Leadership.

	Response Total	Response Percent
Very strong	0	0%
Somewhat strong	0	0%
About average	0	0%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents		0
(skipped this question)		1

66. Teamwork.

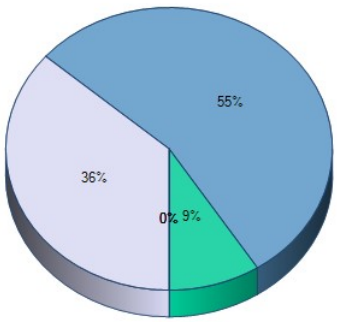
	Response Total	Response Percent
Very strong	0	0%
Somewhat strong	0	0%
About average	0	0%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents		0
(skipped this question)		1

67. Written communication.



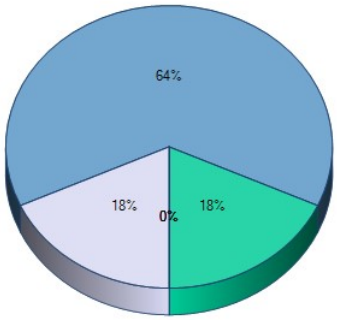
	Response Total	Response Percent
Very strong	6	55%
Somewhat strong	5	45%
About average	0	0%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents		11
(skipped this question)		5

68. Oral communication.



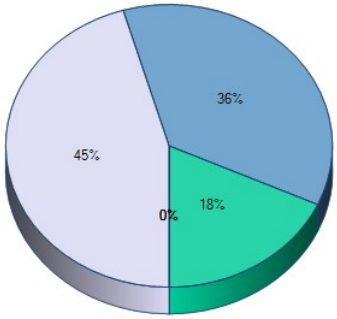
	Response Total	Response Percent
Very strong	4	36%
Somewhat strong	6	55%
About average	1	9%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents		11
(skipped this question)		5

69. Quantitative skills.



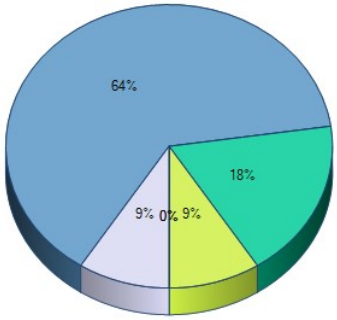
	Response Total	Response Percent
Very strong	2	18%
Somewhat strong	7	64%
About average	2	18%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	11	
(skipped this question)	5	

70. Comfort with racial, cultural, and national diversity.



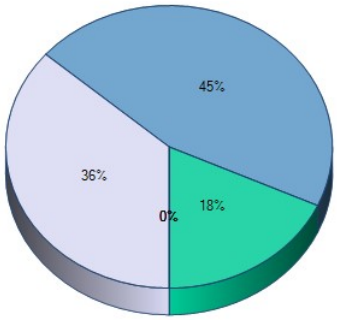
	Response Total	Response Percent
Very strong	5	45%
Somewhat strong	4	36%
About average	2	18%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	11	
(skipped this question)	5	

71. Conducting research.



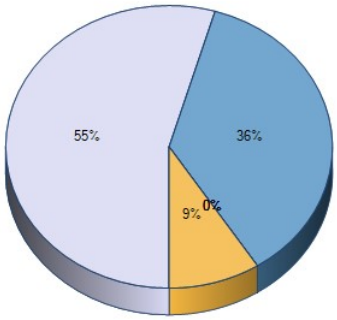
	Response Total	Response Percent
Very strong	1	9%
Somewhat strong	7	64%
About average	2	18%
Somewhat weak	1	9%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	11	
(skipped this question)	5	

72. Accessing, evaluating, and using information in printed and electronic media.



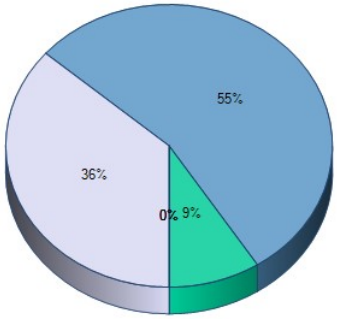
	Response Total	Response Percent
Very strong	4	36%
Somewhat strong	5	45%
About average	2	18%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	11	
(skipped this question)	5	

73. Using computer technology.



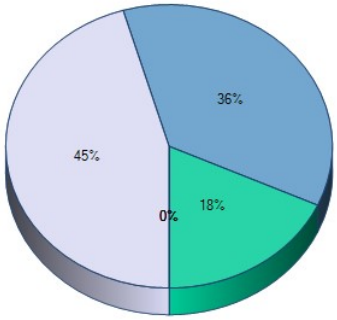
	Response Total	Response Percent
Very strong	6	55%
Somewhat strong	4	36%
About average	0	0%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	1	9%
Total Respondents	**11**	
(skipped this question)	5	

74. Critical reasoning.



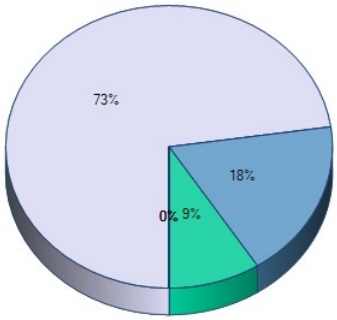
	Response Total	Response Percent
Very strong	4	36%
Somewhat strong	6	55%
About average	1	9%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	**11**	
(skipped this question)	5	

75. Leadership.



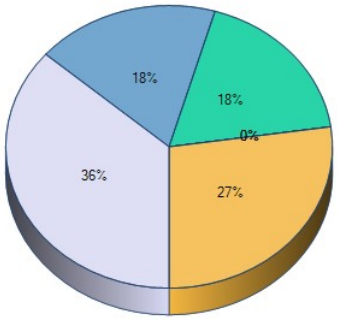
	Response Total	Response Percent
Very strong	5	45%
Somewhat strong	4	36%
About average	2	18%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	**11**	
(skipped this question)	5	

76. Teamwork.



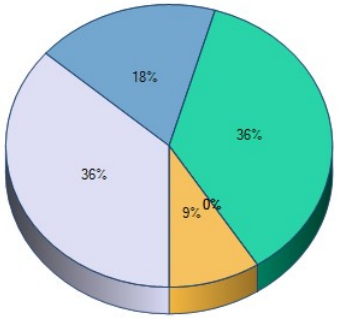
	Response Total	Response Percent
Very strong	8	73%
Somewhat strong	2	18%
About average	1	9%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	**11**	
(skipped this question)	5	

77. Academic Advising Center.



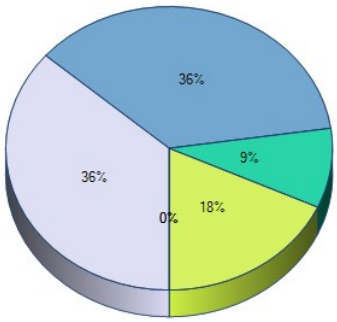
	Response Total	Response Percent
Very positive	4	36%
Mostly positive	2	18%
Neutral	2	18%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	3	27%
Total Respondents	11	
(skipped this question)	5	

78. Admissions.



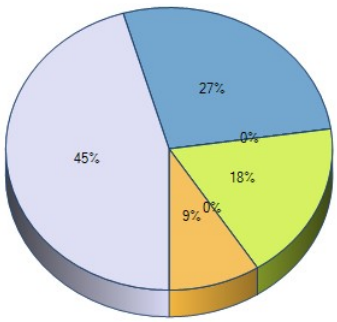
	Response Total	Response Percent
Very positive	4	36%
Mostly positive	2	18%
Neutral	4	36%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	1	9%
Total Respondents	11	
(skipped this question)	5	

79. Bookstore.



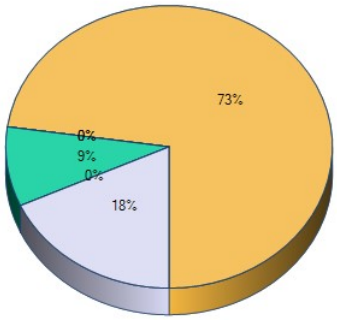
	Response Total	Response Percent
Very positive	4	36%
Mostly positive	4	36%
Neutral	1	9%
Mostly negative	2	18%
Very negative	0	0%
Not applicable	0	0%
Total Respondents	11	
(skipped this question)	5	

80. Campus Police.



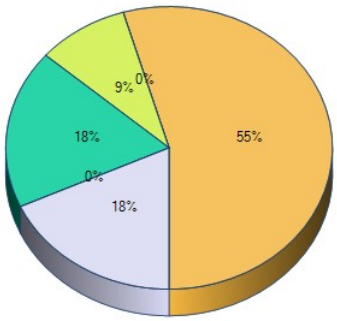
	Response Total	Response Percent
Very positive	5	45%
Mostly positive	3	27%
Neutral	0	0%
Mostly negative	2	18%
Very negative	0	0%
Not applicable	1	9%
Total Respondents	11	
(skipped this question)	5	

81. Career Services.



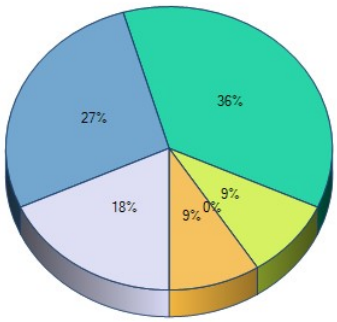
	Response Total	Response Percent
Very positive	2	18%
Mostly positive	0	0%
Neutral	1	9%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	8	73%
Total Respondents	11	
(skipped this question)	5	

82. College Catalog.



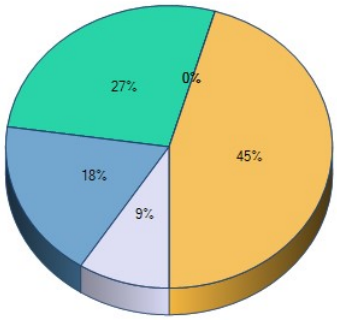
	Response Total	Response Percent
Very positive	2	18%
Mostly positive	0	0%
Neutral	2	18%
Mostly negative	1	9%
Very negative	0	0%
Not applicable	6	55%
Total Respondents	11	
(skipped this question)	5	

83. College website.



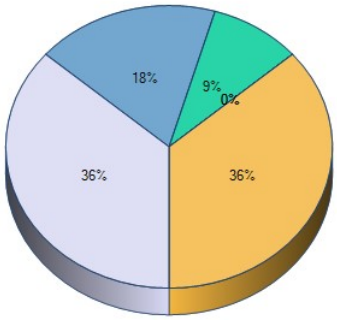
	Response Total	Response Percent
Very positive	2	18%
Mostly positive	3	27%
Neutral	4	36%
Mostly negative	1	9%
Very negative	0	0%
Not applicable	1	9%
Total Respondents	11	
(skipped this question)	5	

84. Computer laboratories.



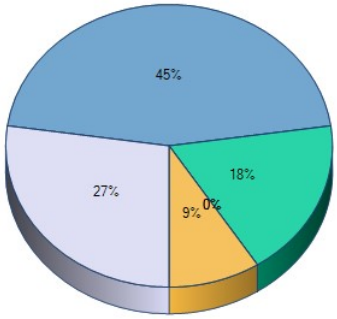
	Response Total	Response Percent
Very positive	1	9%
Mostly positive	2	18%
Neutral	3	27%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	5	45%
Total Respondents	11	
(skipped this question)	5	

85. Counseling.



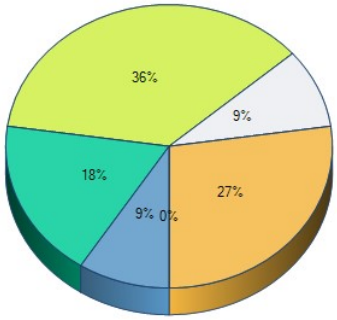
	Response Total	Response Percent
Very positive	4	36%
Mostly positive	2	18%
Neutral	1	9%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	4	36%
Total Respondents	11	
(skipped this question)	5	

86. Course schedule.



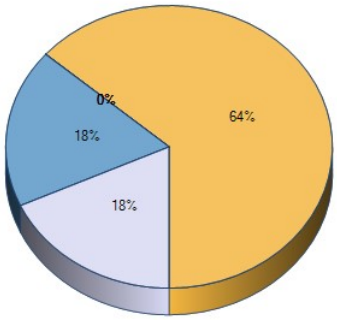
	Response Total	Response Percent
Very positive	3	27%
Mostly positive	5	45%
Neutral	2	18%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	1	9%
Total Respondents	11	
(skipped this question)	5	

87. Dining facilities.



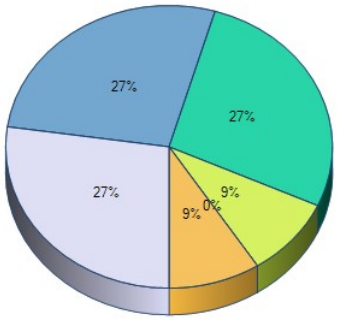
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	1	9%
Neutral	2	18%
Mostly negative	4	36%
Very negative	1	9%
Not applicable	3	27%
Total Respondents	11	
(skipped this question)	5	

88. Disability Services.



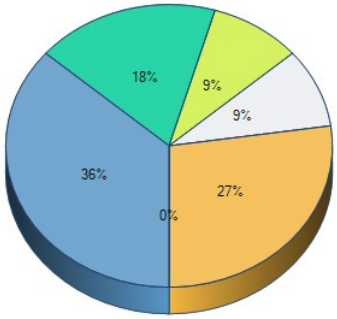
	Response Total	Response Percent
Very positive	2	18%
Mostly positive	2	18%
Neutral	0	0%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	7	64%
Total Respondents	11	
(skipped this question)	5	

89. Electronic services (e.g., College email, ConnectEd).



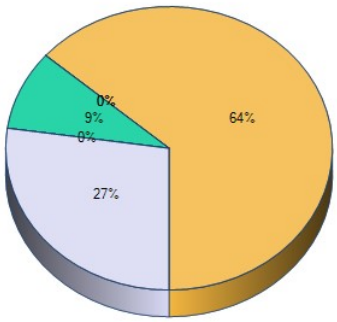
	Response Total	Response Percent
Very positive	3	27%
Mostly positive	3	27%
Neutral	3	27%
Mostly negative	1	9%
Very negative	0	0%
Not applicable	1	9%
Total Respondents	11	
(skipped this question)	5	

90. Financial Aid.



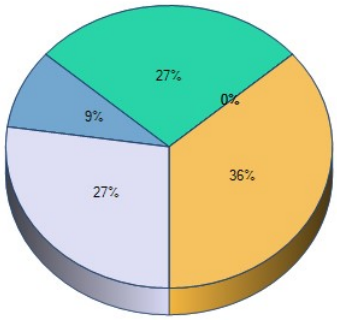
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	4	36%
Neutral	2	18%
Mostly negative	1	9%
Very negative	1	9%
Not applicable	3	27%
Total Respondents	11	
(skipped this question)	5	

91. Graduate and Continuing Education



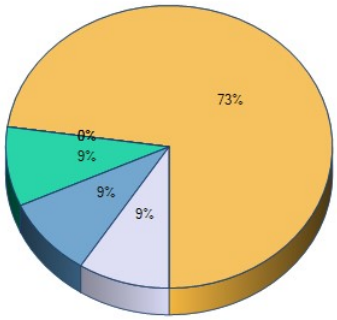
	Response Total	Response Percent
Very positive	3	27%
Mostly positive	0	0%
Neutral	1	9%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	7	64%
Total Respondents	11	
(skipped this question)	5	

92. Help Desk.



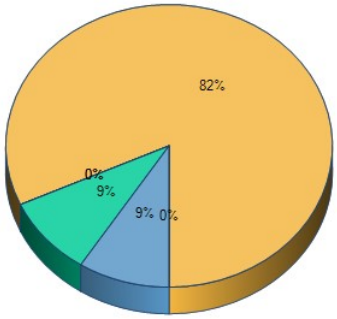
	Response Total	Response Percent
Very positive	3	27%
Mostly positive	1	9%
Neutral	3	27%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	4	36%
Total Respondents	11	
(skipped this question)	5	

93. International Education/Study Abroad.



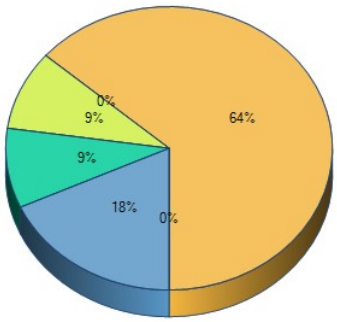
	Response Total	Response Percent
Very positive	1	9%
Mostly positive	1	9%
Neutral	1	9%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	8	73%
Total Respondents	11	
(skipped this question)	5	

94. Multicultural Student Services.



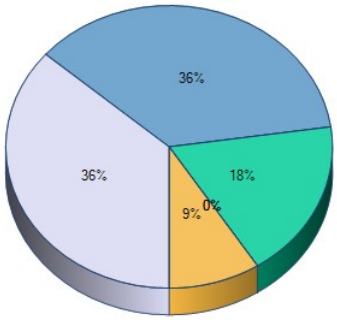
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	1	9%
Neutral	1	9%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	9	82%
Total Respondents	11	
(skipped this question)	5	

95. On-campus job recruiting.



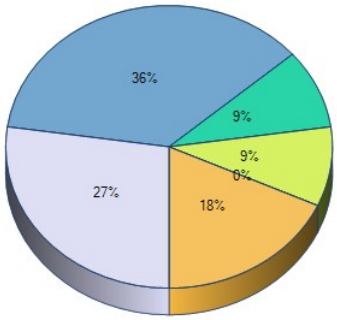
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	2	18%
Neutral	1	9%
Mostly negative	1	9%
Very negative	0	0%
Not applicable	7	64%
Total Respondents	11	
(skipped this question)	5	

96. One Card.



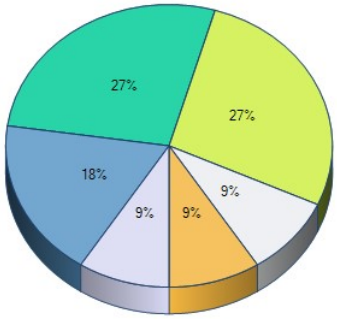
	Response Total	Response Percent
Very positive	4	36%
Mostly positive	4	36%
Neutral	2	18%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	1	9%
Total Respondents	11	
(skipped this question)	5	

97. Online services (e.g., application, financial aid, registration, add/drop).



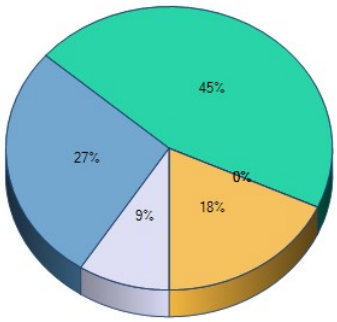
	Response Total	Response Percent
Very positive	3	27%
Mostly positive	4	36%
Neutral	1	9%
Mostly negative	1	9%
Very negative	0	0%
Not applicable	2	18%
Total Respondents	**11**	
(skipped this question)	5	

98. Parking and transportation.



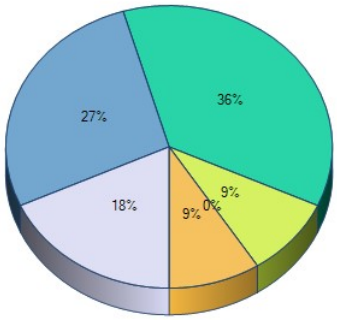
	Response Total	Response Percent
Very positive	1	9%
Mostly positive	2	18%
Neutral	3	27%
Mostly negative	3	27%
Very negative	1	9%
Not applicable	1	9%
Total Respondents	**11**	
(skipped this question)	5	

99. Recreation/athletic center.



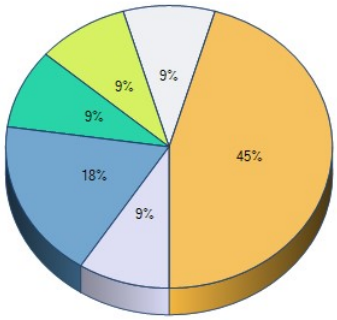
	Response Total	Response Percent
Very positive	1	9%
Mostly positive	3	27%
Neutral	5	45%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	2	18%
Total Respondents	**11**	
(skipped this question)	5	

100. Registrar.



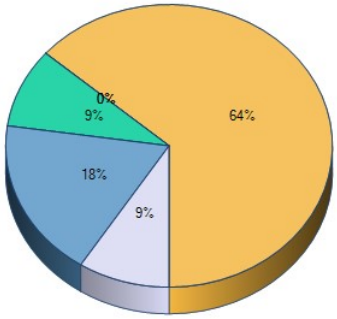
	Response Total	Response Percent
Very positive	2	18%
Mostly positive	3	27%
Neutral	4	36%
Mostly negative	1	9%
Very negative	0	0%
Not applicable	1	9%
Total Respondents	**11**	
(skipped this question)	5	

