

Annual Program Report

Humanities/IDIS

2022-2023

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

Department: Humanities / IDIS

Department Chair: David Svolba

Department Assessment Committee Contact: Jessica Robey

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: __IDIS (Humanities)_____

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.) (Note: timing has changed since the last 5-year cycle) | When was the last assessment of the PLO completed? (Note: timing has changed since the last 5-year cycle) |
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| 1. | <p>Students will be able to identify and define a problem or issue which can be addressed from a variety of disciplinary perspectives, by doing the following:</p> <ol style="list-style-type: none"> 1. Define the problem or state the research question 2. Justify using an interdisciplinary approach 3. Identify the relevant disciplines | | <p>Year 1, 4 (IDIS 3004: Capstone Project Proposal)</p> | 2021-22 |
| 2. | <p>Students will be able to conduct primary and secondary research in order to construct original interdisciplinary research questions/problems, and develop well documented, supported, reasoned, and informed conclusions to problems and issues, by doing the following:</p> <ol style="list-style-type: none"> 1. Conduct a literature search 2. Create an annotated bibliography with well-chosen and properly cited sources, which identifies the perspective from which each source is written 3. Analyze and evaluate disciplinary insights into the problem 4. Create a research proposal | | <p>Year 1, 4 (IDIS 3004: Annotated Bibliography)</p> | 2021-22 |
| 3. | <p>Students will develop their ability to apply and integrate methods, materials, and/or insights from different disciplines to the solution of a problem, the analysis of an issue, and ultimately the completion of an interdisciplinary capstone thesis or project informed by their previous work in different disciplines, by doing the following:</p> <ol style="list-style-type: none"> 1. Demonstrate a working knowledge of content from at least two disciplines 2. Identify distinctions and correspondences among sources 3. Begin to integrate insights to produce an | | <p>Year 2, 5 (IDIS 4004: Capstone Project)</p> | 2021-22 |

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| | interdisciplinary understanding of the problem 4. Reflect on how the interdisciplinary research process has enlarged understanding of the problem | | | |
| 4. | Students will be able to communicate ideas clearly, as demonstrated by the following: 1. Capstone thesis and other written assignments that are clearly written, properly sourced and cited, well organized, and that contain few or no sentence-level errors, stylistic problems and/or formatting errors. 2. Oral presentations that are clear, focused, well organized, and professionally presented. | | Year 2, 5 (IDIS 4004: Capstone Project) | 2022-23 |
| 5. | Students will strengthen interdisciplinary habits of mind, such as the ability to recognize perspective, bias, think critically, tolerate ambiguity, discover common ground, and appreciate ethical concerns | | Year 3 (IDIS 1600: Test or other project) | 2018-19 |

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”? |
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| IDIS 4 (skills) | Capstone Paper | Senior Year | Sample of 20 (out of 31) | 80% sufficient or higher 50% proficient | See below |
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You may use this comment box to provide any additional information, if applicable:

We would note that the IDIS major is unlike any other major on campus in a number of important ways:

- It is an individualized major, in which a student constructs a plan with an advisor that involves two or three different disciplinary fields, one of which must be an approved minor at the college. Thus, most of the coursework in any student's program of study is done in those disciplinary fields, rather than in the common IDIS courses.
- A shared IDIS core of 15 credits is the only constant in the various possible disciplinary combinations that students can select, and only 9 of those credits are in the three specifically required classes: IDIS 1600, 3004, and 4004.
- The major is designed so that many students who switch into the IDIS major with as many as 90 credits completed and only two semesters left until graduation can still graduate on time without exceeding 120 credits total. The only sequenced element in the major is that IDIS 3004 is the prerequisite for IDIS 4004, so the two sequential fourth-year classes together form the capstone experience.
- A notable percentage of IDIS majors adopt the major as a major of last resort, when they have not been able to meet the requirements to progress in the major that they began when coming to Fitchburg State. Thus, a disproportionate number of our students have distinct challenges with their academic performance.

Because of the unique aspects of the major described above, this sort of traditional assessment process alone is not sufficient to guide decision-making about any possible changes that may need to be considered, although it does provide important feedback about how students are able to synthesize their academic experience in a well-developed capstone project.

