

Annual Program Report 2022-2023

The report(s) should be inclusive of all levels, degrees (i.e. certificates, bachelor's and master's), modalities and locations.

Department: **Communications Media**

Department Chair: **Jeff Warmouth**

Department Assessment Committee Contact: **Randy Howe**

This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research and Planning by June 1, 2023.

Section I: Program Assessment (please complete this section for each program in your department)

Program: **Communications Media, B.S.**

A. Program Learning Outcomes (PLOs) (Educational Objectives)

I. List of PLOs and the timeline for assessment

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (Please specify) Include URLs where appropriate.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
PLO-1	Students should demonstrate proficiency in the core tools and skills of the discipline.	The five program learning outcomes (PLOs) are listed on several university catalog websites—repeated for each concentration in Communications Media. To see them, look below this table and click on the hyperlinks or on the adjacent URLs. *	Annually, at the end of the academic year.	End of AY22.
PLO-2	Students should be able to apply aesthetic principles to their work by developing and defending a portfolio that demonstrates craftship and meets professional standards for their discipline.	* see below.	Formatively, after each student's portfolio review, prior to their internship. A more formal, summative evaluation occurs at the end of the academic year.	End of AY22.
PLO-3	Students should be able to explain how their work fits in the historical and theoretical context of the discipline.	* see below.	Formatively, after each student's portfolio review, prior to their internship. A more formal, summative evaluation occurs at the end of the academic year.	End of AY22.

PLO-4	Students should apply core theoretical principles to the analysis and critique of media.	* see below.	There is no formal assessment for this PLO at this point. An Assessment Committee was established in AY 23, which has led to a curriculum mapping initiative that could help to find a place to assess. An approach to assess this PLO-4 will be discussed in AY24.	TBD
PLO-5	Students should recognize and apply ethical perspectives to their work.	* see below.	Annually, at the end of the academic year.	End of AY22.

* Five program learning outcomes (PLOs) are listed on several university catalog websites—repeated for each Communications Media minor and concentration. To see them, click on the hyperlinks below or on the adjacent URLs.

- **Communication Studies** or https://catalog.fitchburgstate.edu/preview_program.php?catoid=46&poid=11334&returnto=3259
- **Film/Video** or <https://www.fitchburgstate.edu/academics/programs/filmvideo-production-concentration-communications-media-bs>
- **Graphic Design** or https://catalog.fitchburgstate.edu/preview_program.php?catoid=43&poid=10423&returnto=2969
- **Photography** or <https://www.fitchburgstate.edu/academics/programs/photography-concentration-communications-media-bs>
- **Public Relations, Social Media and Advertising** or <https://www.fitchburgstate.edu/academics/programs/public-relations-social-media-and-advertising-production-concentration-communications-media-bs>
- **Technical Theater** or https://catalog.fitchburgstate.edu/preview_program.php?catoid=46&poid=11454&returnto=3259
- **Theater** or <https://www.fitchburgstate.edu/academics/programs/theater-concentration-communications-media-bs>

Communications Media faculty are further encouraged to post relevant PLOs and SLOs to their syllabi.

II. **PLO Assessment** (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.) Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the “loop closed”?
PLO-1	This assessment looks at student core tool knowledge (K) and skill (S) as developed in the concentrations through their respective programs of study. Knowledge and skills culminate in an internship, which is in the student’s last program semester, an experience that is monitored by a Department Supervisor, who is a member of the Communications Media faculty; further observed by a Site Supervisor, a professional in the field at the sponsoring entity (e.g., a film company, graphic design firm,	The student’s last semester in the program, which, by design, should be the 4 th year, second semester.	All students who complete an internship. For the record, students are qualified for internship if they attend a series of internship preparatory seminars; submit an Application for Internship; arrange for a portfolio defense with Communications Media faculty; certifies as eligible for an internship; maintains a list of possible internship sites; evaluates possible new internship sites; and ascertains the current willingness of each site to provide a quality internship. The internship is a	“Yes” answers from all Site Supervisors in the field on these two questions: Did the intern demonstrate acceptable overall knowledge of his/her discipline to be competitive with potential entry-level job applicants? Did the intern demonstrate	Concentration coordinators and the Department Assessment Committee are given the results via a shared Google document by the Assessment Committee contact. Concentrations are left to discuss if deemed necessary, such as during summer retreats or AY24 meetings with colleagues. All are encouraged to offer feedback during the summer months or when they reconvene in the next AY.