101. Residence halls (Housing and Residential Services).



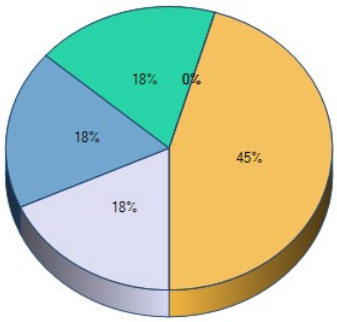
	Response Total	Response Percent
Very positive	1	9%
Mostly positive	2	18%
Neutral	1	9%
Mostly negative	1	9%
Very negative	1	9%
Not applicable	5	45%
Total Respondents	11	
(skipped this question)	5	

102. Student Academic Services.



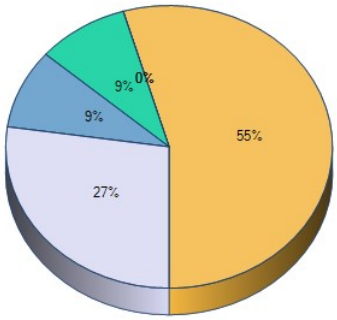
	Response Total	Response Percent
Very positive	1	9%
Mostly positive	2	18%
Neutral	1	9%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	7	64%
Total Respondents	11	
(skipped this question)	5	

103. Student Accounts.



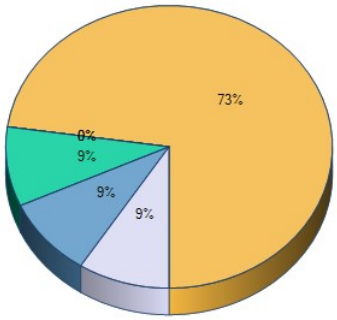
	Response Total	Response Percent
Very positive	2	18%
Mostly positive	2	18%
Neutral	2	18%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	5	45%
Total Respondents	11	
(skipped this question)	5	

104. Student Activities.



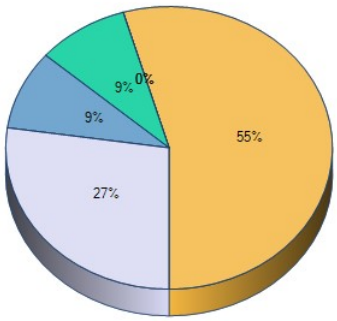
	Response Total	Response Percent
Very positive	3	27%
Mostly positive	1	9%
Neutral	1	9%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	6	55%
Total Respondents	11	
(skipped this question)	5	

105. Student Government Association.



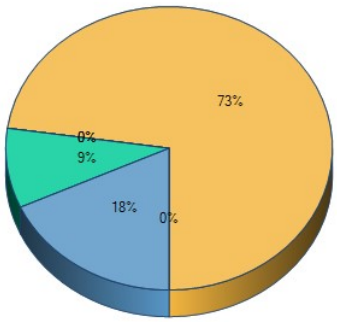
	Response Total	Response Percent
Very positive	1	9%
Mostly positive	1	9%
Neutral	1	9%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	8	73%
Total Respondents	11	
(skipped this question)	5	

106. Student Health Services.



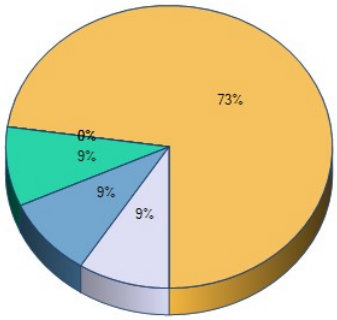
	Response Total	Response Percent
Very positive	3	27%
Mostly positive	1	9%
Neutral	1	9%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	6	55%
Total Respondents	11	
(skipped this question)	5	

107. Student Support Services.



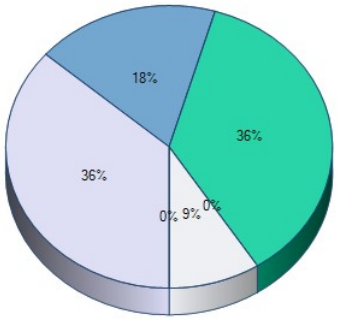
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	2	18%
Neutral	1	9%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	8	73%
Total Respondents	11	
(skipped this question)	5	

108. Tutoring and Placement Test Center.



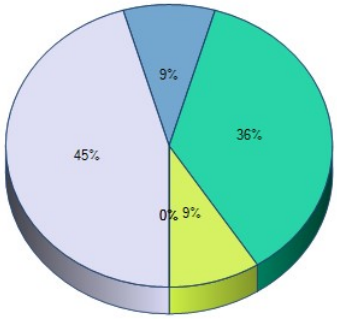
	Response Total	Response Percent
Very positive	1	9%
Mostly positive	1	9%
Neutral	1	9%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	8	73%
Total Respondents	11	
(skipped this question)	5	

109. Overall satisfaction with my experience at Fitchburg State University.



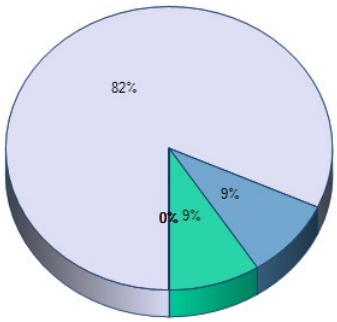
	Response Total	Response Percent
Very high	4	36%
High	2	18%
Average	4	36%
Low	0	0%
Very low	1	9%
Not applicable	0	0%
Total Respondents	**11**	
(skipped this question)	5	

110. Likelihood that I will recommend the University to others.



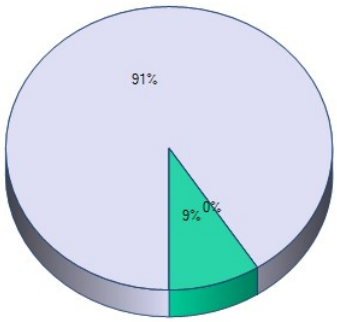
	Response Total	Response Percent
Very high	5	45%
High	1	9%
Average	4	36%
Low	1	9%
Very low	0	0%
Not applicable	0	0%
Total Respondents	**11**	
(skipped this question)	5	

111. Which is MOST LIKELY to be your PRINCIPAL activity upon graduation?



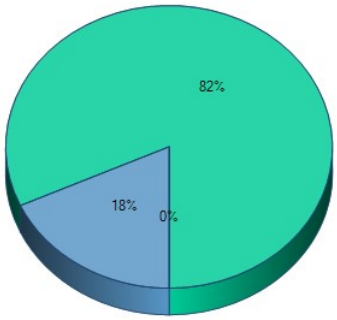
	Response Total	Response Percent
Employment, full-time, paid	9	82%
Employment, part-time, paid	1	9%
Graduate or professional school, full-time	1	9%
Graduate or professional school, part-time	0	0%
Additional undergraduate coursework	0	0%
Military service	0	0%
Volunteer activity (e.g., Peace Corps)	0	0%
Starting or raising a family	0	0%
Other	0	0%
Total Respondents	**11**	
(skipped this question)	5	

112. I am seeking employment in my field(s) of study.



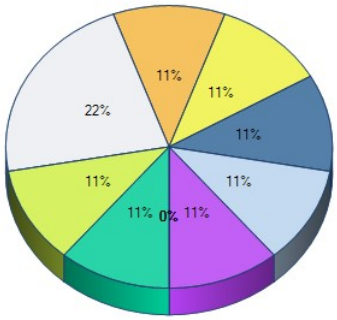
	Response Total	Response Percent
Yes, full-time in the field.	10	91%
Yes, part-time in the field.	0	0%
Not seeking employment in field(s) of study.	1	9%
Total Respondents	**11**	
(skipped this question)	5	

113. I have a job offer or am already employed in my field(s) of study.



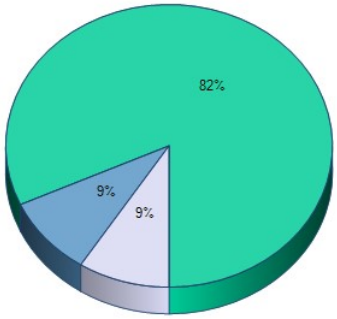
	Response Total	Response Percent
Yes, full-time in the field.	0	0%
Yes, part-time in the field.	2	18%
Not employed in field(s) of study.	9	82%
Total Respondents	**11**	
(skipped this question)	5	

114. Annual or anticipated salary, if employed or soon to be employed in field(s) of study.



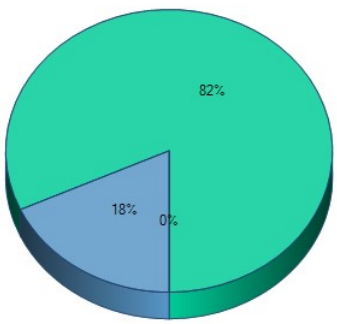
	Response Total	Response Percent
Less than $12,000	0	0%
$12,000-$16,999	0	0%
$17,000-$21,999	1	11%
$22,000-$26,999	1	11%
$27,000-$31,999	2	22%
$32,000-$36,999	1	11%
$37,000-$41,999	1	11%
$42,000-$46,999	1	11%
$47,000-$51,999	1	11%
$52,000-$56,999	1	11%
$57,000 or more	0	0%
Total Respondents	**9**	
(skipped this question)	7	

115. If you are NOT employed or seeking employment in your field(s) of study, are you seeking employment OUTSIDE your field(s) of study?



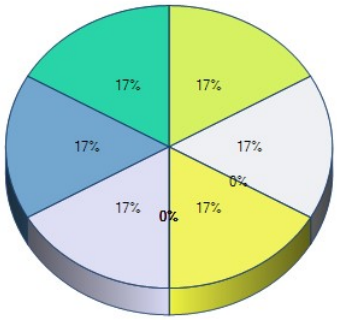
	Response Total	Response Percent
Yes, full-time.	1	9%
Yes, part-time.	1	9%
Not seeking employment outside field(s) of study.	9	82%
Total Respondents	**11**	
(skipped this question)	5	

116. If you are NOT employed or seeking employment in your field(s) of study, do you have a job offer or are you already employed OUTSIDE your field(s) of study?



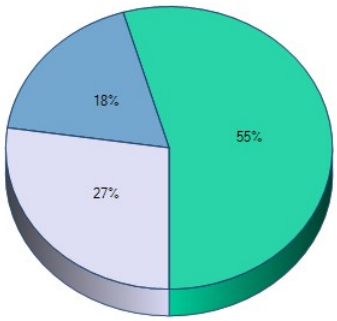
	Response Total	Response Percent
Yes, full-time.	0	0%
Yes, part-time.	2	18%
Not employed outside field (s) of study.	9	82%
Total Respondents	**11**	
(skipped this question)	5	

117. Annual or anticipated salary, if employed or soon to be employed OUTSIDE my field(s) of study and NOT seeking employment in degree field(s).



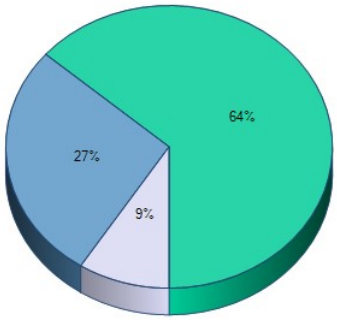
	Response Total	Response Percent
Less than $12,000	1	17%
$12,000-$16,999	1	17%
$17,000-$21,999	1	17%
$22,000-$26,999	1	17%
$27,000-$31,999	1	17%
$32,000-$36,999	0	0%
$37,000-$41,999	1	17%
$42,000-$46,999	0	0%
$47,000-$51,999	0	0%
$52,000-$56,999	0	0%
$57,000 or more	0	0%
Total Respondents	**6**	
(skipped this question)	10	

118. I am enrolled, or expect to enroll, for additional undergraduate coursework within the next year.



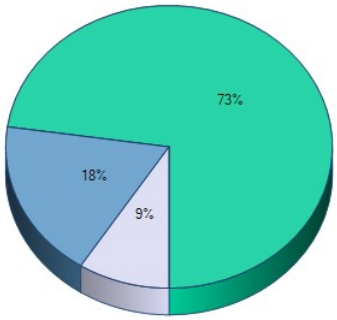
	Response Total	Response Percent
Yes, full-time.	3	27%
Yes, part-time.	2	18%
No.	6	55%
Total Respondents	**11**	
(skipped this question)	5	

119. I expect to attend graduate school in my field of study within the next year.



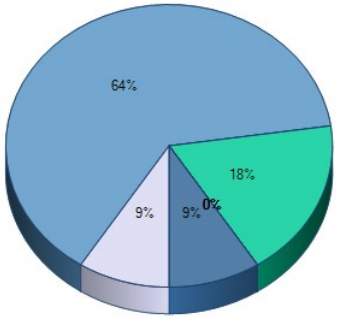
	Response Total	Response Percent
Yes, full-time.	1	9%
Yes, part-time.	3	27%
No.	7	64%
Total Respondents	**11**	
(skipped this question)	5	

120. I expect to attend graduate school OUTSIDE my field of study within the next year.



	Response Total	Response Percent
Yes, full-time.	1	9%
Yes, part-time.	2	18%
No.	8	73%
Total Respondents	**11**	
(skipped this question)	5	

121. Which best describes the level at which you are presently working or expect to work within the next year?



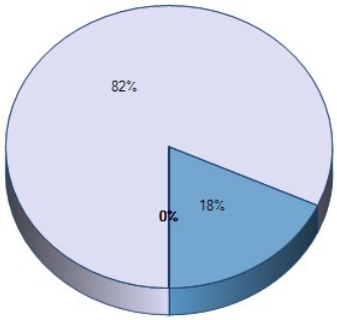
	Response Total	Response Percent
Unemployed	1	9%
Hourly worker	7	64%
Entry-level professional (technician, nurse, teacher, etc.), artist, or entrepreneur	2	18%
Experienced professional, artist, or entrepreneur	0	0%
Advanced professional (clinical specialist, educational coordinator, etc.)	0	0%
Manager (supervisor of staff, head nurse, etc.)	0	0%
Executive	0	0%
Other	1	9%
Total Respondents	**11**	
(skipped this question)	5	

122. Comments

1.	My best experiences were with Donald Tarallo Jr. He is an exceptionally intelligent professor that helped me so much in my college career. I am now confident with my graphic design skills and about having a future in that field. Without him I would not have been ready to tackle the Working World. He is helpful, kind, and has amazing teaching skills. His eye for detail and being able to inform you what is precisely right or wrong is crucial to have in this field.
2.	I honestly have no idea what I will be doing after graduation. I have a few options in mind but I won't know until the fall or early spring semester. I tried to answer these questions as honest as possible but I'm not 100% sure what will happen or how much I should expect to be paid.
3.	I am a good student whose always loved school. This quickly changed when I came to FSU, particularly while going through the film/video concentration. Instead of encouraging me to reach for greatness, many professors often told me to suppress my creativity, in favor of making films that were easier and more traditional. In other words, I felt like we were being trained to be clones, each raised to do the same exact thing in the film/video world. Being a female, I am outnumbered by males in my film/video field. Throughout my four years at FSU, I only had one female film/video professor. This is extremely discouraging, and I've always wished that I had some more women in my department to relate to. Also, I had a very negative experience with Paul Concemi, the EQ manager. At times, I felt condescended and even harassed by him. I never once showed him disrespect or handled equipment in an irresponsible way. Yet, I still received aggressive emails from him, and at one time, even abusive comments which indirectly and non-constructively criticized my methods of work. I feel scared when I have to be in his presence or handle equipment from EQ. I also hated the uncertainty of the internship program. I reached out to Charles Sides several times, both through email and in person, but never got a clear picture of how the internship program works. This, I fear, will true limit and sabotage me when applying for internships.

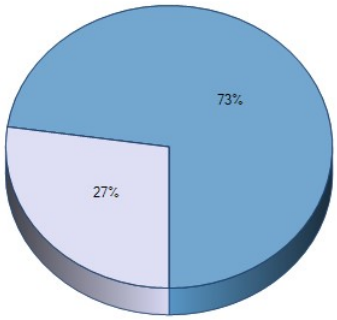
Total Respondents	**3**
(skipped this question)	13

123. Your age.



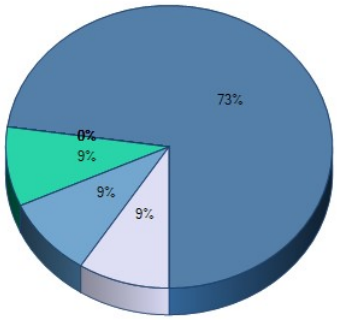
	Response Total	Response Percent
18-21	9	82%
22-25	2	18%
26-30	0	0%
31-35	0	0%
36-40	0	0%
41-45	0	0%
46-50	0	0%
51+	0	0%
Total Respondents	**11**	
(skipped this question)	5	

124. Your gender.



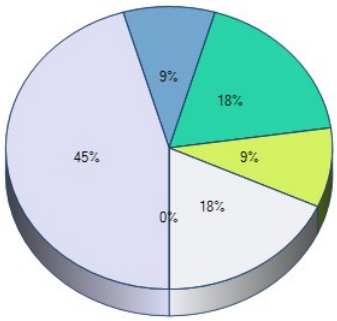
	Response Total	Response Percent
Male	3	27%
Female	8	73%
Total Respondents	**11**	
(skipped this question)	5	

125. Your racial heritage.



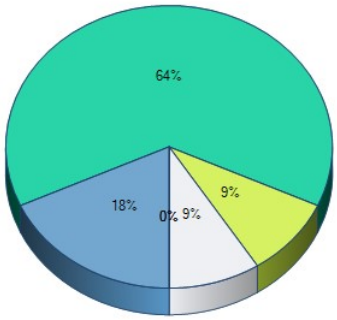
	Response Total	Response Percent
Prefer not to state	1	9%
Bi-racial/multi-racial	1	9%
Hispanic or Latino	1	9%
American Indian or Alaska Native	0	0%
Asian	0	0%
Black or African-American	0	0%
Native Hawaiian or other Pacific Islander	0	0%
White (not Hispanic or Latino)	8	73%
Total Respondents	**11**	
(skipped this question)	5	

126. Class standing when you enrolled at Fitchburg State University to earn your current degree.



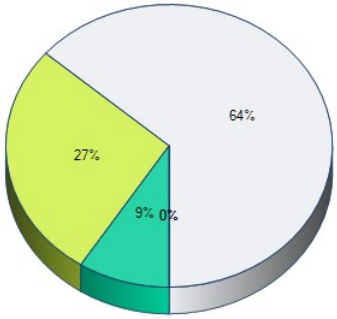
	Response Total	Response Percent
Freshman (no previous college).	5	45%
Freshman with transfer credits.	1	9%
Sophomore	2	18%
Junior	1	9%
Senior	2	18%
Graduate student	0	0%
Total Respondents	**11**	
(skipped this question)	5	

127. Total SEMESTERS it took you to earn your degree.



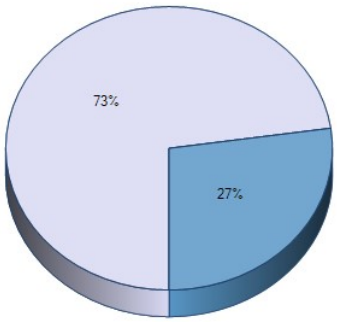
	Response Total	Response Percent
1-2	0	0%
3-5	2	18%
6-8	7	64%
9-10	1	9%
11-12	1	9%
13+	0	0%
Total Respondents	11	
(skipped this question)	5	

128. Cumulative GPA.



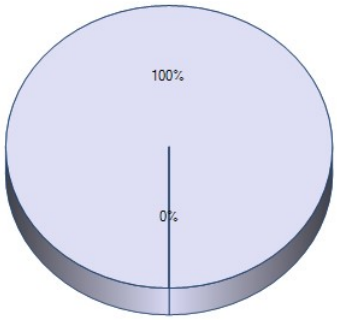
	Response Total	Response Percent
Less than 2.000	0	0%
2.000-2.500	0	0%
2.501-3.000	1	9%
3.001-3.500	3	27%
3.501-4.000	7	64%
Total Respondents	11	
(skipped this question)	5	

129. Did you attend the University continuously while working on your degree?



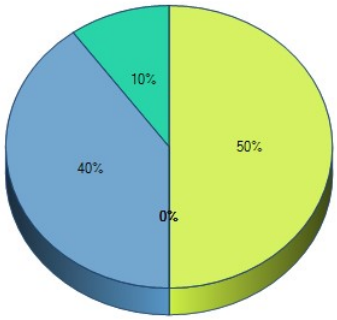
	Response Total	Response Percent
Yes.	8	73%
No.	3	27%
Total Respondents	11	
(skipped this question)	5	

130. During all or most of your semesters at the University, did you attend full-time or part-time?



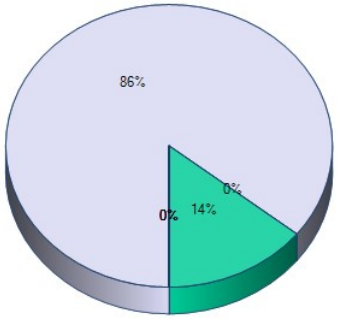
	Response Total	Response Percent
Full-time.	11	100%
Part-time.	0	0%
Total Respondents	11	
(skipped this question)	5	