2022-23 Assessment:

We made some adjustments to the timing of our assessment plan to better balance the workload. Last year (2021-22) we were still using our previous plan, and assessed PLOs 1, 2, and 3, and so this year (Year 2 since our last Program Review, conducted 2020-21) we just tackled PLO 4. (Next year we'll focus on PLO 5.)

Summary of Findings:

Artifact: Capstone Project

Sample size: 20 out of 31 total

Note: Rubric used was provided by LAS/GenEd for writing assessment, and is included among the documents accompanying this report.

Controlling Idea:

Proficient: 14

Sufficient: 6

Deficient: 0

Development of Controlling Idea:

Proficient: 13

Sufficient: 7

Deficient: 0

Organization:

Proficient: 15

Sufficient: 5

Deficient: 0

Sources and Evidence:

Proficient: 13

Sufficient: 7

Deficient: 0

Documentation of Sources:

Proficient: 20

Sufficient: 0

Deficient: 0

Academic Discourse:

Proficient: 13
Sufficient: 7
Deficient: 0

Mechanics/Presentation:
Proficient: 16
Sufficient: 4
Deficient: 0

Totals (all areas):
Proficient: 14.9
Sufficient: 5.1
Deficient: 0

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 |
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| 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) | None for this PLO |

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| <p>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p> | <p>The Departmental Assessment Committee (Jessica Robey [committee chair], David Svolba [dept. chair], Rala Diakite, Jane Fiske, and Petri Flint [on sabbatical]) reviews the capstone projects and interprets the evidence based on agreed-upon rubrics to assess the individual learning outcomes. Assessment is carried out annually, and the PLOs and artifacts are reviewed in specific years in the 5-year cycle described in our attached assessment plan. As noted above, we have adjusted the timing of our cycle slightly for the sake of efficiency.</p> |
| <p>What changes have been made as a result of using the data/evidence? (close the loop)</p> | <p>Since none of our samples showed any deficiencies in any of the areas, and since approximately two-thirds were at the proficient level overall, we are satisfied that our students are attaining the desired level of writing skills. We see no indication of the need to make changes in the way writing is taught at FSU.</p> <p>Following up on the previous year’s discussions with students in the major and with faculty teaching the two sequenced capstone courses, we are still working on the following changes:</p> <ul style="list-style-type: none"> ● Designate IDIS 3004 as a class restricted to majors. We have determined that some students who are considering a switch to IDIS are advised to take the class before having had even an entry interview with the chair to set up the disciplinary fields in their individualized plan of study and entering IDIS 3004 without even that simple step puts students at an immediate disadvantage. The class is intended specifically for IDIS majors and is a class in which students are challenged to think about how the fields of study included in their individualized program connect to their lives and interests, so designating it a major-restricted class would be helpful. ● Find ways to ensure that students work with the Career Advising Center during their last two semesters, when they are taking the IDIS 3004 & 4004 sequence, so that they can consider how the project they are developing can dovetail with their career goals, if appropriate. |

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| | <ul style="list-style-type: none"> ● Improve alumni communications with our graduates of the IDIS program, so that they can share their experiences with students who may be new to the major. ● Create more opportunities for the publication, or other public-facing presentation, of IDIS capstone projects. |
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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). **Please see the accompanying documents.**
- 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. **As noted above, we made some adjustments to the timing of our assessment plan to better balance the workload. Last year (2021-22) we were still using our previous plan, and assessed PLOs 1, 2, and 3, and so this year (Year 2 since our last Program Review, conducted 2020-21) we just tackled PLO 4. (Next year we'll focus on PLO 5.)**
- III. If you do not have a plan, would you like help in developing one? 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: SP 2021 (external evaluator visit occurred in September 2021)
 - 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 |
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| INTERDISCIPLINARY STUDIES MAJOR | | | | | | |
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| Assess effectiveness of the two required IDIS core electives in developing interdisciplinary habits of mind, a core program objective | Identified as an element in our Annual Assessment Report for the IDIS major | IDIS Assessment Committee | Begin by FA23, complete by SP24 Note: This has been pushed back one year due to sabbaticals of several key members of the committee | n/a | Annual Assessment Report will examine artifacts from select courses that fulfill this requirement | To be completed AY 2023-24 |
| Enhance visibility of the IDIS major to increase the number of first-year students selecting the major upon entering Fitchburg State 1. Complete Humanities role in Davis Grant, and have concise, well-designed materials that highlight our program outcomes for potential students. 2. Apply what we have learned from the Davis Grant process to the arts-based concentrations (or new majors) as well, to produce similar | Institutional data reflects the fact that a very high percentage of students enter the IDIS major after their freshman year | Davis Grant active cohort year one – Jonathan Harvey will be point person, but process will require collaboration of department | Phase #1 in AY 2021-22 Phase #2 in AY 2022-23 | SP22 course release that is built into the Davis Grant funding | 1. Create the two-page graphic that highlights the professionally focused outcomes that IDIS provides to students in the major 2. Assess enrollment data in annual assessment reports at next self-study | #1 completed in SP22 |