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the “loop closed”?
	theater company, photo studio, game studio, advertising agency, marketing firm). Student knowledge of the tools in the profession (K) and ability to use them (S) are evaluated by means of an Internship Appraisal Form. The first two questions, completed by the Site Supervisor in the field at the end of the Internship, focus specifically on discipline knowledge and knowledge of hardware and software.		full semester, full-time work experience.	acceptable knowledge of software and hardware required to be competitive with potential entry-level job applicants? Site supervisors are further asked to comment on their answers, which is taken into account.	
PLO-2	A Likert-style survey, titled the Portfolio Defense Evaluation Form, which is a Google Form, assesses the student's ability to apply aesthetic principles to their work by developing and defending a portfolio that demonstrates	The student's second to last semester in the program,	All students who are in the process of qualifying for internship. The student is typically engaged in a series of internship preparatory seminars at this point.	Portfolios should at the least be of “acceptable” in their design, material, and presentation quality.	Concentration coordinators and the Department Assessment Committee are given the results via a shared Google document by the Assessment Committee contact. Concentrations are left to discuss if deemed necessary, such as during

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	craftship (S) and meets professional standards for their discipline. The portfolio is developed throughout the student’s program, assessed in the internship interview, which typically takes place in the semester before internship. A representative from the concentration and the Internship Director orchestrates the student’s defense, which involves looking at, and discussing the portfolio. They then, individually, complete a survey (i.e., two evaluator surveys per Internship candidate).	which, by design, should be the 4 th year, second semester.		Likert-scale choices run from <i>Unacceptable to Needs Improvement to Acceptable to Exceeds Expectations to Excellent.</i>	summer retreats or AY24 meetings with colleagues. All are encouraged to offer feedback during the summer months or when they reconvene in the next AY.
PLO-3	A Likert-style survey, titled the <i>Portfolio Defense Evaluation Form</i> , which is a Google Form, assesses the student’s	The student’s second to last	All students who are in the process of qualifying for internship. The student is typically engaged in a series of	At the least, “some” theoretical knowledge is hoped to reveal	Theory professors are given the results and are left to discuss if needed, such as during any summer retreats or AY24 meetings.

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the “loop closed”?
	ability to explain how their work fits in the theoretical context of the discipline (K). It currently does not seek information on the historical context, another area of focus in PLO-3. For the record, required theory courses bookend a student’s program of study in Communications Media, with two introductory courses in the freshmen year, and a pair of upper-level theory courses from a menu of courses required in the junior and senior years. At this point, only the perception of a student’s theoretical knowledge (K) is assessed in the portfolio defense. A representative from the concentration and the Internship Director each	semester in the program, which, by design, should be the 4 th year, second semester.	internship preparatory seminars at this point.	itself during the portfolio defense. The Likert-scale choices run from <i>Imperceptible</i> to <i>Lacking to Some</i> to <i>Fair Amount</i> to <i>Extensive</i> .	The Assessment Committee contact has placed this information in a shared Google document. All in the department are also encouraged to offer feedback during the summer months or when they reconvene in AY24.

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the “loop closed”?
	attend a student’s defense, and then individually complete a survey for the student after looking at their portfolio (i.e., two evaluator surveys per Internship candidate).				
PLO-5	Ethical behavior (A) is developed in the concentrations through their respective programs of study. This work culminates in practice in an internship in the student’s last program semester, an experience monitored by a Department Supervisor, one of our Communications Media faculty, further observed by a Site Supervisor at the sponsoring entity (e.g., a professional film company,	The student’s last semester in the program, which, by design, should be the 4 th year, second semester.	All students who complete an internship.	“Yes” answers from all Site Supervisors in the field to the question, “Did the intern demonstrate appropriate ethical integrity?”	Concentration coordinators and the Department Assessment Committee are given the results via a shared Google document by the Assessment Committee contact. Concentrations are left to discuss if deemed necessary, such as during summer retreats or AY24 meetings with colleagues. All are encouraged to offer feedback during the summer months or when they reconvene in the next AY.