131. Average hours per week worked while attending the University.



	Response Total	Response Percent
0	0	0%
1-10	4	40%
11-20	1	10%
21-30	5	50%
31-40	0	0%
40+	0	0%
Total Respondents	10	
(skipped this question)	6	

132. Number of dependents (besides yourself).



	Response Total	Response Percent
0	6	86%
1	0	0%
2	1	14%
3	0	0%
4	0	0%
5	0	0%
6+	0	0%
Total Respondents	7	
(skipped this question)	9	

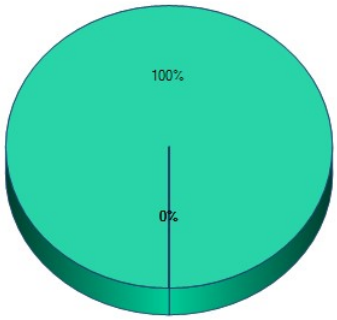
FITCHBURG STATE UNIVERSITY

Previous Graduating Student Survey - 2014-2017

Survey Title: Graduating Student Survey - Fitchburg State University

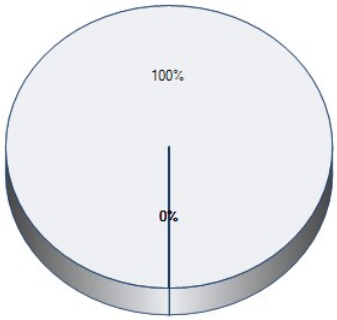
Responses By Question Analysis:

1. Complete-sem



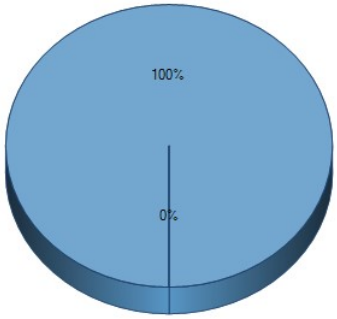
	Response Total	Response Percent
Fall	0	0%
Winter	0	0%
Spring	4	100%
Summer	0	0%
Total Respondents	4	

2. Complete-yr



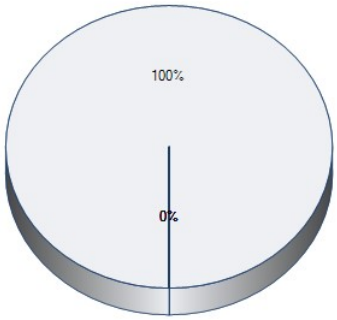
	Response Total	Response Percent
2014	0	0%
2015	0	0%
2016	0	0%
2017	0	0%
2018	4	100%
Total Respondents	4	

3. Commencement-sem



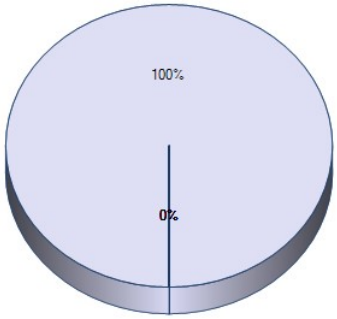
	Response Total	Response Percent
January	0	0%
May	4	100%
Total Respondents	4	

4. Commence-yr



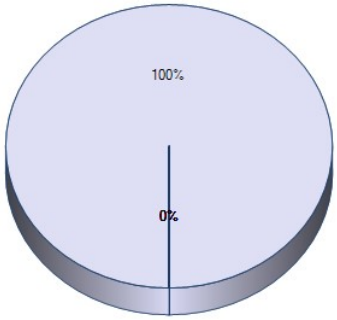
	Response Total	Response Percent
2014	0	0%
2015	0	0%
2016	0	0%
2017	0	0%
2018	4	100%
Total Respondents	4	

5. TP-prog



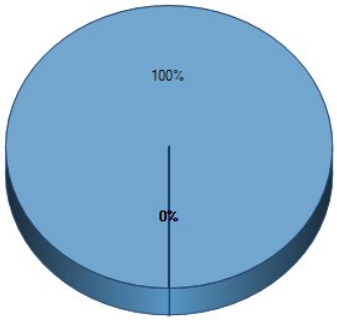
	Response Total	Response Percent
None	4	100%
Early Childhood Education	0	0%
Elementary Education	0	0%
Middle School Education	0	0%
Secondary Education	0	0%
Special Education	0	0%
Technology Education	0	0%
Total Respondents	4	

6. Degree



	Response Total	Response Percent
BA	4	100%
BS	0	0%
Post-Bacc Certification	0	0%
CAGS	0	0%
MA	0	0%
MAT	0	0%
MBA	0	0%
MEd	0	0%
MS	0	0%
Total Respondents	4	

7. OnlineHrsFSC

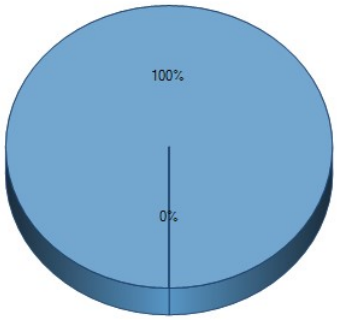


	Response Total	Response Percent
0	0	0%
1-10	2	100%
11-20	0	0%
21-30	0	0%
31-40	0	0%
41-50	0	0%
51-60	0	0%
61-70	0	0%
71-80	0	0%
81-90	0	0%
91-100	0	0%
101-110	0	0%
111-120	0	0%
Total Respondents	2	
(skipped this question)	2	

8. OnlineHrsNotFSC

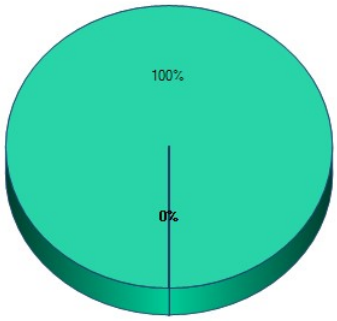
	Response Total	Response Percent
0	0	0%
1-10	0	0%
11-20	0	0%
21-30	0	0%
31-40	0	0%
41-50	0	0%
51-60	0	0%
61-70	0	0%
71-80	0	0%
81-90	0	0%
91-100	0	0%
101-110	0	0%
111-120	0	0%
Total Respondents	0	
(skipped this question)	4	

9. ProgOnline



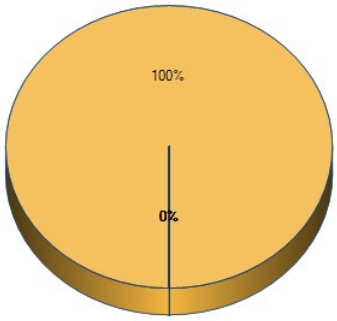
	Response Total	Response Percent
Yes	0	0%
No	4	100%
Total Respondents	4	

10. First-maj



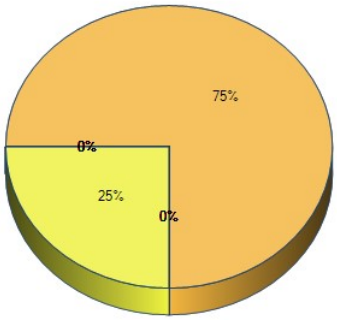
	Response Total	Response Percent
Biology	0	0%
Business Administration	0	0%
Communications Media	4	100%
Chemistry	0	0%
Computer Science	0	0%
Criminal Justice	0	0%
Earth Systems Science	0	0%
Economics	0	0%
English	0	0%
Exercise and Sports Science	0	0%
Game Design	0	0%
Geography	0	0%
History	0	0%
Human Services	0	0%
Interdisciplinary Studies	0	0%
Industrial Technology	0	0%
Mathematics	0	0%
Nursing	0	0%
Political Science	0	0%
Psychology	0	0%
Sociology	0	0%
Total Respondents	**4**	

11. Sec-maj



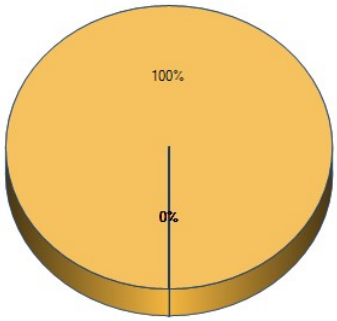
	Response Total	Response Percent
Biology	0	0%
Business Administration	0	0%
Communications Media	0	0%
Computer Science	0	0%
Criminal Justice	0	0%
Economics	0	0%
English	0	0%
Exercise and Sports Science	0	0%
Geography	0	0%
History	0	0%
Human Services	0	0%
Industrial Technology	0	0%
Interdisciplinary Studies	0	0%
Mathematics	0	0%
Nursing	0	0%
Political Science	0	0%
Psychology	0	0%
Sociology	0	0%
None	4	100%
Total Respondents	**4**	

12. First-min



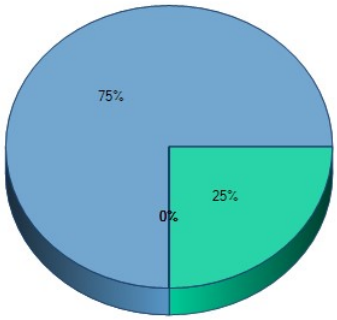
	Response Total	Response Percent
Biology	0	0%
Business Administration	0	0%
Communications Media	0	0%
Computer Science	0	0%
Criminal Justice	0	0%
Economics	0	0%
English	1	25%
Exercise and Sports Science	0	0%
Geography	0	0%
History	0	0%
Human Services	0	0%
Industrial Technology	0	0%
Interdisciplinary Studies	0	0%
Mathematics	0	0%
Nursing	0	0%
Political Science	0	0%
Psychology	0	0%
Sociology	0	0%
None	3	75%
Total Respondents	**4**	

13. Sec-min



	Response Total	Response Percent
Biology	0	0%
Business Administration	0	0%
Communications Media	0	0%
Computer Science	0	0%
Criminal Justice	0	0%
Economics	0	0%
English	0	0%
Exercise and Sports Science	0	0%
Geography	0	0%
History	0	0%
Human Services	0	0%
Industrial Technology	0	0%
Interdisciplinary Studies	0	0%
Mathematics	0	0%
Nursing	0	0%
Political Science	0	0%
Psychology	0	0%
Sociology	0	0%
None	4	100%
Total Respondents	**4**	

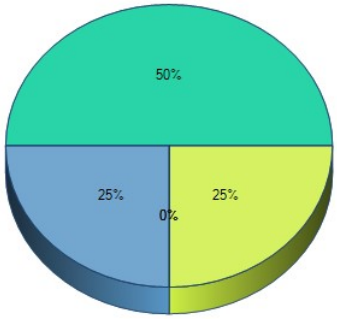
14. Availability of classes (i.e., times offered, seats open).



Excellent
Very good
Good
Fair
Poor

	Response Total	Response Percent
	0	0%
	3	75%
	1	25%
	0	0%
	0	0%
Total Respondents		4

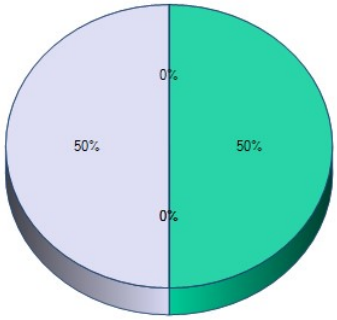
15. Frequency of course offerings (i.e., seasonal, annual, biennial, or other rotations)



Excellent
Very good
Good
Fair
Poor

	Response Total	Response Percent
	0	0%
	1	25%
	2	50%
	1	25%
	0	0%
Total Respondents		4

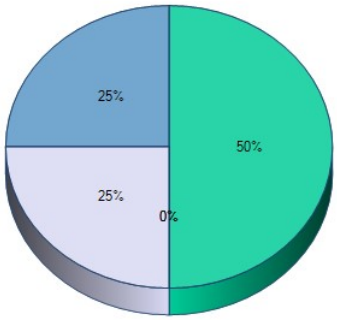
16. Size of classes.



Excellent
Very good
Good
Fair
Poor

	Response Total	Response Percent
	2	50%
	0	0%
	2	50%
	0	0%
	0	0%
Total Respondents		4

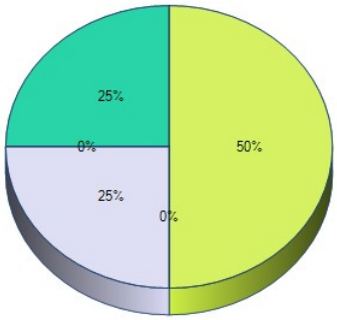
17. Overall quality of instruction.



Excellent
Very good
Good
Fair
Poor

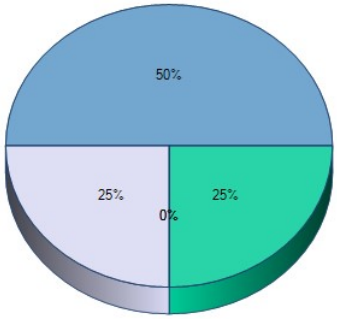
	Response Total	Response Percent
	1	25%
	1	25%
	2	50%
	0	0%
	0	0%
Total Respondents		4

18. Overall quality of texts and other instructional materials.



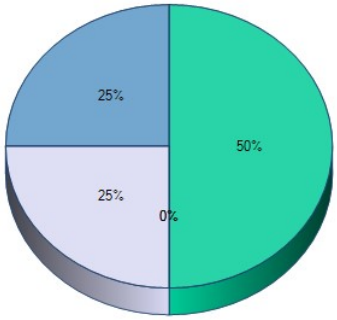
	Response Total	Response Percent
Excellent	1	25%
Very good	0	0%
Good	1	25%
Fair	2	50%
Poor	0	0%
Total Respondents	4	

19. Availability of faculty outside of class time.



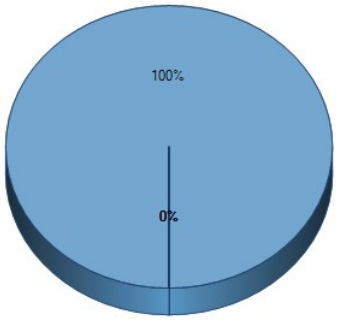
	Response Total	Response Percent
Excellent	1	25%
Very good	2	50%
Good	1	25%
Fair	0	0%
Poor	0	0%
Total Respondents	4	

20. Timeliness and relevance of course content.



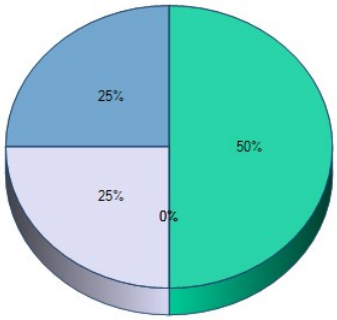
	Response Total	Response Percent
Excellent	1	25%
Very good	1	25%
Good	2	50%
Fair	0	0%
Poor	0	0%
Total Respondents	4	

21. Quality of facilities for learning in my major department (e.g., classrooms, labs, studios, gyms).



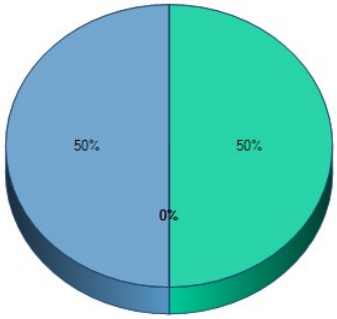
	Response Total	Response Percent
Excellent	0	0%
Very good	4	100%
Good	0	0%
Fair	0	0%
Poor	0	0%
Total Respondents	4	

22. Quality of extra-curricular experiences related to my major (e.g., practicum, internship, etc.)



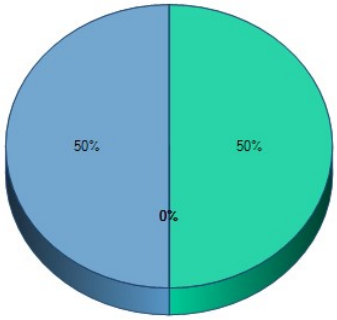
	Response Total	Response Percent
Excellent	1	25%
Very good	1	25%
Good	2	50%
Fair	0	0%
Poor	0	0%
Total Respondents	4	

23. Match between career goals and course-of-study requirements.



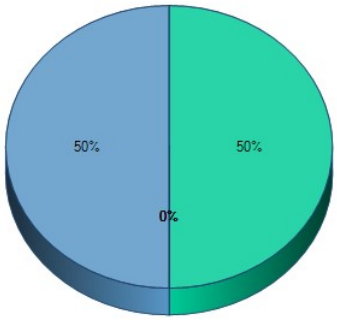
	Response Total	Response Percent
Excellent	0	0%
Very good	2	50%
Good	2	50%
Fair	0	0%
Poor	0	0%
Total Respondents	4	

24. Overall level of challenge.



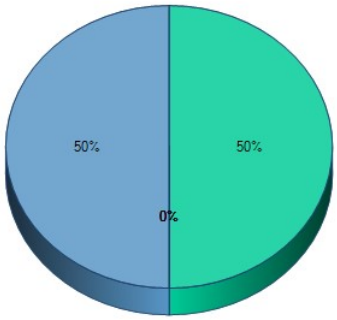
	Response Total	Response Percent
Excellent	0	0%
Very good	2	50%
Good	2	50%
Fair	0	0%
Poor	0	0%
Total Respondents	4	

25. Availability of classes (i.e., times offered, seats open).



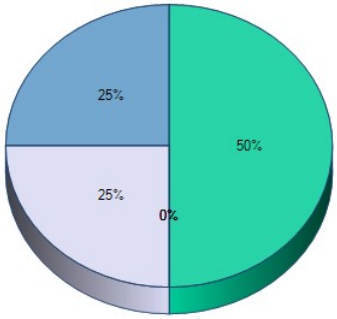
	Response Total	Response Percent
Excellent	0	0%
Very good	2	50%
Good	2	50%
Fair	0	0%
Poor	0	0%
Not applicable	0	0%
Total Respondents	4	

26. Frequency of course offerings (i.e., seasonal, annual, biennial, or other rotations).



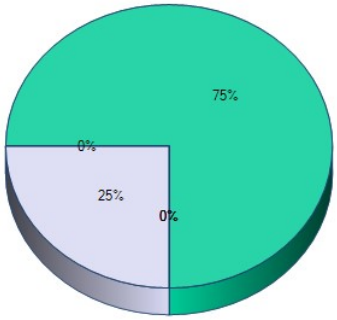
	Response Total	Response Percent
Excellent	0	0%
Very good	2	50%
Good	2	50%
Fair	0	0%
Poor	0	0%
Not applicable	0	0%
Total Respondents		4

27. Size of classes.



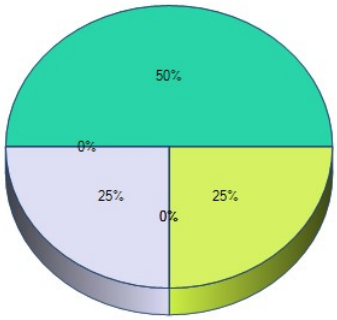
	Response Total	Response Percent
Excellent	1	25%
Very good	1	25%
Good	2	50%
Fair	0	0%
Poor	0	0%
Not applicable	0	0%
Total Respondents		4

28. Overall quality of instruction.



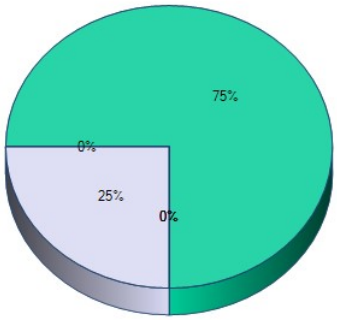
	Response Total	Response Percent
Excellent	1	25%
Very good	0	0%
Good	3	75%
Fair	0	0%
Poor	0	0%
Not applicable	0	0%
Total Respondents		4

29. Overall quality of texts and other instructional materials.



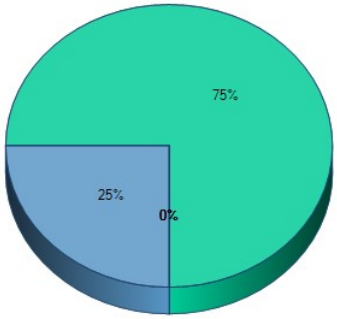
	Response Total	Response Percent
Excellent	1	25%
Very good	0	0%
Good	2	50%
Fair	1	25%
Poor	0	0%
Not applicable	0	0%
Total Respondents		4

30. Availability of faculty outside of class time.



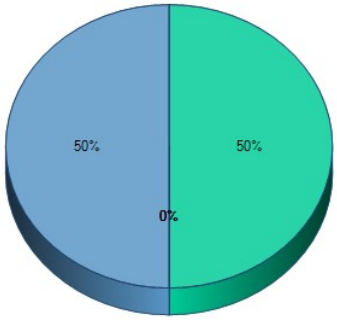
	Response Total	Response Percent
Excellent	1	25%
Very good	0	0%
Good	3	75%
Fair	0	0%
Poor	0	0%
Not applicable	0	0%
Total Respondents	4	