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| curriculum competency maps. | | | | | | |
| Complete curricular proposal for new major in <i>Expressive Arts Therapies</i> , with concentrations in art, music, or theater | IDIS Fine & Performing Arts concentration has attracted only a modest number of students | Working group of art, music, and theater faculty, with collaboration of Human Services & Psychology departments | SP22 - Solid draft proposal AY 2022-23 - Submit to AUC and draft BHE proposal AY 2023-24 - Submit to BHE | Once implemented, program will require support for limited adjunct hiring to teach specialized courses in art therapy and music therapy. Support for faculty release time to develop the full BHE proposal. | Assess progress and implementation in annual assessment reports | Draft curriculum finalized for art and music concentrations in SP22. |
| Complete curricular proposal for new major in <i>Arts Entrepreneurship & Management</i> , with concentrations in art, music, or theater | IDIS Fine & Performing Arts concentration has attracted only a modest number of students | Working group of art, music, and theater faculty, with collaboration of Business Administration & Comm Media departments | Solid draft proposal by SP22; submit to AUC in AY 2022-23 and BHE in AY 2023-24 | Institutional support with BHE process | Assess progress and implementation in annual assessment reports | Draft curriculum ~80% finalized, with the specific coursework required within the art and music concentrations finalized in SP22. |

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| <p>Develop curriculum in the Public & Applied Humanities:</p> <ol style="list-style-type: none"> 1. New courses and initiatives to include: Public Art, Medical Spanish course and certificate program 2. New major or IDIS concentration in public humanities | <p>IDIS Humanities concentration has attracted only a modest number of students</p> | <p>1 - Individual faculty to develop new courses: Sarah Bromberg – Public Art; Karina Bautista Medical Spanish.</p> <p>2 - Departmental working group to discuss larger initiatives.</p> | <p>1 - Begin AY 2021-22</p> <p>2 - Solid draft of new major proposal in AY 2022-23</p> | <p>Institutional support for faculty to have time to develop innovative curriculum</p> | <p>Assess progress and implementation in annual assessment reports</p> | <p>#1 completed in SP22, with AUC approval of a new course in Public Art, as well as the Medical Spanish course and certificate program</p> |
| <p>Develop public-facing opportunities for showcasing IDIS student work, to present capstone projects in digital forums.</p> | <p>Students in the IDIS major would benefit from seeing examples of previous projects, and showcasing student work would raise the profile of the major</p> | <p>IDIS working group of humanities faculty</p> | <p>Explore in SP22; implement in AY 2022-23</p> | <p>Support for implementing a web-based platform that is linked to the University website</p> | <p>Assess progress and implementation in annual assessment reports</p> | <p>No progress made in AY 22-23</p> |
| <p>Strengthen alumni relationships, enhance methods of communication, and find ways to better track alumni</p> | <p>Alumni surveys yield little data of value that is specific to the student experience in the IDIS major</p> | <p>IDIS working group of humanities faculty</p> | <p>Begin exploration in SP22, and develop systems in AY 2022-23</p> | <p>Support of the alumni office for alumni contact info as starting point. Support of Marketing to</p> | <p>Assess progress and implementation in annual assessment reports</p> | <p>No progress made in AY 22-23</p> |