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administere d in student program (internship, 4th year, 1st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the “loop closed”?
	graphic design firm, theater company, photo studio, game studio, advertising agency, marketing firm). The student's ethical perspective is assessed at the end of the internship in the 6 th question of the Internship Appraisal Form. A yes/no answer is provided by the Site Supervisor in the field at the Internship site. The supervisor may also comment on their response..				

You may use this comment box to provide any additional information, if applicable:

Efforts are made to obtain assessment data for four of the five PLOs in Communications Media concentrations. Exceptions include the history component of PLO-3; and PLO-4 in its entirety “Students should apply core theoretical principles to the analysis and critique of media.” The Assessment Committee should consider whether or not, and if so, how to assess these areas in the future.

Summary of Findings: Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

Reflection Prompt	Narrative Response
<p>Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</p>	<p>Beyond Grade Point Average, which is, for the record, monitored with possible ramifications for program dismissal should a student’s GPA in the major fall below 2.5; it is the Internship, either at the initial portfolio defense leading into it or at the conclusion of the field experience, that is the primary source of program data that looks at whether or not students are satisfactorily completing the program.</p> <p>Data is collected with two instruments: 1) the <i>Portfolio Defense Evaluation Form</i> and 2) the <i>Internship Appraisal Form</i>. Below are AY23 results in brief (i.e., Site Supervisor comments, of which there are many, are omitted but have been shared with Coordinators and Assessment Committee members).</p> <p>Abbreviations: F/V = Film/Video; GD = Graphic Design, Photo = Photography, PRSA = Public Relations, Social Media and Advertising, TETA = Technical Theater; and THEA = Theater.</p> <p>The Portfolio Defense Evaluation is an evaluation of student portfolios that are reviewed just prior to internship.</p> <p>The Internship Appraisal Form is completed by Site Supervisors in the field at the end of Internship.</p>

Portfolio Defense Evaluation (evaluated with a new Google Form, Spring 2023, n = 5, all F/V)

Material Quality (PLO-2)	1 needs improvement; 4 exceeded expectations
Design Quality (PLO-2)	1 needs improvement; 1 acceptable; and 3 exceeded expectations
Presentation Quality (PLO-2)	1 needs improvement; 1 acceptable; 1 exceeded expectation; and 1 excellent
Sequencing	1 acceptable; 3 exceeded expectations; and 1 excellent
Professional Usefulness	1 needs improvement; 1 exceeded expectation; and 3 excellent
Theoretical Knowledge (PLO-3)	3 students showed some knowledge while 2 demonstrated a fair amount

Internship Appraisal Form (data collected between June 23, 2022 and May 10, 2023, n = 51)

Did the intern demonstrate acceptable overall knowledge of his/her discipline to be competitive with potential entry-level job applicants? (PLO-1)	F/V: 23 yes, 3 no; GAME: 4 yes, 0 no; GD: 3 yes, 1 no; Photo: 3 yes, 0 no; PRSA: 9 yes, 0 no; TETA: 2 yes, 0 no; THEA 4 yes, 0 no
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	<p>Did the intern demonstrate acceptable knowledge of software and hardware required to be competitive with potential entry-level job applicants? (PLO-1)</p>	<p>F/V: 24 yes, 1 no; GAME: 4 yes, 0 no; GD: 2 yes, 2 no; Photo: 3 yes, 0 no; PRSA: 9 yes, 0 no; TETA: 2 yes, 0 no; THEA 4 yes, 0 no</p>
	<p>Did the intern demonstrate appropriate initiative to be competitive with potential entry-level job applicants?</p>	<p>F/V: 23 yes, 2 no; GAME: 4 yes, 0 no; GD: 4 yes, 0 no; Photo: 3 yes, 0 no; PRSA: 9 yes, 0 no; TETA: 2 yes, 0 no; THEA 4 yes, 0 no</p>
	<p>Did the intern demonstrate oral and written communication skills appropriate to your organization and/or profession?</p>	<p>F/V: 23 yes, 2 no; GAME: 4 yes, 0 no; GD: 4 yes, 0 no; Photo: 3 yes, 0 no; PRSA: 9 yes, 0 no; TETA: 2 yes, 0 no; THEA 4 yes, 0 no</p>
	<p>Did the intern demonstrate appropriate time management skills?</p>	<p>F/V: 23 yes, 2 no; GAME: 4 yes, 0 no; GD: 3 yes, 1 no; Photo: 3 yes, 0 no; PRSA: 9 yes, 0 no; TETA: 2 yes, 0 no; THEA 4 yes, 0 no</p>
	<p>Did the intern demonstrate appropriate ethical integrity? (PLO-5)</p>	<p>F/V: 25 yes, 0 no; GAME: 4 yes, 0 no; GD: 4 yes, 0 no; Photo: 3 yes, 0 no; PRSA: 9 yes, 0 no; TETA: 2 yes, 0 no; THEA 4 yes, 0 no</p>