31. Timeliness and relevance of course content.



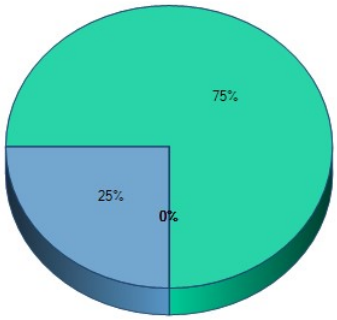
	Response Total	Response Percent
Excellent	0	0%
Very good	1	25%
Good	3	75%
Fair	0	0%
Poor	0	0%
Not applicable	0	0%
Total Respondents	4	

32. Quality of facilities for learning in my major department (e.g., classrooms, labs, studios, gyms).



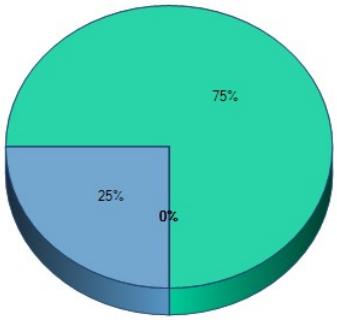
	Response Total	Response Percent
Excellent	0	0%
Very good	2	50%
Good	2	50%
Fair	0	0%
Poor	0	0%
Not applicable	0	0%
Total Respondents	4	

33. Quality of extra-curricular experiences related to NON-MAJOR courses (e.g., student research, field experiences.)



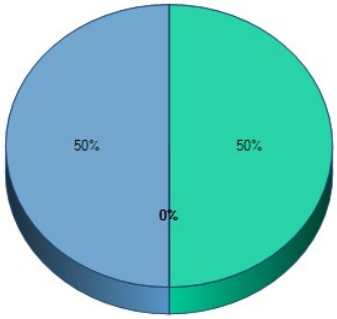
	Response Total	Response Percent
Excellent	0	0%
Very good	1	25%
Good	3	75%
Fair	0	0%
Poor	0	0%
Not applicable	0	0%
Total Respondents	4	

34. Match between career goals and NON-MAJOR course requirements.



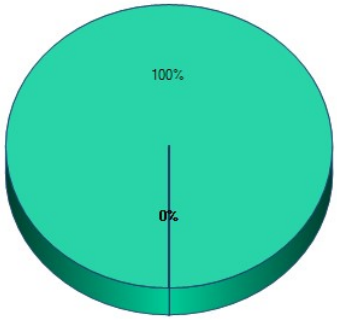
	Response Total	Response Percent
Excellent	0	0%
Very good	1	25%
Good	3	75%
Fair	0	0%
Poor	0	0%
Not applicable	0	0%
Total Respondents		4

35. Overall level of challenge.



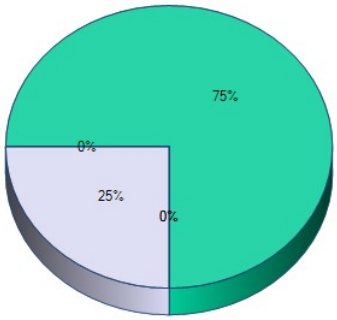
	Response Total	Response Percent
Excellent	0	0%
Very good	2	50%
Good	2	50%
Fair	0	0%
Poor	0	0%
Not applicable	0	0%
Total Respondents		4

36. Grad-maj



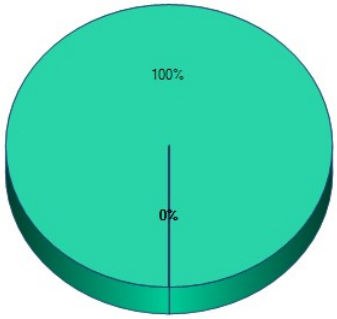
	Response Total	Response Percent
Biology	0	0%
Business Administration	0	0%
Communications Media	4	100%
Computer Science	0	0%
Criminal Justice	0	0%
Economics	0	0%
Education	0	0%
English	0	0%
Exercise and Sports Science	0	0%
Geography	0	0%
History	0	0%
Human Services	0	0%
Industrial Technology	0	0%
Interdisciplinary Studies	0	0%
Mathematics	0	0%
Nursing	0	0%
Political Science	0	0%
Psychology	0	0%
Sociology	0	0%
Total Respondents		4

37. Availability of classes.



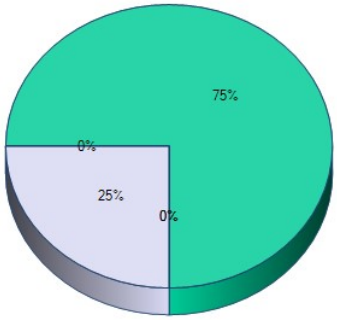
	Response Total	Response Percent
Excellent	1	25%
Very good	0	0%
Good	3	75%
Fair	0	0%
Poor	0	0%
Total Respondents	4	

38. Frequency of course offerings.



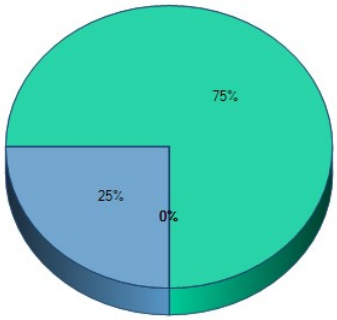
	Response Total	Response Percent
Excellent	0	0%
Very good	0	0%
Good	4	100%
Fair	0	0%
Poor	0	0%
Total Respondents	4	

39. Size of classes.



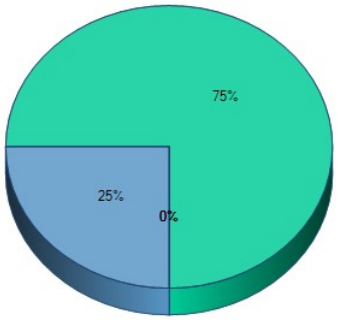
	Response Total	Response Percent
Excellent	1	25%
Very good	0	0%
Good	3	75%
Fair	0	0%
Poor	0	0%
Total Respondents	4	

40. Overall quality of instruction.



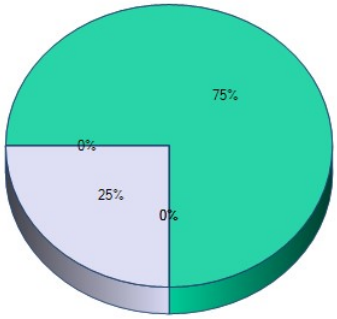
	Response Total	Response Percent
Excellent	0	0%
Very good	1	25%
Good	3	75%
Fair	0	0%
Poor	0	0%
Total Respondents	4	

41. Overall quality of texts and other instructional materials.



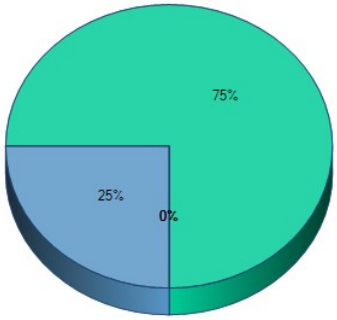
	Response Total	Response Percent
Excellent	0	0%
Very good	1	25%
Good	3	75%
Fair	0	0%
Poor	0	0%
Total Respondents	4	

42. Availability of faculty outside of class time.



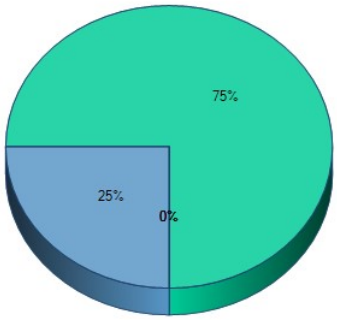
	Response Total	Response Percent
Excellent	1	25%
Very good	0	0%
Good	3	75%
Fair	0	0%
Poor	0	0%
Total Respondents	4	

43. Timeliness and relevance of course content.



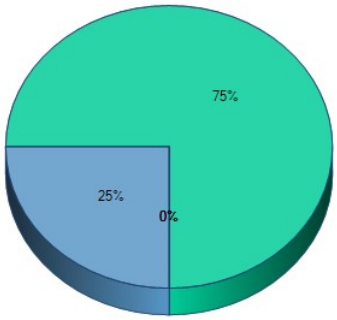
	Response Total	Response Percent
Excellent	0	0%
Very good	1	25%
Good	3	75%
Fair	0	0%
Poor	0	0%
Total Respondents	4	

44. Quality of facilities for for learning in my major department (e.g., classrooms, labs, studios, gyms).



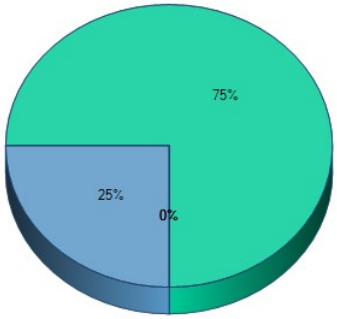
	Response Total	Response Percent
Excellent	0	0%
Very good	1	25%
Good	3	75%
Fair	0	0%
Poor	0	0%
Total Respondents	4	

45. Quality of extra-curricular experiences related to my major (e.g., practicum, internship, etc.)



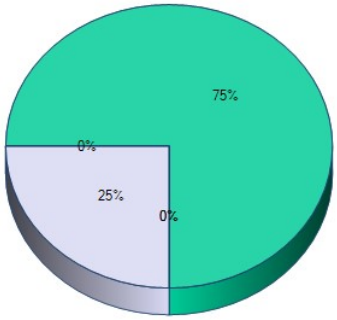
	Response Total	Response Percent
Excellent	0	0%
Very good	1	25%
Good	3	75%
Fair	0	0%
Poor	0	0%
Total Respondents	4	

46. Match between career goals and course-of-study requirements.



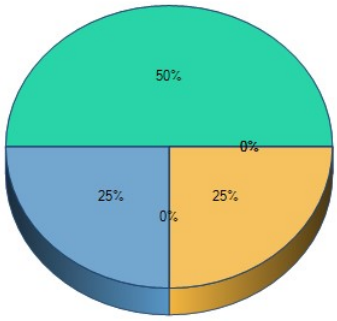
	Response Total	Response Percent
Excellent	0	0%
Very good	1	25%
Good	3	75%
Fair	0	0%
Poor	0	0%
Total Respondents	4	

47. Overall level of challenge.



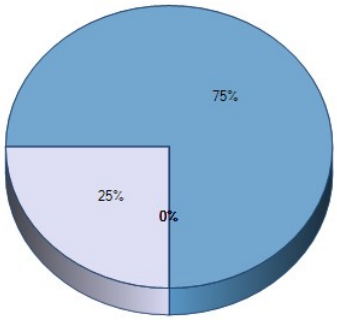
	Response Total	Response Percent
Excellent	1	25%
Very good	0	0%
Good	3	75%
Fair	0	0%
Poor	0	0%
Total Respondents	4	

48. Quality of extra-curricular activities UNRELATED to your course of study (e.g., intercollegiate sports, intramural athletics, musical or other performances, Greek life, clubs, etc.)



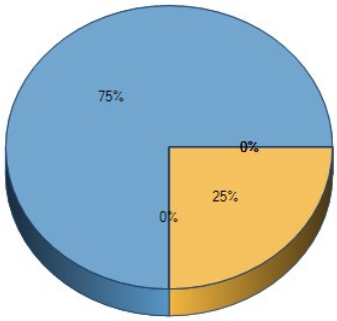
	Response Total	Response Percent
Excellent	0	0%
Very good	1	25%
Good	2	50%
Fair	0	0%
Poor	0	0%
Not applicable	1	25%
Total Respondents	4	

49. Faculty demonstrated commitment to my learning, personal well-being, and success.



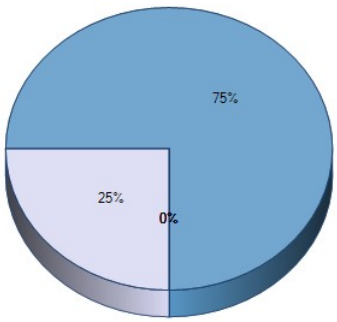
	Response Total	Response Percent
Strongly agree	1	25%
Agree	3	75%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Not applicable	0	0%
Total Respondents	4	

50. Fieldwork supervisors (e.g., internship supervisors, cooperating teachers) demonstrated commitment to my learning, personal well-being, and success.



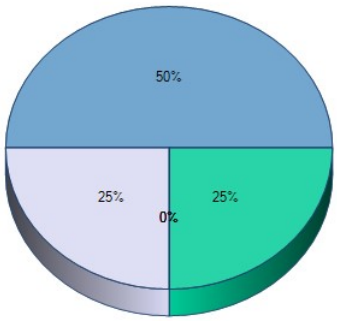
	Response Total	Response Percent
Strongly agree	0	0%
Agree	3	75%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Not applicable	1	25%
Total Respondents	4	

51. Administrators (e.g., vice presidents, deans and directors) demonstrated commitment to my learning, personal well-being, and success.



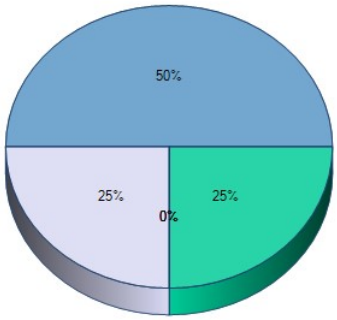
	Response Total	Response Percent
Strongly agree	1	25%
Agree	3	75%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Not applicable	0	0%
Total Respondents	4	

52. Library resources (e.g., books, database subscriptions, web-based resources, inter-library loans) were adequate for my research and learning needs.



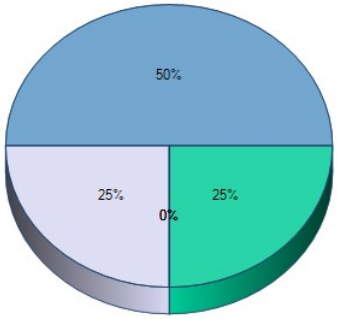
	Response Total	Response Percent
Strongly agree	1	25%
Agree	2	50%
Neutral	1	25%
Disagree	0	0%
Strongly disagree	0	0%
Not applicable	0	0%
Total Respondents	4	

53. Library hours and web resource availability were adequate for my research and learning needs.



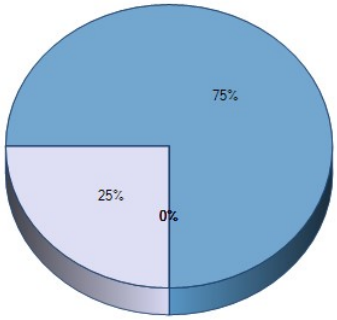
	Response Total	Response Percent
Strongly agree	1	25%
Agree	2	50%
Neutral	1	25%
Disagree	0	0%
Strongly disagree	0	0%
Not applicable	0	0%
Total Respondents	4	

54. Library staff were knowledgeable and demonstrated commitment to my learning and academic success.



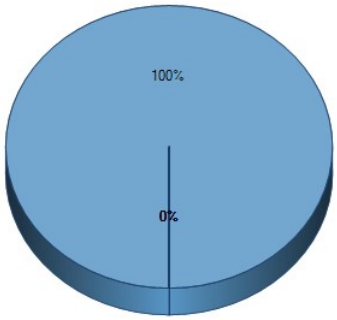
	Response Total	Response Percent
Strongly agree	1	25%
Agree	2	50%
Neutral	1	25%
Disagree	0	0%
Strongly disagree	0	0%
Not applicable	0	0%
Total Respondents	4	

55. I learned about research strategies and sources of information from library staff.



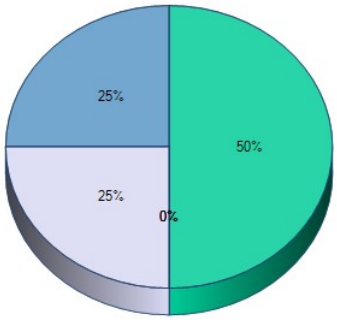
	Response Total	Response Percent
Strongly agree	1	25%
Agree	3	75%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Not applicable	0	0%
Total Respondents	4	

56. The library was comfortable and a good place to study.



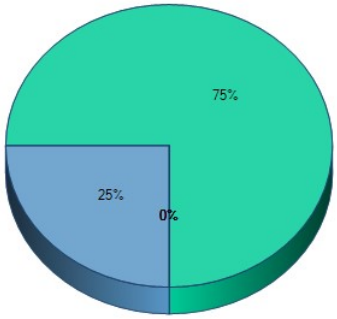
	Response Total	Response Percent
Strongly agree	0	0%
Agree	4	100%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Not applicable	0	0%
Total Respondents	4	

57. Written communication.



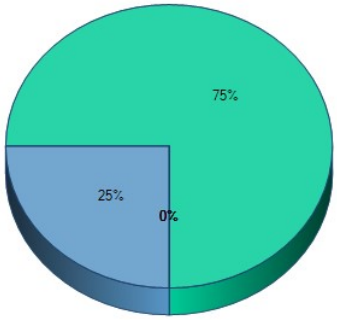
	Response Total	Response Percent
Very strong	1	25%
Somewhat strong	1	25%
About average	2	50%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	4	

58. Oral communication.



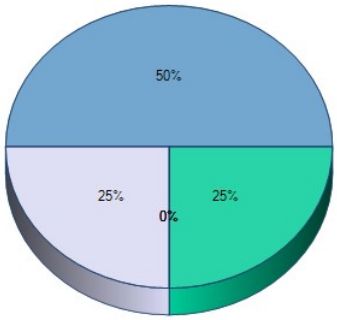
	Response Total	Response Percent
Very strong	0	0%
Somewhat strong	1	25%
About average	3	75%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	4	

59. Quantitative skills.



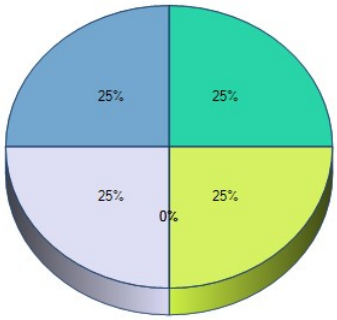
	Response Total	Response Percent
Very strong	0	0%
Somewhat strong	1	25%
About average	3	75%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	4	

60. Comfort with racial, cultural, and national diversity.



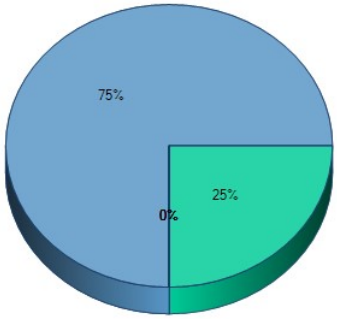
	Response Total	Response Percent
Very strong	1	25%
Somewhat strong	2	50%
About average	1	25%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	4	

61. Conducting research.



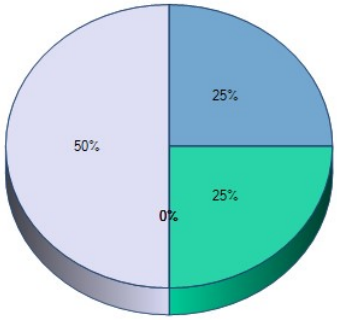
	Response Total	Response Percent
Very strong	1	25%
Somewhat strong	1	25%
About average	1	25%
Somewhat weak	1	25%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	4	

62. Accessing, evaluating, and using information in printed and electronic media.



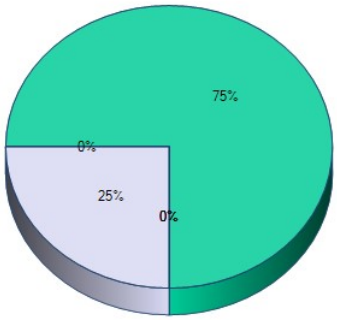
	Response Total	Response Percent
Very strong	0	0%
Somewhat strong	3	75%
About average	1	25%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	4	

63. Using computer technology.



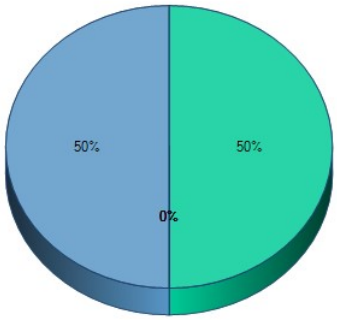
	Response Total	Response Percent
Very strong	2	50%
Somewhat strong	1	25%
About average	1	25%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	4	

64. Critical reasoning.



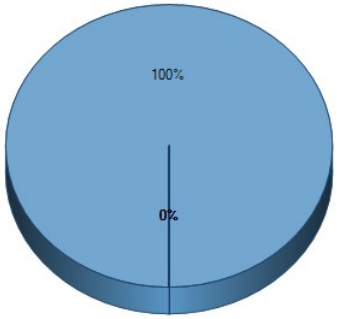
	Response Total	Response Percent
Very strong	1	25%
Somewhat strong	0	0%
About average	3	75%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	4	