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| | | | | implement the use of social media platforms to help foster the connection with alumni. | | |
| ART AREA | | | | | | |
| *Develop two new arts-based major programs: <i>Expressive Arts Therapies: Arts Entrepreneurship & Management</i> (both with concentrations available in art, music, or theater) | *see specifics in IDIS major section | | | | | *See above |
| Develop new course: <i>Foundations of Art Therapy</i> | New <i>Expressive Arts Therapies</i> program mentioned above would require such a class | Art faculty | Develop proposal in AY 2022-23 | n/a | Assess progress and implementation in annual assessment reports | Completed in AY 22-23 |
| Develop community connections through new curriculum with public arts focus: 1 – Art + Nature course in collaboration with NLCT and its Biome Project 2 – Public Art course in art history that includes a focus on local contemporary | This goal aligns with the university’s mission, as well as our strategic plan for 2020-25 | 1 – Jessica Robey 2 – Sarah Bromberg 3 – Petri Flint (in collaboration with music & theater faculty) | 1- Topics course to first run FA22 2 - Topics course to first run SP23 3 – Develop and | All courses would be enhanced by having paid guest lecturers who are active in the arts in our community and region, which requires funding. | Assess progress and implementation in annual assessment reports | #1 & 2 completed in SP22 #3 completed in AY 2022-23 |

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| <p>public art in the community 3 - Arts in Community -new course to encompass a range of arts disciplines (art/music/theater), & connect w/ current practice of the arts in our communities, bringing in arts professionals (curators, artists, performers, composers, arts therapists, etc.) as guests; also sends students out to museums, galleries, performances etc.</p> | | | <p>propose through AUC in AY 2022-23</p> | | | |
| <p>Develop new shell course that could be used to teach about a range of regions and cultures: <i>Global Perspectives in Art</i></p> | <p>“Create a culture of diversity to meet the needs of the region and enhance the personal and academic lives of the university community” (FSU Vision)</p> | <p>Art faculty</p> | <p>Develop course proposal by AY 2023-24</p> | <p>Funding to hire adjuncts with relevant specialization to teach about their research regions.</p> | <p>Assess progress and implementation in annual assessment reports</p> | <p>n/a</p> |
| <p>MUSIC AREA</p> | | | | | | |
| <p>*Develop two new arts-based major programs:</p> | <p>*see specifics in IDIS major section</p> | | | | | <p>*See above</p> |

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| <i>Expressive Arts Therapies: Arts Entrepreneurship & Management</i> (both with concentrations available in art, music, or theater) | | | | | | |
| Develop new course: <i>Foundations of Music Therapy</i> | New <i>Expressive Arts Therapies</i> program mentioned above would require such a class | Music faculty | Develop proposal in AY 2022-23 | n/a | Assess progress and implementation in annual assessment reports | Completed in AY 2022-23 |
| Continue the process of upgrading the inventory of musical instruments | Some instruments in the inventory are at or near the end of their usable lifespan, and providing instruments to students is crucial to the University's commitment to the equity agenda | Music faculty in collaboration with the department chair | Ongoing process 2022-25 | Funding | Assess progress and implementation in annual assessment reports, and make strategic funding requests on an annual basis | *Significant strategic funding was granted for upgrading instruments and equipment, including a new concert grand piano for Weston *Additional upgrades and instrumentation purchased in AY 22-23 through Dean's budget and ERBQ requests |
| Professionally evaluate the acoustic fitness and | Performance halls are public-facing | Music faculty in collaboration | 2022-24 | Funding to hire a consultant, as | Assess progress and implementation in | n/a |

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| backstage areas of the performance spaces, particularly Kent Recital Hall, and renovate as possible | spaces that showcase our musical performing ensembles, and as such should be evaluated by professionals. | with the department chair | | well as for any improvements that are recommended. | annual assessment reports, and make strategic funding requests on an annual basis | |
| Professionally evaluate the sound insulation and fitness of classroom spaces (especially the current Music Tech Lab/Piano Lab), and renovate as possible | Student learning in music is impacted by the clarity of the sound. Where classrooms or practice spaces are not well-insulated, students are not able to hear properly due to competing sounds from other spaces. | Music faculty in collaboration with the department chair | 2022-24 | Funding to hire a consultant, as well as for any improvements that are recommended. | Assess progress and implementation in annual assessment reports, and make strategic funding requests on an annual basis | n/a |
| Reassess the music lesson program, explore ways to streamline registration process, and consider aligning the program with its natural academic department, rather than having it run by CPS as a semi-external program. | Students are not now able to take credited instrumental lessons without paying for the lessons externally. This is not in accordance with common best practices. | Music faculty in collaboration with the department chair | 2022-24 | Funding would be required to pay lesson instructors as adjunct faculty. | Assess progress and implementation in annual assessment reports | n/a |
| PHILOSOPHY AREA | | | | | | |
| Given the sudden retirement of Dr. Jeffko in March 2022, it is crucial to | Our new Gen Ed program includes an Ethical Reasoning | Dr. David Svolba in collaboration with faculty in | AY 2022-23: FA22 - Conduct research to | Administration's support for a faculty hire | Assess progress and implementation in | We requested a replacement hire for Dr. |