	<table border="1" data-bbox="562 207 1753 446"> <tr> <td data-bbox="562 207 888 446"> <p>If an opening for an employee at this level in your organization existed, would you consider this intern to be competitive?</p> </td> <td data-bbox="888 207 1753 446"> <p>F/V: 21 yes, 3 no, 1 left blank; GAME: 4 yes, 0 no; GD: 3 yes, 1 no; Photo: 3 yes, 0 no; PRSA: 8 yes, 1 no; TETA: 2 yes, 0 no; THEA 4 yes, 0 no</p> </td> </tr> </table>	<p>If an opening for an employee at this level in your organization existed, would you consider this intern to be competitive?</p>	<p>F/V: 21 yes, 3 no, 1 left blank; GAME: 4 yes, 0 no; GD: 3 yes, 1 no; Photo: 3 yes, 0 no; PRSA: 8 yes, 1 no; TETA: 2 yes, 0 no; THEA 4 yes, 0 no</p>
<p>If an opening for an employee at this level in your organization existed, would you consider this intern to be competitive?</p>	<p>F/V: 21 yes, 3 no, 1 left blank; GAME: 4 yes, 0 no; GD: 3 yes, 1 no; Photo: 3 yes, 0 no; PRSA: 8 yes, 1 no; TETA: 2 yes, 0 no; THEA 4 yes, 0 no</p>		
<p>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p>	<p>Portfolio defense data is interpreted formatively by the concentration coordinator and Internship director during the interview with feedback conveyed to the student. Portfolios are expected to improve as a result of the forthcoming internship.</p> <p>Summatively, data is interpreted at year's end by the concentration with actions taken in the program to continuously improve (e.g., quality, sequencing, professional usefulness, the latter in relation to practice in the field in terms of technologies used and processes followed).</p> <p><i>Internship Performance Appraisal</i> data is assembled and presented at the end of the Academic Year to the concentrations for possible response. All data is looked at by the Assessment Committee with an intention to make improvements to the assessment process, as well as to prioritize what should be assessed going forward, and what is no longer necessary to look at.</p>		
<p>What changes have been made as a result of using the data/evidence? (close the loop)</p>	<p>Communications Media is satisfied to have formulated a process for obtaining portfolio and internship data via Google Forms. As is, the dissemination process is still cumbersome, requiring a fair amount of manual data assembly (e.g., cut and paste). This will be looked at in AY24. Revisions will look to create a report that can be easily disseminated to faculty.</p> <p>All data collected from the AY23 forms has been distributed to concentration coordinators (film/video, graphic design, etc.) to encourage discussion of the results. The loop will be closed in the coming months.</p> <p>In the AY22 report, it was hoped that rubrics would be assembled for the categories of the <i>Portfolio Evaluation Form</i> in AY23. This did not happen, and will be taken up specifically in AY24 by a newly assembled Assessment Committee. The current Committee spent most of the year involved with</p>		