65. Leadership.



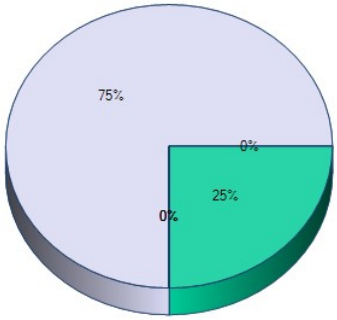
	Response Total	Response Percent
Very strong	0	0%
Somewhat strong	2	50%
About average	2	50%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	4	

66. Teamwork.



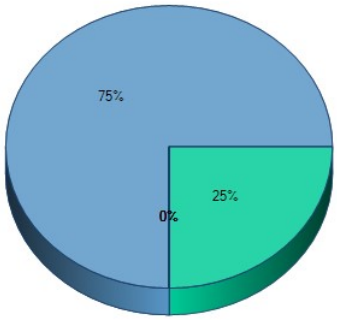
	Response Total	Response Percent
Very strong	0	0%
Somewhat strong	4	100%
About average	0	0%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	4	

67. Written communication.



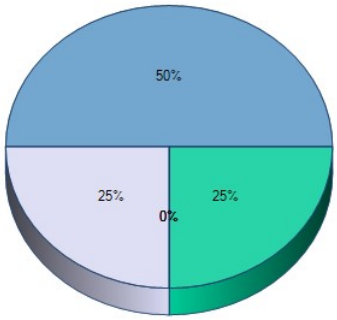
	Response Total	Response Percent
Very strong	3	75%
Somewhat strong	0	0%
About average	1	25%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	4	

68. Oral communication.



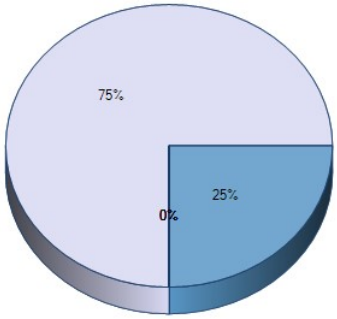
	Response Total	Response Percent
Very strong	0	0%
Somewhat strong	3	75%
About average	1	25%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	4	

69. Quantitative skills.



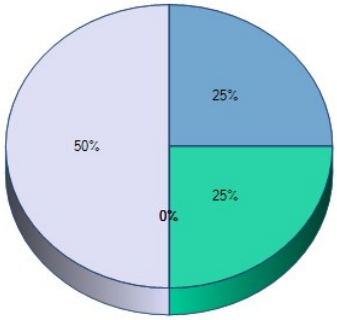
	Response Total	Response Percent
Very strong	1	25%
Somewhat strong	2	50%
About average	1	25%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	4	

70. Comfort with racial, cultural, and national diversity.



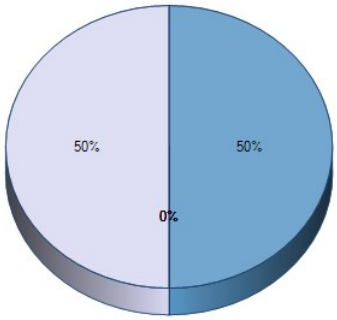
	Response Total	Response Percent
Very strong	3	75%
Somewhat strong	1	25%
About average	0	0%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	4	

71. Conducting research.



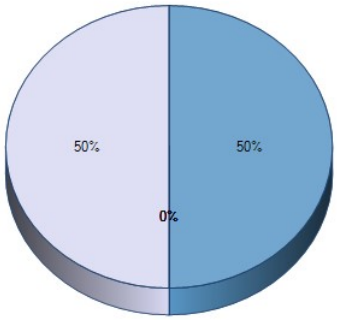
	Response Total	Response Percent
Very strong	2	50%
Somewhat strong	1	25%
About average	1	25%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	4	

72. Accessing, evaluating, and using information in printed and electronic media.



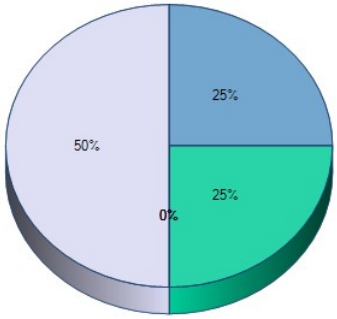
	Response Total	Response Percent
Very strong	2	50%
Somewhat strong	2	50%
About average	0	0%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents	4	

73. Using computer technology.



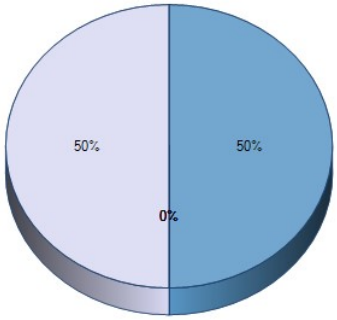
	Response Total	Response Percent
Very strong	2	50%
Somewhat strong	2	50%
About average	0	0%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents		4

74. Critical reasoning.



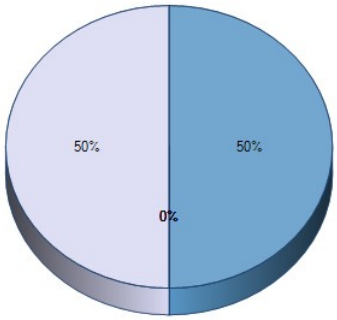
	Response Total	Response Percent
Very strong	2	50%
Somewhat strong	1	25%
About average	1	25%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents		4

75. Leadership.



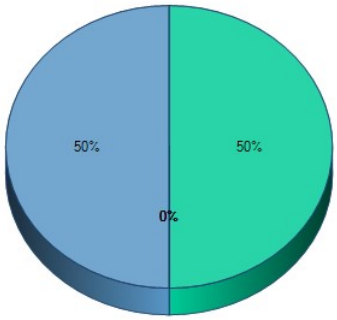
	Response Total	Response Percent
Very strong	2	50%
Somewhat strong	2	50%
About average	0	0%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents		4

76. Teamwork.



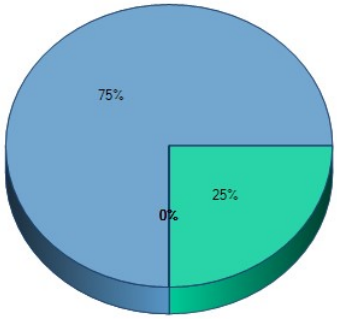
	Response Total	Response Percent
Very strong	2	50%
Somewhat strong	2	50%
About average	0	0%
Somewhat weak	0	0%
Very weak	0	0%
Not applicable	0	0%
Total Respondents		4

77. Academic Advising Center.



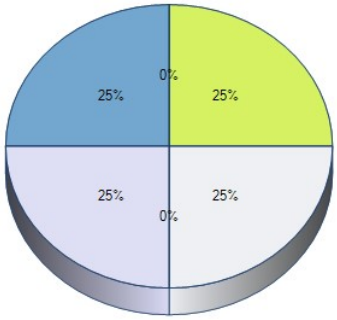
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	2	50%
Neutral	2	50%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	0	0%
Total Respondents		4

78. Admissions.



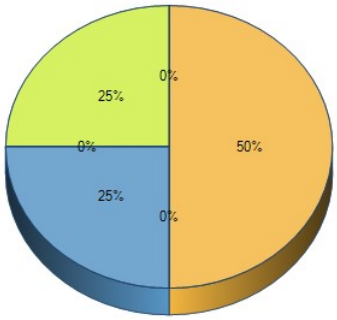
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	3	75%
Neutral	1	25%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	0	0%
Total Respondents		4

79. Bookstore.



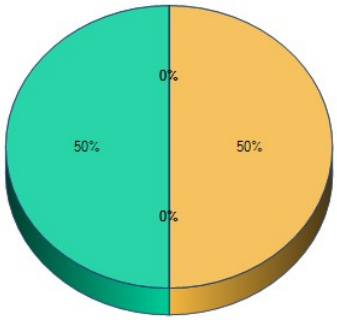
	Response Total	Response Percent
Very positive	1	25%
Mostly positive	1	25%
Neutral	0	0%
Mostly negative	1	25%
Very negative	1	25%
Not applicable	0	0%
Total Respondents		4

80. Campus Police.



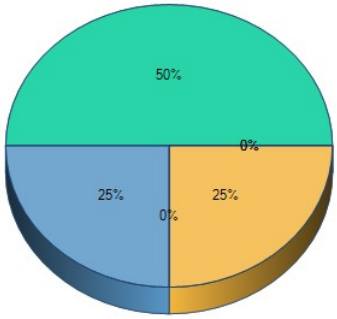
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	1	25%
Neutral	0	0%
Mostly negative	1	25%
Very negative	0	0%
Not applicable	2	50%
Total Respondents		4

81. Career Services.



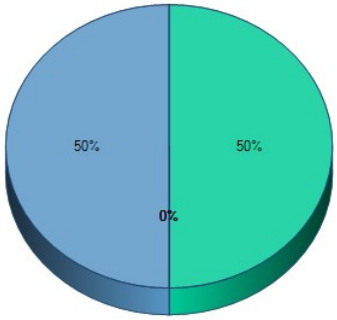
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	0	0%
Neutral	2	50%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	2	50%
Total Respondents	4	

82. College Catalog.



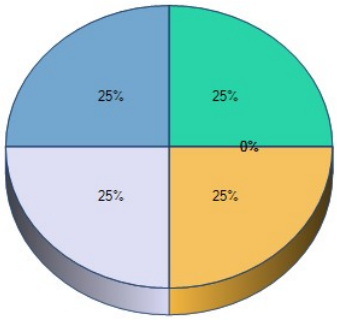
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	1	25%
Neutral	2	50%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	1	25%
Total Respondents	4	

83. College website.



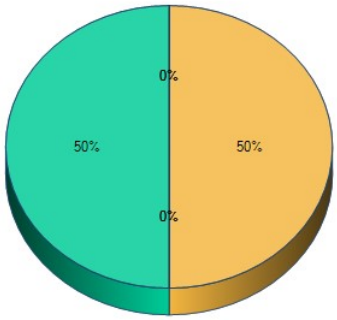
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	2	50%
Neutral	2	50%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	0	0%
Total Respondents	4	

84. Computer laboratories.



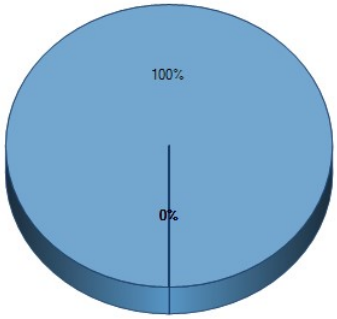
	Response Total	Response Percent
Very positive	1	25%
Mostly positive	1	25%
Neutral	1	25%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	1	25%
Total Respondents	4	

85. Counseling.



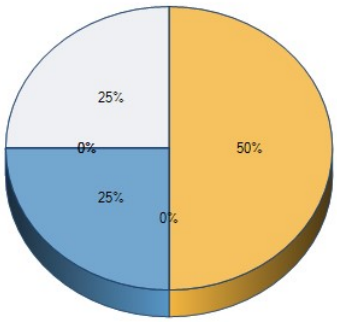
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	0	0%
Neutral	2	50%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	2	50%
Total Respondents	4	

86. Course schedule.



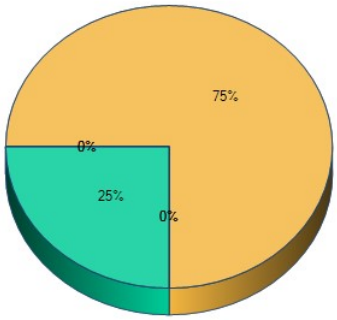
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	4	100%
Neutral	0	0%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	0	0%
Total Respondents	4	

87. Dining facilities.



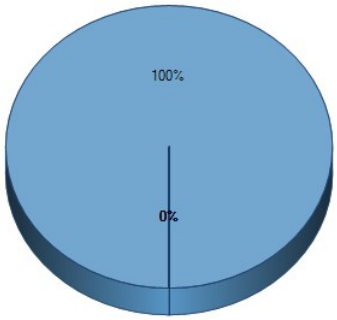
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	1	25%
Neutral	0	0%
Mostly negative	0	0%
Very negative	1	25%
Not applicable	2	50%
Total Respondents	4	

88. Disability Services.



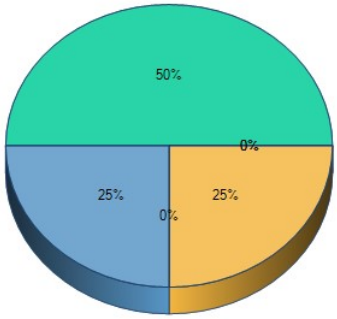
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	0	0%
Neutral	1	25%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	3	75%
Total Respondents	4	

89. Electronic services (e.g., College email, ConnectEd).



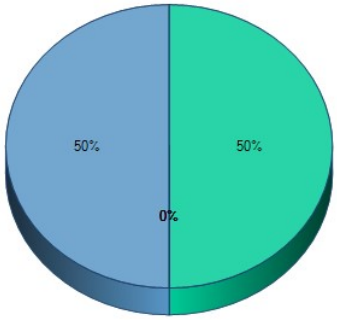
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	4	100%
Neutral	0	0%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	0	0%
Total Respondents	4	

90. Financial Aid.



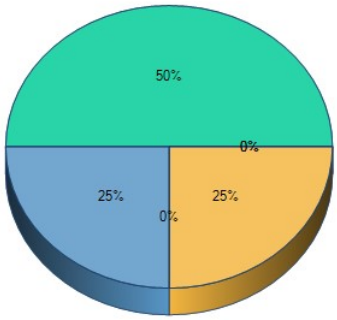
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	1	25%
Neutral	2	50%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	1	25%
Total Respondents	4	

91. Graduate and Continuing Education



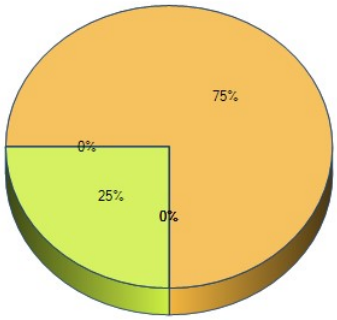
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	2	50%
Neutral	2	50%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	0	0%
Total Respondents	4	

92. Help Desk.



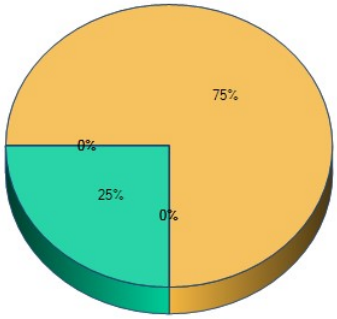
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	1	25%
Neutral	2	50%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	1	25%
Total Respondents	4	

93. International Education/Study Abroad.



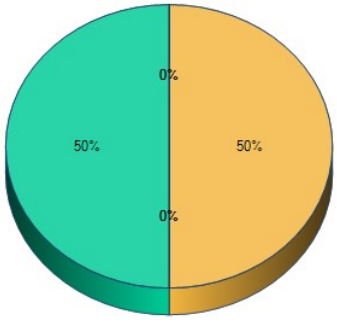
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	0	0%
Neutral	0	0%
Mostly negative	1	25%
Very negative	0	0%
Not applicable	3	75%
Total Respondents	4	

94. Multicultural Student Services.



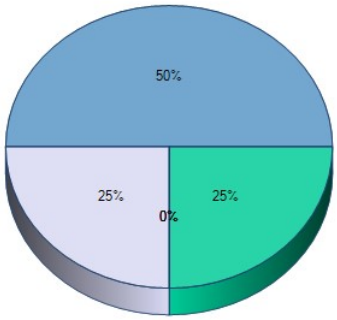
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	0	0%
Neutral	1	25%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	3	75%
Total Respondents	4	

95. On-campus job recruiting.



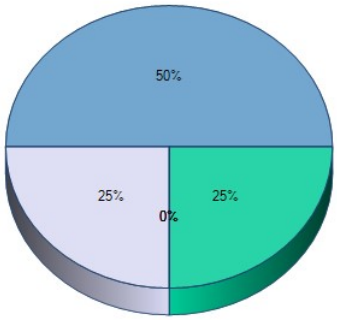
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	0	0%
Neutral	2	50%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	2	50%
Total Respondents	4	

96. One Card.



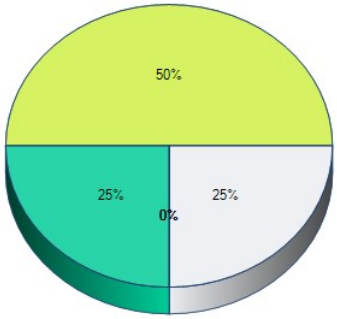
	Response Total	Response Percent
Very positive	1	25%
Mostly positive	2	50%
Neutral	1	25%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	0	0%
Total Respondents	4	

97. Online services (e.g., application, financial aid, registration, add/drop).



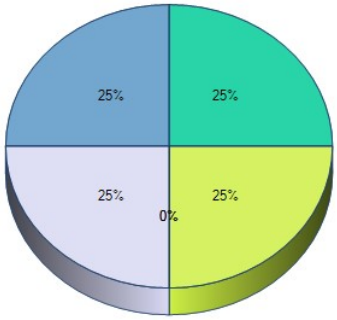
	Response Total	Response Percent
Very positive	1	25%
Mostly positive	2	50%
Neutral	1	25%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	0	0%
Total Respondents	4	

98. Parking and transportation.



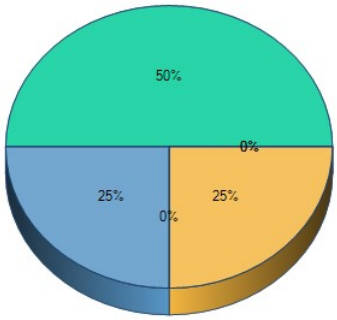
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	0	0%
Neutral	1	25%
Mostly negative	2	50%
Very negative	1	25%
Not applicable	0	0%
Total Respondents	4	

99. Recreation/athletic center.



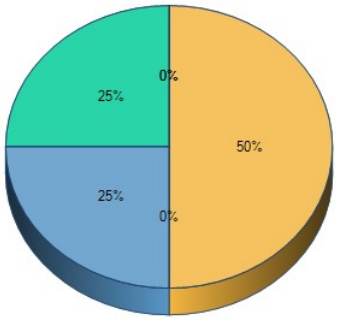
	Response Total	Response Percent
Very positive	1	25%
Mostly positive	1	25%
Neutral	1	25%
Mostly negative	1	25%
Very negative	0	0%
Not applicable	0	0%
Total Respondents	4	

100. Registrar.



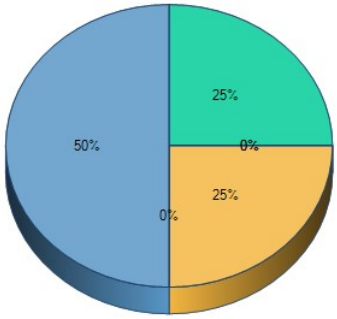
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	1	25%
Neutral	2	50%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	1	25%
Total Respondents	4	

101. Residence halls (Housing and Residential Services).



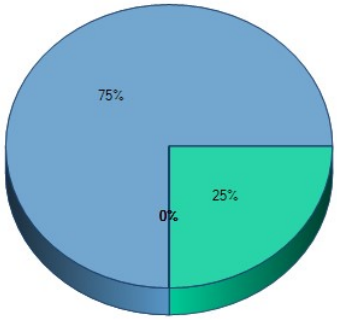
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	1	25%
Neutral	1	25%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	2	50%
Total Respondents	4	

102. Student Academic Services.



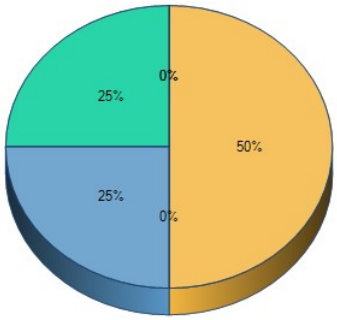
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	2	50%
Neutral	1	25%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	1	25%
Total Respondents	4	

103. Student Accounts.



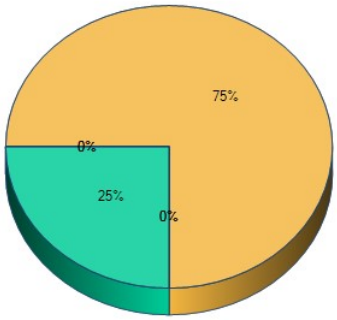
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	3	75%
Neutral	1	25%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	0	0%
Total Respondents	4	

104. Student Activities.



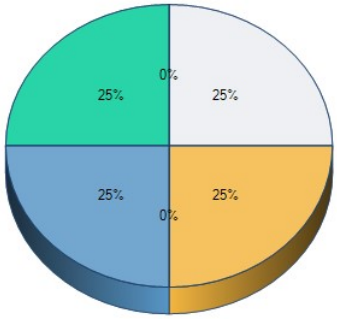
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	1	25%
Neutral	1	25%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	2	50%
Total Respondents	4	