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| replace his faculty line with a forward-looking faculty hire in philosophy. | outcome, but with Dr. Jeffko's retirement, we now have only one faculty member in philosophy, who also teaches interdisciplinary courses that are partly outside the philosophy area. Philosophy will not be sustainable without hiring additional faculty. | the humanities department | assess data and current directions in philosophy that would best position the area for our students in the future. SP23 - submit formal request for a FT faculty hire | | annual assessment reports | Jeffko in AY 22-23, but this request was denied. |
| Revisions to catalog course offerings | Too many courses listed that no longer run | Dr. David Svolba | Make changes to catalog by AY 22/23 | none | Review catalog in AY 22/23 | This work is ongoing but behind schedule. |
| Pedagogy | Declining enrollments | Dr. David Svolba | Redesign existing in-demand courses by AY 23/24 | technical training; software purchases | Dr. Svolba will compare his courses in their current form to these same courses in AY 23/24 | n/a |
| Development of interdisciplinary courses | Success of initial efforts; university-wide call for interdisciplinary course offerings | Dr. David Svolba | Submit two new interdisciplinary courses for approval by the end of AY 23/24 | book purchases; online courses | Review catalog in AY 23/24 | n/a |
| WORLD LANGUAGES AREA | | | | | | |

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| Develop a new Public Humanities Major that prominently features the role of world languages in working across cultures | IDIS Humanities concentration has attracted only a modest number of students | Departmental working group to discuss larger initiatives. | Solid draft of new major proposal in AY 2022-23 | Institutional support for faculty to have time to develop an innovative curriculum | Assess progress and implementation in annual assessment reports | n/a |
| Identify and develop community partnerships that would foster opportunities for students to engage in high impact practices related to world language courses | World language learning is most effective when applied in real world situations. Community engagement is central to the University's strategic plan | World language faculty | 2022-25 | n/a | Assess progress and implementation in annual assessment reports | n/a |
| Work with areas on campus to lift barriers to student participation in world language classes. For instance, with world languages now having a place in the first-year foundation, the process of course registration for incoming first-year students needs to be refined to allow for the choice of a language upon entry to the university | For world languages to be an effective element in the Gen Ed curriculum, students should not have barriers to entry that inhibit them from accessing languages that interest them | World language faculty; collaboration of other academic departments, as well as areas such as admission and enrollment management | 2022-23 | n/a | Assess progress and implementation in annual assessment reports | Work in this area is ongoing. |
| Continue to develop interconnections with | World language learning is most | World language faculty; | 2022-25 | n/a | Assess progress and implementation in | n/a |

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| other programs, such as the developing relationship between Spanish and nursing with the medical Spanish course | effective when students see how it can be applied in real world situations. | collaboration of other academic departments | | | annual assessment reports | |
| M.ED. IN ARTS EDUCATION – ART & MUSIC CONCENTRATIONS | | | | | | |
| Increase program enrollments, with a particular emphasis on growing the music concentration, since the Art concentration has already seen some growth over the past 5 years. | The program needs to grow in order to thrive, because we cannot offer the curriculum if course enrollments are not sufficient to run the classes reliably. | Amy McGlothlin & Petri Flint | 2021-25 | Funding for advertising budget | Assess progress and implementation in annual assessment reports | Progress made in AY 2021-22, but this is an ongoing project |
| Develop a comprehensive alumni contact list, and do outreach to foster alumni relationships and solicit their stories. | Teacher programs such as this rely on word-of-mouth among colleagues, and alumni can best speak to the value of the program in advancing their career goals. | Amy McGlothlin & Petri Flint | 2022-24 | Support from the Alumni office for student contact information. | Assess progress and implementation in annual assessment reports | Process begun in AY 2021-22 by creating an alumni email list. Ongoing process to update and utilize contacts |
| Find a solution to issues with rotation of CRAR 9060 | The course needs to be offered often enough to set students up for their Capstone course, but offering it too frequently does not | Amy McGlothlin & Petri Flint | 2020-21 | Collaboration of Education department | Process completed in SP21 through a Grad Council proposal. | Resolved through a Grad Council proposal |