	<p>understanding what their role should be, as well as following up on establishing PLOs, SLOs, and curriculum maps, all of which are in-process.</p> <p>What did happen in AY23 was an added category to the <i>Portfolio Evaluation Form</i> to assess the theory component of PLO-3, which is related to the student's demonstrated theoretical knowledge. The levels measured with a Likert-scale runs from <i>Imperceptible</i> to <i>Lacking</i> to <i>Some</i> to <i>Fair Amount</i> to <i>Extensive</i>. There was some data collected in this regard in AY23, which the faculty have seen. Theory faculty are satisfied with the student's demonstrated level of <i>Some</i> in this assessment, however, they will meet in AY24 to discuss ways by which this level can be improved. That is, all students demonstrated at least some theoretical knowledge in their descriptions of their portfolio materials. Theory faculty also hope for additional data for this question coming from other concentrations in AY24, not just film/video. As an entity that meets throughout the year, theory will also work to assemble a rubric for this question to help faculty to complete the form in a more meaningful way.</p>
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B. Assessment Plan for Program/Department

- I. Insert the program or department Assessment Plan (This is an independent plan from what is reported in this document).
- II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.
- III. If you do not have a plan, would you like help in developing one? X Yes

C. Program Review Action Plan or External action Letter/Report

Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)

- I. **Programs that fall under Program Review:**

- i. Date of most recent Review: Spring 2019
- ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

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	Progress Made this Year
Mission Statement						
1. Update Communications Media major mission statement to align with current University and School of Arts and Sciences mission statements	Work on updating the Communication Media major mission statement began in the Assessment Workshop in May 2019.	Department Chair, Concentration Coordinators, Communications Media faculty	Complete by May 2020.	The Assessment Committee, which was established in AY23, will continue this work.	An Assessment Plan will be under development for completion in AY24; The current mission statement will be formally stated in the plan.	Steps have been taken to communicate the mission statement to all faculty for possible revision.

<p>2. Revise Concentration mission statements (including Theory and Internship) to align with updated Communications Media major mission statement</p>	<p>As noted by the external evaluator, the mission statements for each concentration are not currently aligned with the mission statement for the major or each other</p>	<p>Department Chair, Concentration Coordinators</p>	<p>Complete by December 2020</p>	<p>The Assessment Committee, which was established in AY23, will continue this work.</p>	<p>An Assessment Plan will be under development for completion in AY24; The mission statements of concentrations and majors will be formally stated in the plan.</p>	<p>Steps have been taken to communicate the mission statements of these entities to all faculty for possible revision.</p>
<p>Student Learning Outcomes</p>						
<p>3. Update Student Learning Outcomes (SLOs) for the major</p>	<p>The SLOs for the major have not been updated in more than a decade.</p>	<p>Department Chair, Concentration Coordinators, Communications Media faculty</p>	<p>Complete by May 2020; most concentrations now have them in place (2023).</p>	<p>The Assessment Committee, which was established in AY23, will continue this work.</p>	<p>An Assessment Plan will be under development for completion in AY24; The SLOs of the concentrations will be formally stated in the plan. They also appear on many of the course syllabi.</p>	<p>Steps have been taken to communicate the SLOs of these entities to all faculty for possible revision.</p>

4. Develop Student Learning Outcomes (SLOs) for each concentration, including Theory and Internship	At this time, the concentrations, including Theory and Internship, do not have formalized SLOs	Department Chair, Concentration Coordinators, Communications Media faculty	Complete by December 2020; most concentrations now have them in place (2023).	The Assessment Committee, which was established in AY23, will continue this work.	An Assessment Plan is under development for completion in AY24; The SLOs of the concentrations will be formally stated in the plan. They also appear on many of the course syllabi.	Steps have been taken to communicate the SLOs of these entities to all faculty for possible revision.
5. Course Mapping of Student Learning Outcomes (SLOs)	The department does not have a formal curriculum map with SLOs mapped to specific courses	Department Chair, Concentration Coordinators, Communications Media faculty	Complete by May 2021; Faculty have been trained on curriculum mapping in AY23. Google Sheets for faculty to enter data that maps PLOs and SLOs to courses. This initiative began in AY23 and should be complete for continued revision in AY24.	The Assessment Committee, which was established in AY23, will continue this work.	An Assessment Plan is under development for completion in AY24; Course mapping forms have been distributed to theory faculty and is set to go to other concentrations.	AY23 was a year to ramp up on course mapping (AY23). Maps should be complete in early-AY24.
Internship Assessment						