105. Student Government Association.



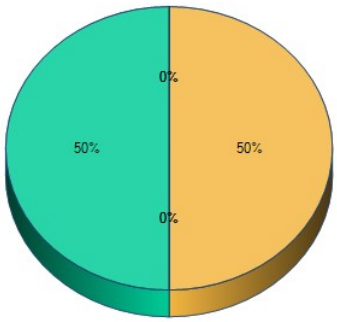
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	0	0%
Neutral	1	25%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	3	75%
Total Respondents	4	

106. Student Health Services.



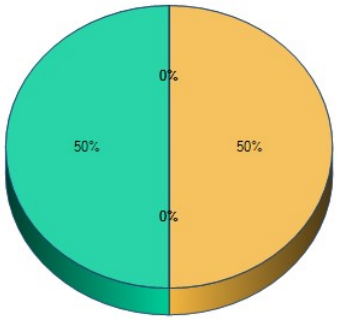
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	1	25%
Neutral	1	25%
Mostly negative	0	0%
Very negative	1	25%
Not applicable	1	25%
Total Respondents	4	

107. Student Support Services.



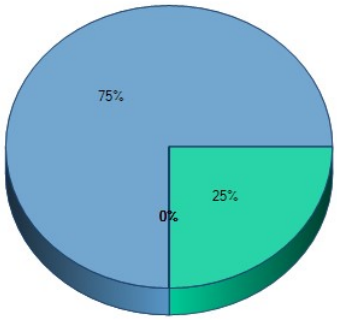
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	0	0%
Neutral	2	50%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	2	50%
Total Respondents	4	

108. Tutoring and Placement Test Center.



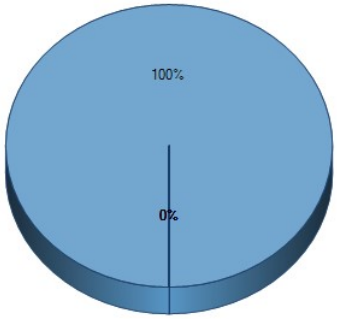
	Response Total	Response Percent
Very positive	0	0%
Mostly positive	0	0%
Neutral	2	50%
Mostly negative	0	0%
Very negative	0	0%
Not applicable	2	50%
Total Respondents	4	

109. Overall satisfaction with my experience at Fitchburg State University.



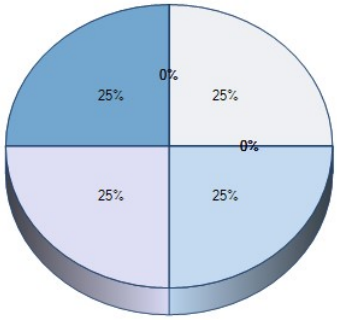
	Response Total	Response Percent
Very high	0	0%
High	3	75%
Average	1	25%
Low	0	0%
Very low	0	0%
Not applicable	0	0%
Total Respondents	4	

110. Likelihood that I will recommend the University to others.



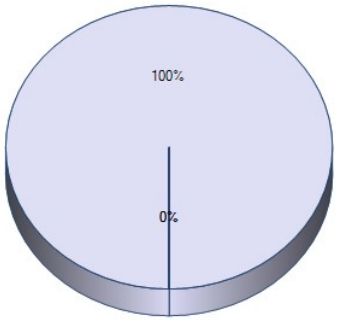
	Response Total	Response Percent
Very high	0	0%
High	4	100%
Average	0	0%
Low	0	0%
Very low	0	0%
Not applicable	0	0%
Total Respondents	4	

111. Which is MOST LIKELY to be your PRINCIPAL activity upon graduation?



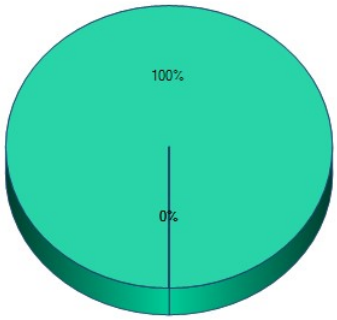
	Response Total	Response Percent
Employment, full-time, paid	1	25%
Employment, part-time, paid	1	25%
Graduate or professional school, full-time	0	0%
Graduate or professional school, part-time	0	0%
Additional undergraduate coursework	1	25%
Military service	0	0%
Volunteer activity (e.g., Peace Corps)	0	0%
Starting or raising a family	0	0%
Other	1	25%
Total Respondents	4	

112. I am seeking employment in my field(s) of study.



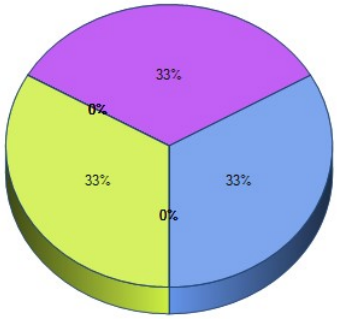
	Response Total	Response Percent
Yes, full-time in the field.	4	100%
Yes, part-time in the field.	0	0%
Not seeking employment in field(s) of study.	0	0%
Total Respondents	4	

113. I have a job offer or am already employed in my field(s) of study.



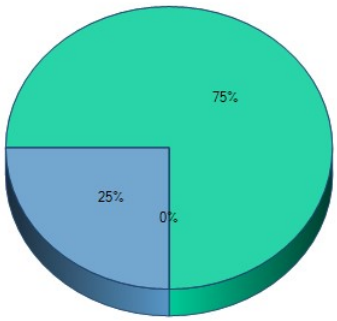
	Response Total	Response Percent
Yes, full-time in the field.	0	0%
Yes, part-time in the field.	0	0%
Not employed in field(s) of study.	4	100%
Total Respondents		4

114. Annual or anticipated salary, if employed or soon to be employed in field(s) of study.



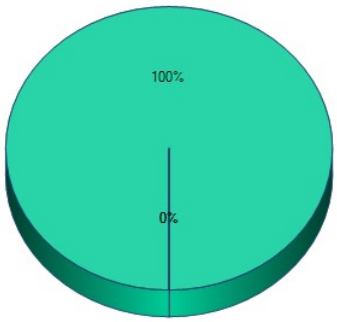
	Response Total	Response Percent
Less than $12,000	0	0%
$12,000-$16,999	0	0%
$17,000-$21,999	0	0%
$22,000-$26,999	1	33%
$27,000-$31,999	0	0%
$32,000-$36,999	0	0%
$37,000-$41,999	0	0%
$42,000-$46,999	0	0%
$47,000-$51,999	0	0%
$52,000-$56,999	1	33%
$57,000 or more	1	33%
Total Respondents		3
(skipped this question)		1

115. If you are NOT employed or seeking employment in your field(s) of study, are you seeking employment OUTSIDE your field(s) of study?



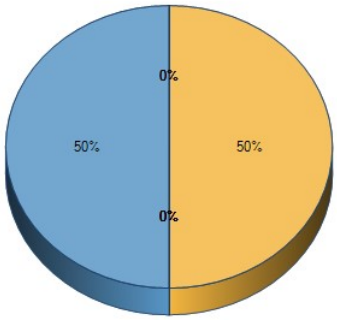
	Response Total	Response Percent
Yes, full-time.	0	0%
Yes, part-time.	1	25%
Not seeking employment outside field(s) of study.	3	75%
Total Respondents		4

116. If you are NOT employed or seeking employment in your field(s) of study, do you have a job offer or are you already employed OUTSIDE your field(s) of study?



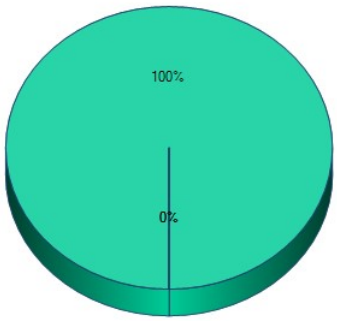
	Response Total	Response Percent
Yes, full-time.	0	0%
Yes, part-time.	0	0%
Not employed outside field (s) of study.	4	100%
Total Respondents		4

117. Annual or anticipated salary, if employed or soon to be employed OUTSIDE my field(s) of study and NOT seeking employment in degree field(s).



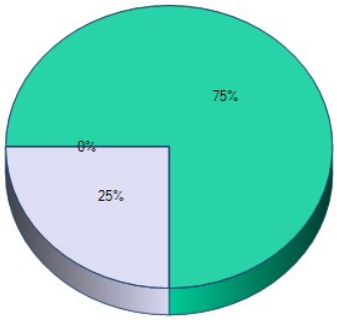
	Response Total	Response Percent
Less than $12,000	0	0%
$12,000-$16,999	1	50%
$17,000-$21,999	0	0%
$22,000-$26,999	0	0%
$27,000-$31,999	0	0%
$32,000-$36,999	1	50%
$37,000-$41,999	0	0%
$42,000-$46,999	0	0%
$47,000-$51,999	0	0%
$52,000-$56,999	0	0%
$57,000 or more	0	0%
Total Respondents	**2**	
(skipped this question)	2	

118. I am enrolled, or expect to enroll, for additional undergraduate coursework within the next year.



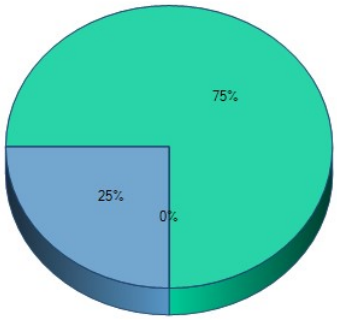
	Response Total	Response Percent
Yes, full-time.	0	0%
Yes, part-time.	0	0%
No.	4	100%
Total Respondents	**4**	

119. I expect to attend graduate school in my field of study within the next year.



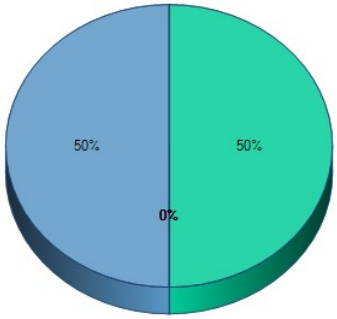
	Response Total	Response Percent
Yes, full-time.	1	25%
Yes, part-time.	0	0%
No.	3	75%
Total Respondents	**4**	

120. I expect to attend graduate school OUTSIDE my field of study within the next year.



	Response Total	Response Percent
Yes, full-time.	0	0%
Yes, part-time.	1	25%
No.	3	75%
Total Respondents	**4**	

121. Which best describes the level at which you are presently working or expect to work within the next year?



	Response Total	Response Percent
Unemployed	0	0%
Hourly worker	2	50%
Entry-level professional (technician, nurse, teacher, etc.), artist, or entrepreneur	2	50%
Experienced professional, artist, or entrepreneur	0	0%
Advanced professional (clinical specialist, educational coordinator, etc.)	0	0%
Manager (supervisor of staff, head nurse, etc.)	0	0%
Executive	0	0%
Other	0	0%
Total Respondents	**4**	

122. Comments

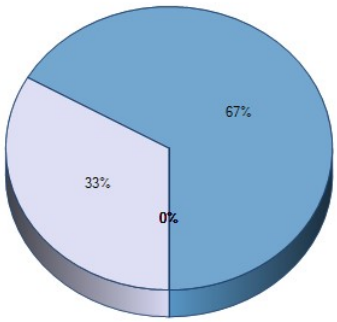
[No Answer Entered]

No responses were entered for this question.

Total Respondents 0

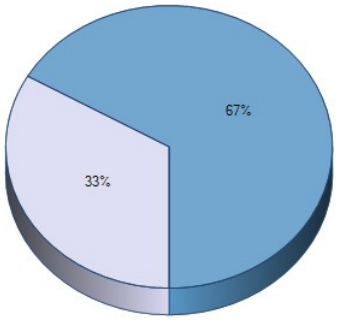
(skipped this question) 4

123. Your age.



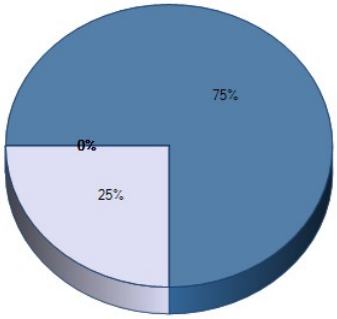
	Response Total	Response Percent
18-21	1	33%
22-25	2	67%
26-30	0	0%
31-35	0	0%
36-40	0	0%
41-45	0	0%
46-50	0	0%
51+	0	0%
Total Respondents	**3**	
(skipped this question)	1	

124. Your gender.



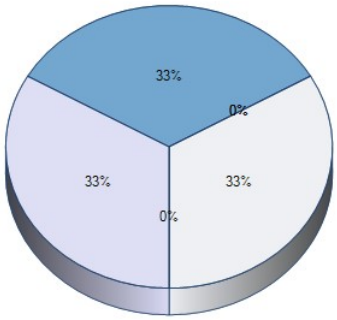
	Response Total	Response Percent
Male	1	33%
Female	2	67%
Total Respondents		3
(skipped this question)		1

125. Your racial heritage.



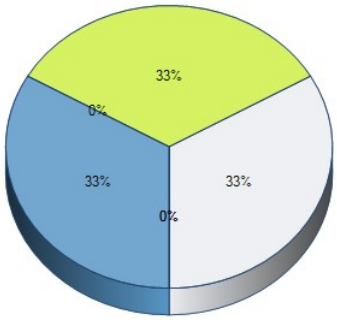
	Response Total	Response Percent
Prefer not to state	1	25%
Bi-racial/multi-racial	0	0%
Hispanic or Latino	0	0%
American Indian or Alaska Native	0	0%
Asian	0	0%
Black or African-American	0	0%
Native Hawaiian or other Pacific Islander	0	0%
White (not Hispanic or Latino)	3	75%
Total Respondents		4

126. Class standing when you enrolled at Fitchburg State University to earn your current degree.



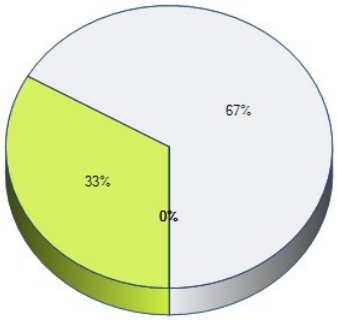
	Response Total	Response Percent
Freshman (no previous college).	1	33%
Freshman with transfer credits.	1	33%
Sophomore	0	0%
Junior	0	0%
Senior	1	33%
Graduate student	0	0%
Total Respondents		3
(skipped this question)		1

127. Total SEMESTERS it took you to earn your degree.



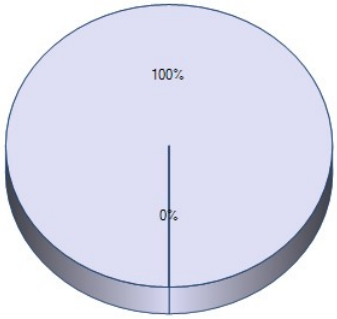
	Response Total	Response Percent
1-2	0	0%
3-5	1	33%
6-8	0	0%
9-10	1	33%
11-12	1	33%
13+	0	0%
Total Respondents		3
(skipped this question)		1

128. Cumulative GPA.



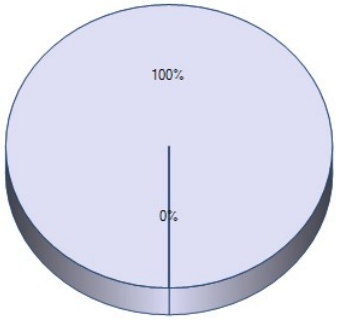
	Response Total	Response Percent
Less than 2.000	0	0%
2.000-2.500	0	0%
2.501-3.000	0	0%
3.001-3.500	1	33%
3.501-4.000	2	67%
Total Respondents	**3**	
(skipped this question)	1	

129. Did you attend the University continuously while working on your degree?



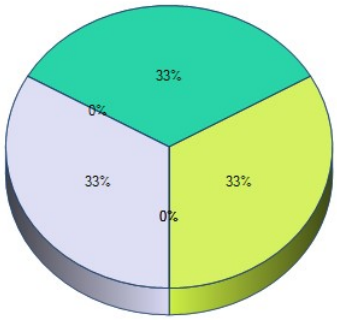
	Response Total	Response Percent
Yes.	3	100%
No.	0	0%
Total Respondents	**3**	
(skipped this question)	1	

130. During all or most of your semesters at the University, did you attend full-time or part-time?



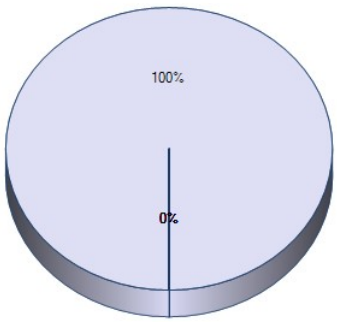
	Response Total	Response Percent
Full-time.	3	100%
Part-time.	0	0%
Total Respondents	**3**	
(skipped this question)	1	

131. Average hours per week worked while attending the University.



	Response Total	Response Percent
0	1	33%
1-10	0	0%
11-20	1	33%
21-30	1	33%
31-40	0	0%
40+	0	0%
Total Respondents	**3**	
(skipped this question)	1	

132. Number of dependents (besides yourself).



0
1
2
3
4
5
6+

	Response Total	Response Percent
0	2	100%
1	0	0%
2	0	0%
3	0	0%
4	0	0%
5	0	0%
6+	0	0%
Total Respondents	2	
(skipped this question)	2	

FITCHBURG STATE UNIVERSITY

First Year Alumni Feedback (2016/17 Graduates)

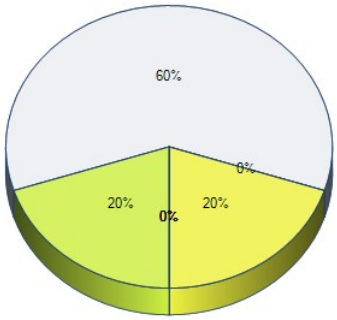
Survey Title: First-Year Alumni Feedback

Responses By Question Analysis:

1. We would like to know about your short-term plans. Please mark each of the following as they relate to you currently:

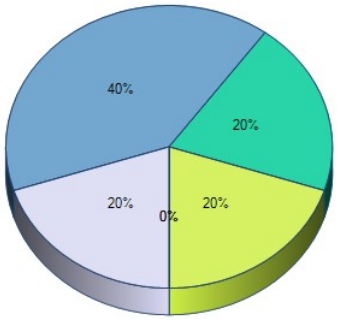
	Yes	No	Not Applicable	Response Total	Points	Avg
I am currently employed or have a job offer in a field directly related to my degree	66.67% (4)0% (0)	33.33% (2)0% (0)	0% (0)0% (0)	6	0	0
I am currently employed or have a job offer in a field that is not related to my degree	16.67% (1)0% (0)	50% (3)0% (0)	33.33% (2)0% (0)	6	0	0
I am searching for employment in a field directly related to my degree	80% (4)0% (0)	0% (0)0% (0)	20% (1)0% (0)	5	0	0
I am searching for employment in a field not directly related to my degree	16.67% (1)0% (0)	33.33% (2)0% (0)	50% (3)0% (0)	6	0	0
I have been accepted into a graduate program to continue my education at Fitchburg State University	0% (0)0% (0)	57.14% (4)0% (0)	42.86% (3)0% (0)	7	0	0
I have been accepted into a graduate or doctoral program to continue my education at another institution	14.29% (1)0% (0)	57.14% (4)0% (0)	28.57% (2)0% (0)	7	0	0
I am not planning to continue my education at this time	50% (3)0% (0)	33.33% (2)0% (0)	16.67% (1)0% (0)	6	0	0
I am a member of the Armed Forces	0% (0)0% (0)	83.33% (5)0% (0)	16.67% (1)0% (0)	6	0	0
			Total Respondents	6		

2. How long did it take you to find your current position?



	Response Total	Response Percent
Have not found a position yet	0	0%
Held the position while I completed my degree	0	0%
Secured my position prior to graduation	0	0%
Less than 30 days after graduation	1	20%
1 - 3 months after graduation	3	60%
4-6 months after graduation	0	0%
7 or more months after graduation	1	20%
Did not pursue employment	0	0%
Total Respondents	**5**	
(skipped this question)	1	

3. Are you satisfied with the course of your career thus far?



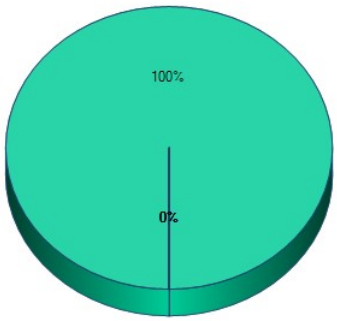
	Response Total	Response Percent
Very Satisfied	1	20%
Satisfied	2	40%
Neutral	1	20%
Dissatisfied	1	20%
Very Dissatisfied	0	0%
Not Working at This Time	0	0%
Total Respondents	**5**	
(skipped this question)	1	

4. Where are you currently employed and what is your job title?

1. I work as a temp through Adecco at Smith's Medical as a graphic designer in the Labeling Department
2. C&S Wholesale Grocers
   Marketing and Design Coordinator
3. I am currently the Unit Manager/Production Coordinator for Chronicle on WCVB Channel 5 Boston.
4. BorrowLenses as a Video Receiving Technician
5. Allen Lund Company- Transportation Broker

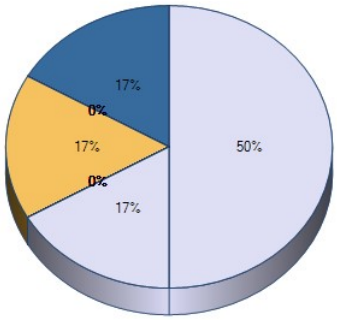
Total Respondents	**5**
(skipped this question)	1

5. In what sector are you employed?



	Response Total	Response Percent
Not employed	0	0%
Self-employed	0	0%
For-profit corporation/company	5	100%
Government or other public insitution or agency	0	0%
Military	0	0%
Non-profit organization, institution or NGO	0	0%
Total Respondents	**5**	
(skipped this question)	1	

6. Please select the industry that best describes your employer.



	Response Total	Response Percent
N/A - Not working	1	17%
Agriculture	0	0%
Biotech/Pharmaceutical	0	0%
Business Services	0	0%
Communications/Marketing/PR	0	0%
Computer Science/Technology	0	0%
Education: Higher Education	0	0%
Education: PreK - High School	0	0%
Engineering	0	0%
Environment	0	0%
Financial Services	0	0%
Fine/Performing Arts	0	0%
Food Service	0	0%
Healthcare	0	0%
Hospitality/Tourism/Travel	0	0%
Information Technology	0	0%
Law/Legal Services	0	0%
Manufacturing	0	0%
Media/Journalism/Publishing	1	17%
Medicine	0	0%
Military/Defense	0	0%
Politics/Public Policy/Advocacy	0	0%
Retail	0	0%
Social Services	0	0%
Sports/Fitness	0	0%
Technology	1	17%
Other, please specify	3	50%
Total Respondents		6

Wholesale Grocer

Film and video/photography

Transportation

7. We are always interested in our Alumni's continued interest in their personal and professional development. Which, if any, professional organizations have you joined since completing your program of study?