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| | yield sufficient enrollment | | | | | |
| Develop plan to conduct annual program assessment, as broader university practices for graduate assessment are developed | There is a need to carry out assessment of programs to ensure that they meet expected outcomes | Amy McGlothlin & Petri Flint | 2022-23 | Collaboration of the Office of Assessment | Assess progress and implementation in annual assessment reports, once university-wide practices for graduate assessment are established | Ongoing but behind schedule |
| CAGS INTERDISCIPLINARY INDIVIDUALIZED | | | | | | |
| Develop an action plan and timeline to address issues such as the following: 1. Staffing and rotation of the 2-course capstone sequence, IDIS 9000 & 9400 2. Examine advising practices for students doing the program via remote campus partners | There was a recent change in program chair from Jessica Robey to Rala Diakit , and up to now the program has not had a process of assessment or a formal action plan | Rala Diakit , in collaboration with the Humanities Graduate Committee | Action plan first steps to be defined by Summer 2022 | n/a | Assess progress and implementation in annual assessment reports, once university-wide practices for graduate assessment are established | In AY 22-23, we handed off administration and oversight of CAGS to the Education department. |

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

II. Programs with external Accreditation:

- i. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
- ii. Date of most recent accreditation action by each listed agency.

iii. Date and nature of next review and type of review.

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| List key issues for continuing accreditation identified in accreditation action letter or report. | Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.) (If required.) | Update on fulfilling the action letter/report or on meeting the key performance indicators. |
| N/A | N/A | N/A |

Section II - Departmental Outcomes

A. Departmental Strategic Initiatives

| Accomplished Initiatives AY22-23 Add more rows as needed | Corresponding Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 1.3 | Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal |
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| <i>Expressive Arts Therapies (concentrations in Art, Music, and Theater)</i> received AUC approval in the spring. It will now be submitted to the Board of Trustees and the BHE for final approval. | 1.2, 1.3, 1.4, 3.3, 5.2 | |
| <i>Arts Entrepreneurship & Management (concentrations in Art, Music, and Theater)</i> received AUC approval in the spring. It will be submitted to the Board of Trustees and the BHE for final approval. | 1.2, 1.3, 1.4, 3.3, 5.2 | |
| Dr. Jessica Robey received a course release for F23 to begin developing a “Sustainability Studies” program. | 1.2, 1.3, 1.4, 3.3, 5.2 | |

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| Dr. Karina Bautista will receive a course release to work on further developing a Latino/a/x Studies minor. | 1.2, 1.3, 1.4, 3.3, 5.2 | Yes |
| Expanded upon civic engagement through the arts, building upon current initiatives by adding new arts programming in collaboration with the Fitchburg community partners <ul style="list-style-type: none"> music performance ensembles, collaborative performances, art gallery development, public art initiative, etc. | 1.2, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 | |
| Music performances continued to emphasize works by underrepresented composers; also continued building a collection of sheet music for the ensembles that reflects that commitment to diversity through grants and departmental funding | 1.2, 2.1, 4.2, 5.1, 5.2 | Yes |

| Planned Initiatives for AY 23-24 Add more rows as needed | Associated Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 1.3 | Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal |
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| Continue to press for the replacement of lost full-time, tenured faculty. In the past two years we have lost three tenured faculty, with <i>none</i> of these lines being replaced with a tenure-track hire. This is a fundamental issue, as it affects our ability | 1.1, 1.2, 1.3, 1.4, 1.5, 5.3, 5.4 | |

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| to successfully develop or make progress on any other initiatives. | | |
| Continue departmental discussions in the public humanities, and explore ways to continue to incorporate an applied emphasis and opportunities for public-facing work into departmental curricula | 1.2, 1.3, 1.4, 3.3, 4.2, 5.1, 5.2 | Yes |
| Grow graduate M.Ed. in Arts Education program enrollments, with particular focus on music, which is currently the smaller concentration in comparison to art | 1.5, 1.6, 5.3, 5.4 | |

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*

It should be noted that AY22-23 saw an important changing of the guard, with Dr. David Svolba replacing Dr. Petri Flint as Chairperson, and Jordanna Lawton replacing Paula DeLisle as the department's administrative assistant.