<p>6. Update Portfolio Defense Evaluation Form</p>	<p>The current form can be developed further to provide more detailed assessment of student portfolios and align with updated SLOs</p>	<p>Department Chair, Internship Director, UARC department representative, Concentration Coordinators</p>	<p>Complete by May 2021. Portfolio Defense Evaluation Form will incorporate updated major and concentration SLOs</p>	<p>The Assessment Committee, which was established in AY23, will continue this work.</p>	<p>An Assessment Plan is under development for completion in AY24; The Assessment Committee will address possible changes to this in AY24. The <i>Portfolio Defense Evaluation Form</i> was updated in AY23.</p>	<p>Progress has been made to update the form to the Department's needs.</p>
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7. Update <i>Internship Performance Appraisal Form</i>	The current form can be developed further to provide more detail about student intern performance and align with updated SLOs	Department Chair, Internship Director, UARC department representative	Complete by May 2021. The <i>Internship Performance Appraisal Form</i> will incorporate updated major and concentration SLOs.	The Assessment Committee, which was established in AY23, will continue this work.	An Assessment Plan is under development for completion in AY24; The process for information dissemination was updated in AY23. The committee will address possible changes in AY24.	Progress has been made to update the form to the needs of the major (AY23).
8. Develop template for a report with internship appraisal data to be delivered to faculty at the conclusion of each internship cycle	At this time, internship appraisal data is not distributed to faculty (AY20); It has been distributed to faculty in AY23.	Department Chair, Internship Director, UARC department representative	Finalize report template by May 2021	The Assessment Committee, which was established in AY23, will continue this work.	An Assessment Plan is under development for completion in AY24; Streamlining data delivery is an Assessment Committee objective in AY24.	There has been no progress on changes other than a more thorough understanding as to what data needs to be delivered. The data is currently in spreadsheet form, further distributed in a text document via cut and paste.
Enrollment						

<p>9. Increase the number of courses offered that can fulfill a General Education requirement</p>	<p>As an incremental strategy to address a decline in enrollment, the external evaluator recommended making more Communications Media courses available to students outside the major. Specifically, he recommended making an introductory production class available to fulfill a general education requirement</p>	<p>Department Chair, Concentration Coordinators</p>	<p>Submit AUC proposals in AY20 and AY21, ahead of the implementation of the new GenEd curriculum in Fall 2011</p>			
<p>Major Structure</p>						

10. Revision to the program structure and move to distinct majors	The external evaluators for the 2014 Program Review and 2019 Program Review recommended investigating moving from the current concentration structure to distinct majors	Department Chair, Concentration Coordinators, Communications Media faculty	Ongoing			
Facilities						
11. Address deferred maintenance and infrastructure updates to Film/Video and Photography facilities.	There has been a long-standing need to update the infrastructure in the facilities used by the Film/Video and Photography concentrations as noted by external evaluators for the 2014 Program Review and 2019 Program Review	Department Chair, Dean of Arts and Sciences, Capital Planning and Maintenance	Ongoing			

iii. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program?

Section II - Departmental Outcomes

A. Departmental Strategic Initiatives

<p style="text-align: center;">Accomplished Initiatives AY22-23 Add more rows as needed</p>	<p style="text-align: center;">Corresponding Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 1.3</p>	<p style="text-align: center;">Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal</p>
<p>The establishment of a department Assessment Committee consisting of members from each concentration in the Communications Media program (Film/Video, Graphic Design, Photography, Public Relations, Social Media & Advertising, Theater & Technical Theater, Theory). This committee also includes members from the other majors in the department (i.e., Digital Media Innovation, Game Design, the Graduate Program in Applied Communication) in an effort to help each other in this process.</p>	<p>Goal Five: Adding this committee helps us to assert our distinctive value proposition and institutional learning outcomes boldly and widely.</p> <p>5.2 Assert Fitchburg State's approach to integrating high-quality professional programs with strong liberal arts and sciences studies as a key University differentiator that also differentiates our graduates.</p>	

<p>Film/Video added a course on <i>Podcasting</i>, in response to the trend in popularity for this related field—university adoptions, 650,000 podcasts added to Apple Podcasts in 2021 (400,000 between 2005 and 2019), a 40% increase in podcasting’s listener base since 2018, 50% of current podcast listeners having started listening to podcasts within the last 2 years.</p>	<p>Goal One. This addition forges innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning.</p> <p>1.2 Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p>	
<p>Film/Video added another course titled, <i>Writing the Series</i>, which “explores serialized storytelling, including television, streaming and web series. Students will develop an understanding of serial story archetypes and utilize these models to define their own series creation. Students will conceptualize and develop a serialized story, write the series bible, and the pilot episode of the series.”</p>	<p>Goal One. This addition forges innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning.</p> <p>1.2 Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p>	