1. None
2. n/a
3. None
4. Masspirg Students, CVS Health

Total Respondents 4

(skipped this question) 2

8. We believe that Fitchburg State Alumni are always expanding their body of knowledge and would like to know what types of professional development activities you have engaged in since completion of you program of study? (i.e. attended conferences or workshops, given presentation at conference or workshops, conducting scholarly research, licensures or certifications completed, etc.)

1. None
2. Attended workshops offered by my company
3. None
4. Self-study of field literature, meeting with professionals in the field

Total Respondents 4

(skipped this question) 2

9. We like to know where our graduates are in the world. Please provide us with the city and state or country in which you currently reside.

1. Keene, NH currently. Trying to relocate to the Metrowest Area of Boston
2. Winchendon, MA
3. Saugus, Massachusetts
4. Waltham MA
5. Reading MA
6. Pascoag, RI

Total Respondents 6

10. Rate the quality of the following in respect to the degree you received one year ago:

	Excellent	Good	Fair	Poor	Response Total	Points	Avg
Quality of faculty instruction	83.33% (5)0% (0)	16.67% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
Level of individual attention	50% (3)0% (0)	50% (3)0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
Quality of academic advisement	50% (3)0% (0)	33.33% (2)0% (0)	0% (0)0% (0)	16.67% (1)0% (0)	6	0	0
Curriculum linked to job related skills and knowledge	50% (3)0% (0)	50% (3)0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
Preparation to meet the demands of my job	50% (3)0% (0)	33.33% (2)0% (0)	16.67% (1)0% (0)	0% (0)0% (0)	6	0	0
Preparation to continue my education	33.33% (2)0% (0)	50% (3)0% (0)	16.67% (1)0% (0)	0% (0)0% (0)	6	0	0
				Total Respondents	6		

11. Looking back at your academic career at Fitchburg State University, please select your level of agreement with the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Total	Points	Avg
The social and interpersonal skills you developed have impacted your life	83.33% (5)0% (0)	16.67% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
You have benefitted from the personal connections you made	33.33% (2)0% (0)	50% (3)0% (0)	16.67% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
You have benefitted from the social networks of which you were/are a part	16.67% (1)0% (0)	66.67% (4)0% (0)	16.67% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
The benefits of attending were worth the financial cost	33.33% (2)0% (0)	66.67% (4)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
					Total Respondents	6		

12. How well did Fitchburg State University prepare you in terms of the following skill sets:

	Very Well	Well	Neutral	Poorly	Very Poorly	Response Total	Points	Avg
Ability to think analytically and logically	50% (3)0% (0)	50% (3)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
Ability to acquire new skills and knowledge on your own	66.67% (4) 0% (0)	33.33% (2) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
Ability to use the knowledge, ideas, or perspectives gained from your major field	83.33% (5) 0% (0)	16.67% (1) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
Ability to orally communicate well	50% (3)0% (0)	33.33% (2) 0% (0)	16.67% (1) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
Ability to judge information/ideas/actions/conclusions based on sources/methods/reasoning	66.67% (4) 0% (0)	33.33% (2) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
Ability to write effectively	50% (3)0% (0)	16.67% (1) 0% (0)	33.33% (2) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
Ability to use information technology in intellectual and/or professional pursuits	66.67% (4) 0% (0)	16.67% (1) 0% (0)	16.67% (1) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0

Ability to understand and appreciate cultural and ethnic differences between people	50% (3)0% (0)	33.33% (2) 0% (0)	16.67% (1) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
Ability to understand international perspectives on economic, political, social, and cultural issues	33.33% (2) 0% (0)	50% (3)0% (0)	16.67% (1) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
Ability to gain an understanding of or appreciation for the arts	66.67% (4) 0% (0)	16.67% (1) 0% (0)	0% (0)0% (0)	16.67% (1) 0% (0)	0% (0)0% (0)	6	0	0
Ability to understand and apply quantitative principles and methods	33.33% (2) 0% (0)	50% (3)0% (0)	16.67% (1) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
Ability to understand scientific method	33.33% (2) 0% (0)	16.67% (1) 0% (0)	50% (3)0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
				Total Respondents		6		

13. How well did Fitchburg State University prepare you for the following personal and professional situational skill sets:

	Very Well	Well	Neutral	Poorly	Very Poorly	Response Total	Points	Avg
Your ability to work as a member of a team or group	50% (3)0% (0)	50% (3)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
Your ability to get along with people of diverse backgrounds and perspectives	66.67% (4)0% (0)	33.33% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
Your ability to lead others effectively	66.67% (4)0% (0)	33.33% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
Your ability to evaluate and choose between alternative courses of action	66.67% (4)0% (0)	33.33% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
Your awareness of contemporary issues and their cause and consequences	50% (3)0% (0)	50% (3)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	6	0	0
				Total Respondents		6		

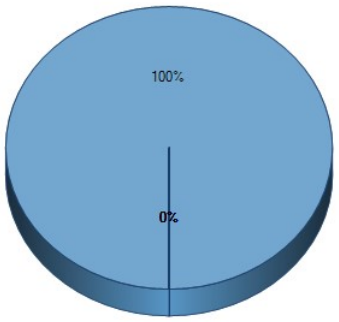
14. What did we not ask you about but you feel we should know?

1.	The professors that you feel best prepared you for professional life. For me: Professor Rob Carr and Dr. John Chetro-Szivos.
2.	Inconsistency in entry-level classes and classes that are required of everyone. Some are much more difficult or easier depending on the professor for the same class.

Total Respondents 2

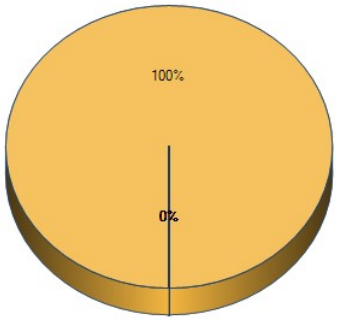
(skipped this question) 4

15. Please select the Degree you completed at Fitchburg State University from the list below.



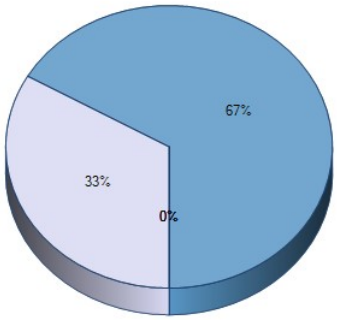
	Response Total	Response Percent
Bachelor of Arts (BA)	0	0%
Bachelor of Science (BS)	6	100%
Cerfitcage of Graduate Study (CAGS)	0	0%
Master of Arts (MA)	0	0%
Master of Arts in Teaching (MAT)	0	0%
Master of Busienss Administration (MBA)	0	0%
Master of Education (MEd)	0	0%
Master of Science (MS)	0	0%
Total Respondents	6	

16. Please select the major field your studied for your degree:



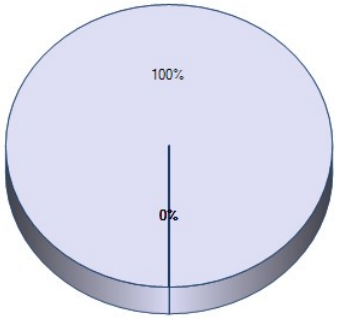
	Response Total	Response Percent
Arts (MEd only)	0	0%
Biology	0	0%
Business Administration	0	0%
Chemistry	0	0%
Communication (MS only)	0	0%
Communications Media	6	100%
Computer Information Systems	0	0%
Computer Science	0	0%
Counseling (MS only)	0	0%
Criminal Justice	0	0%
Early Childhood Education	0	0%
Educational Leadership	0	0%
Economics	0	0%
Elementary Education	0	0%
English Studies	0	0%
Environmental and Earth Science	0	0%
Game Design	0	0%
Geographic Science and Technology	0	0%
History	0	0%
Human Services	0	0%
Industrial Technology	0	0%
Interdisciplinary Studies	0	0%
LECOM Early Acceptance Programs	0	0%
Mathematics	0	0%
Middle School Education	0	0%
Nursing - General	0	0%
Nursing - LPN to Baccalaureatte	0	0%
Nursing - RN to Baccalaureatte	0	0%
Occupational/Vocation Education	0	0%
Political Science	0	0%
Psychological Science	0	0%
Sociology	0	0%
Special Education	0	0%
Technology Education (Grades 5-12)	0	0%
Total Respondents		6

17. To which gender identity do you most identify?



	Response Total	Response Percent
Male	2	33%
Female	4	67%
Transgender Male	0	0%
Transgender Female	0	0%
Do not identify as female, male or transgender	0	0%
Total Respondents	**6**	

18. To which racial heritage do you predominantly identify?



	Response Total	Response Percent
White/Caucasian	6	100%
Asian	0	0%
Hispanic/Latino	0	0%
Black/African American	0	0%
American Indian	0	0%
Other	0	0%
Total Respondents	**6**	

19. How many dependents do you have (not including yourself)?

	Response Total	Response Percent
1	0	0%
2	0	0%
3	0	0%
4	0	0%
5	0	0%
5+	0	0%
Total Respondents	**0**	
(skipped this question)	6	

FITCHBURG STATE UNIVERSITY

Third Year Alumni Feedback 2014 2015 Grads

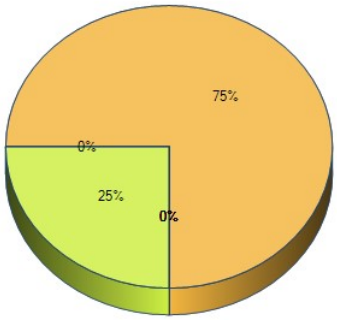
Survey Title: Third-Year Alumni Feedback

Responses By Question Analysis:

1. We would like to know about your short-term plans. Please mark each of the following as they relate to you currently:

	Yes	No	Not Applicable	Response Total	Points	Avg
I am currently employed or have a job offer in a field closely related to my degree	75% (3)0% (0)	25% (1)0% (0)	0% (0)0% (0)	4	0	0
I am currently employed or have a job offer in a field that is not related to my degree	25% (1)0% (0)	75% (3)0% (0)	0% (0)0% (0)	4	0	0
I am searching for employment in a field closely related to my degree	25% (1)0% (0)	75% (3)0% (0)	0% (0)0% (0)	4	0	0
I am searching for employment in a field not closely related to my degree	0% (0)0% (0)	100% (4)0% (0)	0% (0)0% (0)	4	0	0
I have been accepted into a graduate program to continue my education at Fitchburg State University	0% (0)0% (0)	50% (2)0% (0)	50% (2)0% (0)	4	0	0
I have been accepted into a graduate or doctoral program to continue my education at another institution	25% (1)0% (0)	50% (2)0% (0)	25% (1)0% (0)	4	0	0
I am not planning to continue my education at this time	50% (2)0% (0)	25% (1)0% (0)	25% (1)0% (0)	4	0	0
I am a member of the Armed Forces	0% (0)0% (0)	100% (4)0% (0)	0% (0)0% (0)	4	0	0
			Total Respondents	4		

2. How long did it take you to find your first position after graduating?



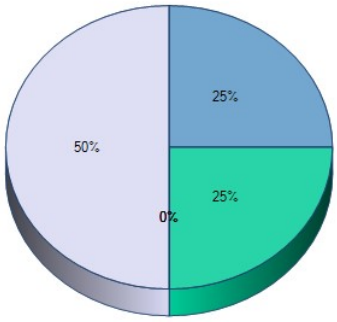
	Response Total	Response Percent
Have not found a position yet	0	0%
Held the position while I completed my degree	0	0%
Secured my position prior to graduation	0	0%
Less than 30 days after graduation	1	25%
1 - 3 months after graduation	0	0%
4-6 months after graduation	3	75%
7 or more months after graduation	0	0%
Did not pursue employment	0	0%
Total Respondents		4

3. How many times have you changed employers or been promoted since graduation three years ago?

1. 3
2. 5
3. I have not changed employers once securing the job I currently have,
4. 3 times

Total Respondents 4

4. Are you satisfied with the course of your career thus far?



	Response Total	Response Percent
Very Satisfied	2	50%
Satisfied	1	25%
Neutral	1	25%
Dissatisfied	0	0%
Very Dissatisfied	0	0%
Not Working at This Time	0	0%
Total Respondents		4

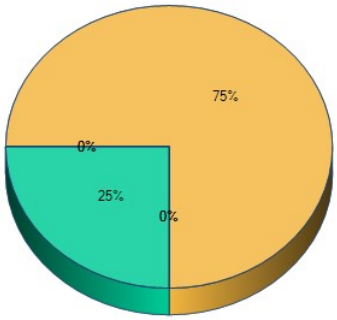
5. Where are you currently employed and what is your job title?

1. Zoo New England, Marketing Coordinator
2. Brown University, School of Professional Studies / Digital Media Producer, Editor
3. I am a Communications Director at Connect Church in Ashland,MA. I started out leading the live production team as well as graphic & video creation. I have now built a volunteer team of about 30 people and have stepped into a higher role analyzing the branding and marketing techniques of the Church. We just opened a church campus in Framingham this March, and plan to expand to 7 campuses in the next 10 years. The average weekly attendance at this church is a little over 1,000.

Total Respondents 3

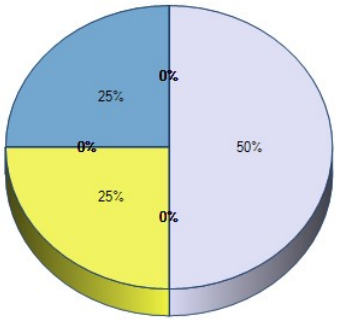
(skipped this question) 1

6. In what sector are you employed?



	Response Total	Response Percent
Not employed	0	0%
Self-employed	0	0%
For-profit corporation/company	1	25%
Government or other public insitution or agency	0	0%
Military	0	0%
Non-profit organization, institution or NGO	3	75%
Total Respondents	**4**	

7. Please select the industry that best describes your employer.



	Response Total	Response Percent
N/A - Not working	0	0%
Agriculture	0	0%
Biotech/Pharmaceutical	0	0%
Business Services	0	0%
Communications/Marketing/PR	0	0%
Computer Science/Technology	0	0%
Education: Higher Education	1	25%
Education: PreK - High School	0	0%
Engineering	0	0%
Environment	0	0%
Financial Services	0	0%
Fine/Performing Arts	0	0%
Food Service	0	0%
Healthcare	0	0%
Hospitality/Tourism/Travel	1	25%
Information Technology	0	0%
Law/Legal Services	0	0%
Manufacturing	0	0%
Media/Journalism/Publishing	0	0%
Medicine	0	0%
Military/Defense	0	0%
Politics/Public Policy/Advocacy	0	0%
Retail	0	0%
Social Services	0	0%
Sports/Fitness	0	0%
Technology	0	0%
Other, please specify	2	50%
Total Respondents	**4**	

Tourism

Religious Organization - Non Profit

8. We are always interested in our Alumni's continued interest in their personal and professional development. Which, if any, professional organizations have you joined since completing your program of study?

1. School of Motion, Brown University
2. N/A

Total Respondents **2**

(skipped this question) 2

9. We believe that Fitchburg State Alumni are always expanding their body of knowledge and would like to know what types of professional development activities you have engaged in since completion of you program of study? (i.e. attended conferences or workshops, given presentation at conference or workshops, conducting scholarly research, licensures or certifications completed, etc.)

1. School of Motion's Animation Bootcamp, Facilitated Online Learning (FLO) Course at Brown University,
2. A lot of online classes and courses to expand my knowledge in the Adobe Suite, HTML & CSS (lynda.com), attended several conferences on team building, leadership (Grow conference, Seeds Conference, Relate Conference), as well as Live Production webinars to learn about the live streaming software & hardware we purchased to stream across campus locations (Living As One - Livestream Company), also online chats with professional social media gurus and analysts.

Total Respondents 2

(skipped this question) 2

10. We like to know where our graduates are in the world. Please provide us with the city and state or country in which you currently reside.