<p>Film & Video assembled an External Industry Advisory Board, consisting of alumni and other industry contacts. The first meeting was held in Spring 2023</p>	<p>Goal Three. This board assists us to be an engine of social, economic, civic, and cultural development in our city and region.</p> <p>3.3 Build innovative, sustainable public-private partnerships that advance the University's mission while maximizing its positive impact on economic prosperity and social mobility in the region.</p>	
<p>Film & Video created a formal Articulation Agreement with Lynn Technical High School, only the second of its kind in the University.</p>	<p>Goal Two. This agreement can be seen to help us to continue to create the model student-ready university and narrow the achievement gap.</p> <p>2.1 Achieve a cultural shift around how we advise, mentor, and teach all students, especially traditionally underrepresented and underserved students, so that we meet them where they are.</p>	

<p>Theater cross-listed its THEA 3002 course as COMM 3002 and dropped its prerequisites to “allow any university student to register for this course and take it at any point in their academic career here at FSU. It will also eliminate confusion in advising for all COMM students, regardless of their concentration, who think the course is primarily for theater students.”</p>	<p>Goal Two. This modification can be seen to help us to continue to create the model student-ready university and narrow the achievement gap.</p> <p>2.1 Achieve a cultural shift around how we advise, mentor, and teach all students, especially traditionally underrepresented and underserved students, so that we meet them where they are.</p>	
<p>The addition of a 6-credit version of COMM 4880 Internship to be used for Option B of the capstone requirement for the Graphic Design concentration in the B.S. in Communications Media degree. All said, graphic design students can “now fulfill their capstone requirement by completing either a 12-credit internship or COMM 4700 Design Studio & Practice (a 6-credit class) and a 6-credit internship.” An additional proposal adds a MAJ/IHIP designation to the process.</p>	<p>Goal One. This option helps to forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning.</p> <p>1.2. Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p>	

<p>With the change in the internship process in Graphic Design, additional changes were made to COMM 4880 Internship. Specifically, COMM 4880 Internship was previously offered as a 6-credit or 12-credit course. The 6-credit option is now removed. "Going forward, COMM 4880 Internship will be offered as a 12-credit course only."</p>	<p>Goal One. Aligned with the previous change (above), this addition forges innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning.</p> <p>1.2. Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p>	
<p>The Humanities Department added a new major titled, Creative Arts Enterprise, which incorporates several Communications Media courses in this interdisciplinary initiative (i.e., COMM 3304 Communicating Project Design-required, COMM 3470 Client Project Production-required, and THEA 3002 Artist as Business-required. There is also a Theater concentration consisting of several courses and a dozen COMM courses that can be used as electives.</p>	<p>Goal One. This addition forges innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning.</p> <p>1.3 Promote greater interdisciplinary teaching and develop innovative combinations across academic departments.</p>	

<p>Main Stage Theater productions <i>A Raisin in the Sun</i> in Fall 2022 and <i>Extremities</i> in Spring 2022.</p>	<p>Goal Three: Be an engine of social, economic, civic, and cultural development in our city and region</p> <p>3.6 Continue to provide educational opportunities and cultural programming that attract and engage members of the local community, including alumni.</p>	
<p>Visions: honors exhibition of student work from the Communications Media department.</p>	<p>Goal Three: Be an engine of social, economic, civic, and cultural development in our city and region</p> <p>3.6 Continue to provide educational opportunities and cultural programming that attract and engage members of the local community, including alumni.</p>	
<p>Faculty members awarded Academic Innovation Funds to develop innovative courses, and MSCA Professional Development Funds for professional development courses and research/creative practice projects.</p>	<p>Goal Four: Establish inclusive excellence, innovation, and environmental stewardship as signature strengths Strategy</p>	

	<p>4.4 Provide faculty and staff professional development opportunities and appropriate tools, including technology, to ensure they can be effective in their roles.</p>	
<p>Ran monthly department Admissions tours and participated in shadow programs for accepted students. Faculty planned and participated in three Open Houses in Fall 2022 and 2 Future Falcon Days in Spring 2023.</p>	<p>Goal Five: Adding this committee helps us to assert our distinctive value proposition and institutional learning outcomes boldly and widely.</p> <p>5.3 Proactively reach, engage, and recruit prospective students through marketing efforts whose reach extends regionally, nationally, and globally.</p>	
<p>In collaboration with the Admissions Director, planned and ran Comm Media in Action, a new hands-on event for admitted students in April 2023.</p>	<p>Goal Five: Adding this committee helps us to assert our distinctive value proposition and institutional learning outcomes boldly and widely.</p>	

	5.3 Proactively reach, engage, and recruit prospective students through marketing efforts whose reach extends regionally, nationally, and globally.	
Successfully hired a Visiting Assistant Professor of Photography to start in FY24. This was in response to multiple years of requesting a tenure-track replacement for Peter Laytin, who ran the Photography program until his retirement in 2019. The temp position is a stopgap, but will help us keep the Photography program running.	<p>Goal Five: Adding this committee helps us to assert our distinctive value proposition and institutional learning outcomes boldly and widely.</p> <p>5.2 Assert Fitchburg State's approach to integrating high-quality professional programs with strong liberal arts and sciences studies as a key University differentiator that also differentiates our graduates.</p>	

<p align="center">Planned Initiatives for AY 23-24</p> <p align="center">Add more rows as needed</p>	<p align="center">Associated Strategic Plan Goal & Strategy</p> <p align="center">Goal # followed by Strategy # ex: 1.3</p>	<p align="center">Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal</p>
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<p>Through the newly formed Department Assessment Committee, establish an Assessment Plan that is accepted by the Department.</p>	<p>Goal One. This addition will continue to help us to forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning.</p> <p>1.2 Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p>	
<p>Continue to update Portfolio Defense Evaluation Form and rubrics to align with updated PLOs and concentration SLOs.</p>	<p>Goal Five: Adding this committee helps us to assert our distinctive value proposition and institutional learning outcomes boldly and widely.</p> <p>5.2 Assert Fitchburg State's approach to integrating high-quality professional programs with strong liberal arts and sciences studies as a key University differentiator that also differentiates our graduates.</p>	

<p>Complete Course Mapping of Student Learning Outcome (SLOs)</p>	<p>Goal Five: Adding this committee helps us to assert our distinctive value proposition and institutional learning outcomes boldly and widely.</p> <p>5.2 Assert Fitchburg State's approach to integrating high-quality professional programs with strong liberal arts and sciences studies as a key University differentiator that also differentiates our graduates.</p>	
<p>Discuss ways to assess the new 6 credit COMM 4700 Design Studio, as this is part of a capstone option for Graphic Design students.</p>	<p>Goal Two. This modification can be seen to help create the model student-ready university and narrow the achievement gap.</p> <p>2.1 Achieve a cultural shift around how we advise, mentor, and teach all students, especially traditionally underrepresented and underserved students, so that we meet them where they are.</p>	

<p>Work with Career Services to create resume & portfolio guides tailored to Communications Media students</p>	<p>Goal One. Aligned with the previous change (above), this addition forges innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning.</p> <p>1.2 Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p>	
<p>Form a Tech School Outreach Committee in the department, who will work with Admissions to develop connections with vocational/technical schools and high schools, to increase recruitment and to explore additional articulation agreements</p>	<p>Goal Two. Establishing such a committee can be seen to help us to continue to create the model student-ready university and narrow the achievement gap.</p> <p>2.1 Achieve a cultural shift around how we advise, mentor, and teach all students, especially traditionally underrepresented and underserved students, so that we meet them where they are.</p>	

B. Departmental Accomplishments and Reflection:

Take this section to reflect on--

1. *22-23 Accomplishments not captured above*
2. *Initiatives that you may be considering for 23-24 academic year that you did not already capture above*
3. *Any other thoughts or information that you would like to share*

The Communications Media Department shifted Chairs mid-year, as Jeff Warmouth assumed the role in January 2023.