1. Melrose, MA
2. Providence, Rhode Island
3. Work in Ashland, MA / Live in Milford, MA

Total Respondents 3

(skipped this question) 1

11. Rate the quality of the following with respect to the degree you received three years ago:

	Excellent	Good	Fair	Poor	Response Total	Points	Avg
Quality of faculty instruction	0% (0)0% (0)	75% (3)0% (0)	0% (0)0% (0)	25% (1)0% (0)	4	0	0
Level of individual attention	25% (1)0% (0)	50% (2)0% (0)	25% (1)0% (0)	0% (0)0% (0)	4	0	0
Quality of academic advisement	0% (0)0% (0)	0% (0)0% (0)	75% (3)0% (0)	25% (1)0% (0)	4	0	0
Curriculum linked to job related skills and knowledge	0% (0)0% (0)	75% (3)0% (0)	25% (1)0% (0)	0% (0)0% (0)	4	0	0
Preparation to meet the demands of my job	25% (1)0% (0)	25% (1)0% (0)	25% (1)0% (0)	25% (1)0% (0)	4	0	0
Preparation to continue my education	0% (0)0% (0)	25% (1)0% (0)	50% (2)0% (0)	25% (1)0% (0)	4	0	0
				Total Respondents	4		

12. Please select your level of agreement with the following statements:

	Very High	High	Average	Low	Very Low	Response Total	Points	Avg
Overall satisfaction with my experience with Fitchburg State University	0% (0)0% (0)	80% (4)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
					Total Respondents	4		

13. Looking back at your academic career at Fitchburg State University, please select your level of agreement with the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Total	Points	Avg
The social and interpersonal skills you developed have impacted your life	25% (1)0% (0)	0% (0)0% (0)	50% (2)0% (0)	25% (1)0% (0)	0% (0)0% (0)	4	0	0
You have benefitted from the personal connections you made	0% (0)0% (0)	100% (4)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
You have benefitted from the social networks of which you were/are a part	0% (0)0% (0)	25% (1)0% (0)	25% (1)0% (0)	25% (1)0% (0)	25% (1)0% (0)	4	0	0
The benefits of attending were worth the financial cost	25% (1)0% (0)	25% (1)0% (0)	50% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
					Total Respondents	4		

14. How well did Fitchburg State University prepare you in terms of the following skill sets:

	Very Well	Well	Neutral	Poorly		Points	Avg

					Very Poorly	Response Total		
Ability to think analytically and logically	0% (0)0% (0)	50% (2)0% (0)	50% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Ability to acquire new skills and knowledge on your own	50% (2)0% (0)	25% (1)0% (0)	25% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Ability to use the knowledge, ideas, or perspectives gained from your major field	0% (0)0% (0)	75% (3)0% (0)	0% (0)0% (0)	25% (1)0% (0)	0% (0)0% (0)	4	0	0
Ability to orally communicate well	0% (0)0% (0)	0% (0)0% (0)	75% (3)0% (0)	25% (1)0% (0)	0% (0)0% (0)	4	0	0
Ability to judge information/ideas/actions/conclusions based on sources/methods/reasoning	25% (1)0% (0)	25% (1)0% (0)	50% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Ability to write effectively	25% (1)0% (0)	0% (0)0% (0)	50% (2)0% (0)	25% (1)0% (0)	0% (0)0% (0)	4	0	0
Ability to use information technology in intellectual and/or professional pursuits	25% (1)0% (0)	50% (2)0% (0)	0% (0)0% (0)	25% (1)0% (0)	0% (0)0% (0)	4	0	0
Ability to understand and appreciate cultural and ethnic differences between people	50% (2)0% (0)	0% (0)0% (0)	25% (1)0% (0)	0% (0)0% (0)	25% (1)0% (0)	4	0	0
Ability to understand international perspectives on economic, political, social, and cultural issues	0% (0)0% (0)	25% (1)0% (0)	25% (1)0% (0)	25% (1)0% (0)	25% (1)0% (0)	4	0	0
Ability to gain an understanding of or appreciation for the arts	50% (2)0% (0)	25% (1)0% (0)	25% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Ability to understand and apply quantitative principles and methods	0% (0)0% (0)	25% (1)0% (0)	50% (2)0% (0)	0% (0)0% (0)	25% (1)0% (0)	4	0	0
Ability to understand scientific method	0% (0)0% (0)	0% (0)0% (0)	75% (3)0% (0)	0% (0)0% (0)	25% (1)0% (0)	4	0	0
				Total Respondents		4		

15. How well did Fitchburg State University prepare you for the following personal and professional situational skill sets:

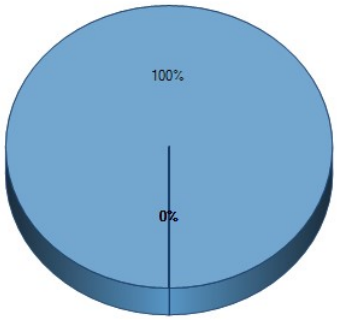
	Very Well	Well	Neutral	Poorly	Very Poorly	Response Total	Points	Avg
Your ability to work as a member of a team or group	25% (1)0% (0)	25% (1)0% (0)	50% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Your ability to get along with people of diverse backgrounds and perspectives	0% (0)0% (0)	75% (3)0% (0)	25% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Your ability to lead others effectively	0% (0)0% (0)	75% (3)0% (0)	25% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Your ability to evaluate and choose between alternative courses of action	0% (0)0% (0)	50% (2)0% (0)	25% (1)0% (0)	25% (1)0% (0)	0% (0)0% (0)	4	0	0
Your awareness of contemporary issues and their cause and consequences	25% (1)0% (0)	0% (0)0% (0)	50% (2)0% (0)	0% (0)0% (0)	25% (1)0% (0)	4	0	0
				Total Respondents		4		

16. What did we not ask you about but you feel we should know?

1. My major: Communications Media
2. N/A

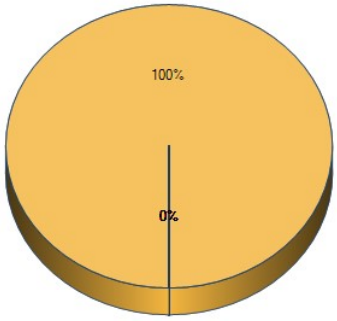
Total Respondents	2
(skipped this question)	2

17. Please select the Degree you completed at Fitchburg State University from the list below.



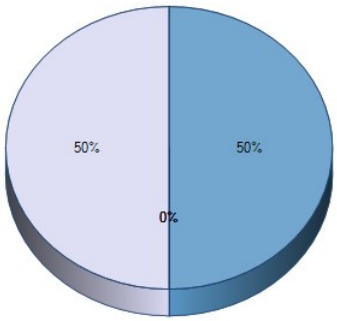
	Response Total	Response Percent
Bachelor of Arts (BA)	0	0%
Bachelor of Science (BS)	4	100%
Cerfitcage of Graduate Study (CAGS)	0	0%
Master of Arts (MA)	0	0%
Master of Arts in Teaching (MAT)	0	0%
Master of Busienss Administration (MBA)	0	0%
Master of Education (MEd)	0	0%
Master of Science (MS)	0	0%
Total Respondents	**4**	

18. Please select the major field your studied for your degree:



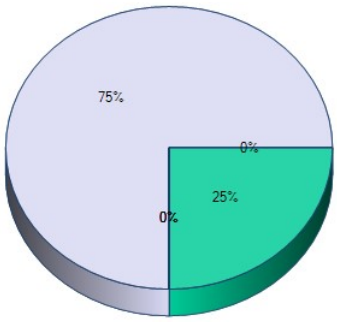
	Response Total	Response Percent
Arts (MA or MEd only)	0	0%
Biology	0	0%
Business Administration	0	0%
Chemistry	0	0%
Communication (MS only)	0	0%
Communications Media	4	100%
Computer Information Systems	0	0%
Computer Science	0	0%
Counseling (MS only)	0	0%
Criminal Justice	0	0%
Early Childhood Education	0	0%
Educational Leadership (CAGS only)	0	0%
Economics	0	0%
Elementary Education	0	0%
English Studies	0	0%
Environmental and Earth Science	0	0%
Game Design	0	0%
Geographic Science and Technology	0	0%
History	0	0%
Human Services	0	0%
Industrial Technology	0	0%
Interdisciplinary Studies	0	0%
LECOM Early Acceptance Programs	0	0%
Mathematics	0	0%
Middle School Education	0	0%
Nursing	0	0%
Occupational/Vocation Education	0	0%
Political Science	0	0%
Psychological Science	0	0%
Sociology	0	0%
Special Education	0	0%
Technology Education (Grades 5-12)	0	0%
Total Respondents	**4**	

19. To which gender identity do you most identify?



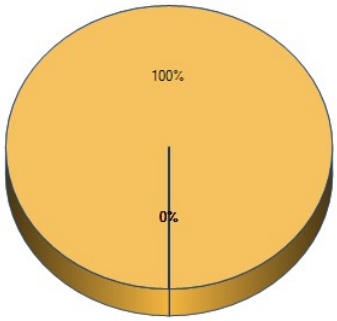
	Response Total	Response Percent
Male	2	50%
Female	2	50%
Transgender Male	0	0%
Transgender Female	0	0%
Do not identify as female, male or transgender	0	0%
Total Respondents		4

20. To which racial heritage do you predominantly identify?



	Response Total	Response Percent
White/Caucasian	3	75%
Asian	0	0%
Hispanic/Latino	1	25%
Black/African American	0	0%
American Indian	0	0%
Other	0	0%
Total Respondents		4

21. How many dependents do you have (not including yourself)?



	Response Total	Response Percent
1	0	0%
2	0	0%
3	0	0%
4	0	0%
5	0	0%
5+	1	100%
Total Respondents	1	
(skipped this question)	3	

FITCHBURG STATE UNIVERSITY

Fifth Year Alumni Feedback 2012 2013 Grads

Survey Title: Fifth-Year Alumni Feedback

Responses By Question Analysis:

1. We would like to know about your short-term plans. Please mark each of the following as they relate to you currently:

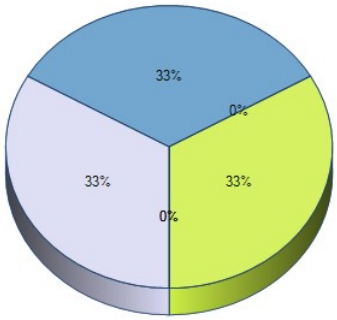
	Yes	No	Not Applicable	Response Total	Points	Avg
I am currently employed or have a job offer in a field closely related to my degree	100% (3)0% (0)	0% (0)0% (0)	0% (0)0% (0)	3	0	0
I am currently employed or have a job offer in a field that is not related to my degree	33.33% (1)0% (0)	66.67% (2)0% (0)	0% (0)0% (0)	3	0	0
I am searching for employment in a field closely related to my degree	66.67% (2)0% (0)	33.33% (1)0% (0)	0% (0)0% (0)	3	0	0
I am searching for employment in a field not closely related to my degree	0% (0)0% (0)	100% (3)0% (0)	0% (0)0% (0)	3	0	0
I have been accepted into a graduate program to continue my education at Fitchburg State University	0% (0)0% (0)	66.67% (2)0% (0)	33.33% (1)0% (0)	3	0	0
I have been accepted into a graduate or doctoral program to continue my education at another institution	0% (0)0% (0)	66.67% (2)0% (0)	33.33% (1)0% (0)	3	0	0
I am not planning to continue my education at this time	100% (3)0% (0)	0% (0)0% (0)	0% (0)0% (0)	3	0	0
I am a member of the Armed Forces	0% (0)0% (0)	100% (3)0% (0)	0% (0)0% (0)	3	0	0
			Total Respondents	3		

2. How many times have you changed employers or been promoted since graduation five years ago?

1. I have been self employed since graduation (freelancing is common in film/media), I have "promoted" myself once since then.
2. Changed employers 4 times, been promoted twice
3. Several times.

Total Respondents 3

3. Are you satisfied with the course of your career thus far?



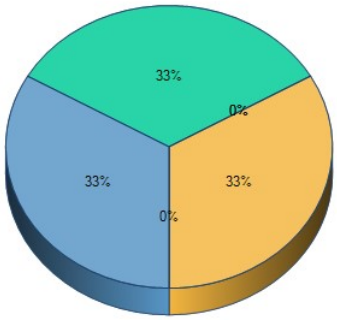
	Response Total	Response Percent
Very Satisfied	1	33%
Satisfied	1	33%
Neutral	0	0%
Dissatisfied	1	33%
Very Dissatisfied	0	0%
Not Working at This Time	0	0%
Total Respondents		3

4. Where are you currently employed and what is your job title?

1. Freelancing as a Production Coordinator/Production Manager
2. Communications & Events Manager for a nonprofit
3. KEH Camera and I am a Camera Technician

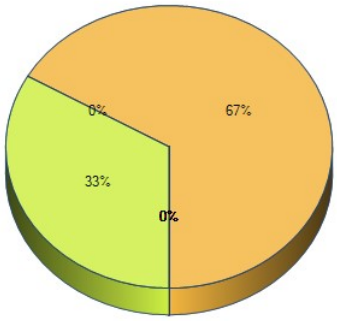
Total Respondents 3

5. In what sector are you employed?



	Response Total	Response Percent
Not employed	0	0%
Self-employed	1	33%
For-profit corporation/company	1	33%
Government or other public insitution or agency	0	0%
Military	0	0%
Non-profit organization, institution or NGO	1	33%
Total Respondents		3

6. Please select the industry that best describes your employer.



	Response Total	Response Percent
N/A - Not working	0	0%
Agriculture	0	0%
Biotech/Pharmaceutical	0	0%
Business Services	0	0%
Communications/Marketing/PR	0	0%
Computer Science/Technology	0	0%
Education: Higher Education	0	0%
Education: PreK - High School	0	0%
Engineering	0	0%
Environment	0	0%
Financial Services	0	0%
Fine/Performing Arts	0	0%
Food Service	0	0%
Healthcare	0	0%
Hospitality/Tourism/Travel	0	0%
Information Technology	0	0%
Law/Legal Services	1	33%
Manufacturing	0	0%
Media/Journalism/Publishing	2	67%
Medicine	0	0%
Military/Defense	0	0%
Politics/Public Policy/Advocacy	0	0%
Retail	0	0%
Social Services	0	0%
Sports/Fitness	0	0%
Technology	0	0%
Other, please specify	0	0%
Total Respondents	3	

7. We are always interested in our Alumni's continued interest in their personal and professional development. Which, if any, professional organizations have you joined since completing your program of study?

1. Central Booking, it's a commonly used booking "agency" used by freelancers in Massachusetts. Also, Massachusetts Production Coalition (MPC)
2. None.

Total Respondents 2

(skipped this question) 1

8. We believe that Fitchburg State Alumni are always expanding their body of knowledge and would like to know what types of professional development activities you have engaged in since completion of you program of study? (i.e. attended conferences or workshops, given presentation at conference or workshops, conducting scholarly research, licensures or certifications completed, etc.)

1. Working steadily is how one learns, other than that I have no done organized "professional development." I do have a local Producer as a mentor though.
2. Graphic design and web development courses
3. None.

Total Respondents 3

9. We like to know where our graduates are in the world. Please provide us with the city and state or country in which you currently reside.

1. Waltham, MA
2. Boston, MA
3. Atlanta, GA

Total Respondents	**3**

10. Rate the quality of the following with respect to the degree you received five years ago:

	Excellent	Good	Fair	Poor	Response Total	Points	Avg
Quality of faculty instruction	100% (3)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
Level of individual attention	66.67% (2)0% (0)	33.33% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
Quality of academic advisement	33.33% (1)0% (0)	33.33% (1)0% (0)	33.33% (1)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
Curriculum linked to job related skills and knowledge	66.67% (2)0% (0)	33.33% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
Preparation to meet the demands of my job	0% (0)0% (0)	66.67% (2)0% (0)	33.33% (1)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
Preparation to continue my education	33.33% (1)0% (0)	33.33% (1)0% (0)	33.33% (1)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
			Total Respondents		**3**		

11. Please select your level of agreement with the following statements:

	Very High	High	Average	Low	Very Low	Response Total	Points	Avg
Overall satisfaction with my experience with Fitchburg State University	33.33% (1)0% (0)	66.67% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
				Total Respondents		**3**		

12. Looking back at your academic career at Fitchburg State University, please select your level of agreement with the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Total	Points	Avg
The social and interpersonal skills you developed have impacted your life	66.67% (2)0% (0)	0% (0)0% (0)	33.33% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
You have benefitted from the personal connections you made	100% (3)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
You have benefitted from the social networks of which you were/are a part	100% (3)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
The benefits of attending were worth the financial cost	33.33% (1)0% (0)	33.33% (1)0% (0)	33.33% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
				Total Respondents		**3**		

13. How well did Fitchburg State University prepare you in terms of the following skill sets:

	Very Well	Well	Neutral	Poorly	Very Poorly	Response Total	Points	Avg
Ability to think analytically and logically	66.67% (2) 0% (0)	33.33% (1) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
Ability to acquire new skills and knowledge on your own	33.33% (1) 0% (0)	33.33% (1) 0% (0)	33.33% (1) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
Ability to use the knowledge, ideas, or perspectives gained from your major field	66.67% (2) 0% (0)	0% (0)0% (0)	33.33% (1) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
Ability to orally communicate well	33.33% (1) 0% (0)	33.33% (1) 0% (0)	33.33% (1) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
Ability to judge information/ideas/actions/conclusions based on sources/methods/reasoning	33.33% (1) 0% (0)	66.67% (2) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
Ability to write effectively	33.33% (1) 0% (0)	66.67% (2) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
Ability to use information technology in intellectual and/or professional pursuits	66.67% (2) 0% (0)	33.33% (1) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
Ability to understand and appreciate cultural and ethnic differences between people	33.33% (1) 0% (0)	0% (0)0% (0)	66.67% (2) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	**3**	**0**	**0**
Ability to understand international perspectives on economic, political, social, and cultural issues	25% (1)0% (0)	25% (1)0% (0)	25% (1)0% (0)	25% (1)0% (0)	0% (0)0% (0)	**4**	**0**	**0**
						3	**0**	**0**

Ability to gain an understanding of or appreciation for the arts	33.33% (1) 0% (0)	66.67% (2) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)			
Ability to understand and apply quantitative principles and methods	33.33% (1) 0% (0)	66.67% (2) 0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	3	0	0
Ability to understand scientific method	0% (0)0% (0)	66.67% (2) 0% (0)	0% (0)0% (0)	33.33% (1) 0% (0)	0% (0)0% (0)	3	0	0
				Total Respondents		3		

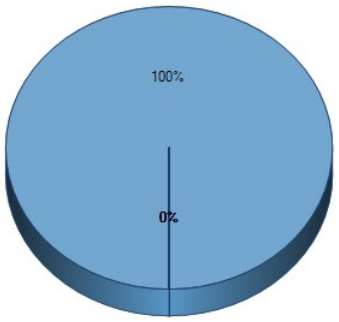
14. How well did Fitchburg State University prepare you for the following personal and professional situational skill sets:

	Very Well	Well	Neutral	Poorly	Very Poorly	Response Total	Points	Avg
Your ability to work as a member of a team or group	66.67% (2)0% (0)	33.33% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	3	0	0
Your ability to get along with people of diverse backgrounds and perspectives	0% (0)0% (0)	66.67% (2)0% (0)	33.33% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	3	0	0
Your ability to lead others effectively	33.33% (1)0% (0)	66.67% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	3	0	0
Your ability to evaluate and choose between alternative courses of action	66.67% (2)0% (0)	0% (0)0% (0)	33.33% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	3	0	0
Your awareness of contemporary issues and their cause and consequences	0% (0)0% (0)	66.67% (2)0% (0)	33.33% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	3	0	0
					Total Respondents	3		

15. What did we not ask you about but you feel we should know?

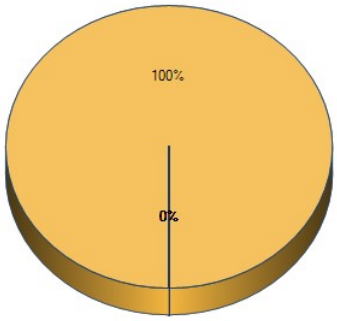
1.	The video concentration does a good job of preparing you for where you are going after the first step but doesn't really prepare you for the first step. Maybe a one day "Production Assistant 101" type deal would be worth it to Freshman, and would give them a place to start, especially as Freelancing during the summer would be a good way to make money and get a headstart on their career.
2.	Offer a course which involves negotiating an employment agreement. My first job relating to my field of studies was a minimum wage internship because I did not know my market value and was ill-prepared to effectively negotiate compensation.
	Total Respondents **2**
(skipped this question)	1

16. Please select the Degree you completed at Fitchburg State University from the list below.



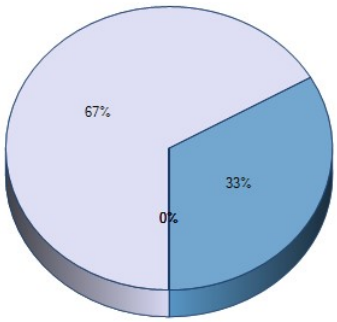
	Response Total	Response Percent
Bachelor of Arts (BA)	0	0%
Bachelor of Science (BS)	3	100%
Cerfitcage of Graduate Study (CAGS)	0	0%
Master of Arts (MA)	0	0%
Master of Arts in Teaching (MAT)	0	0%
Master of Busienss Administration (MBA)	0	0%
Master of Education (MEd)	0	0%
Master of Science (MS)	0	0%
Total Respondents	3	

17. Please select the major field your studied for your degree:



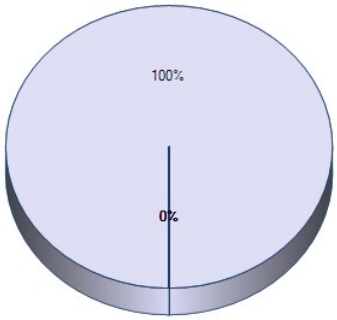
	Response Total	Response Percent
Arts (MA or MEd only)	0	0%
Biology	0	0%
Business Administration	0	0%
Chemistry	0	0%
Communication (MS only)	0	0%
Communications Media	3	100%
Computer Information Systems	0	0%
Computer Science	0	0%
Counseling (MS only)	0	0%
Criminal Justice	0	0%
Early Childhood Education	0	0%
Educational Leadership (CAGS only)	0	0%
Economics	0	0%
Elementary Education	0	0%
English Studies	0	0%
Environmental and Earth Science	0	0%
Game Design	0	0%
Geographic Science and Technology	0	0%
History	0	0%
Human Services	0	0%
Industrial Technology	0	0%
Interdisciplinary Studies	0	0%
LECOM Early Acceptance Programs	0	0%
Mathematics	0	0%
Middle School Education	0	0%
Nursing	0	0%
Occupational/Vocation Education	0	0%
Political Science	0	0%
Psychological Science	0	0%
Sociology	0	0%
Special Education	0	0%
Technology Education (Grades 5-12)	0	0%
Total Respondents	**3**	

18. To which gender identity do you most identify?



	Response Total	Response Percent
Male	2	67%
Female	1	33%
Transgender Male	0	0%
Transgender Female	0	0%
Do not identify as female, male or transgender	0	0%
Total Respondents	**3**	

19. To which racial heritage do you predominantly identify?



	Response Total	Response Percent
White/Caucasian	3	100%
Asian	0	0%
Hispanic/Latino	0	0%
Black/African American	0	0%
American Indian	0	0%
Other	0	0%
Total Respondents		3

20. How many dependents do you have (not including yourself)?

	Response Total	Response Percent
1	0	0%
2	0	0%
3	0	0%
4	0	0%
5	0	0%
5+	0	0%
Total Respondents		0
(skipped this question)		3