

*F*ITCHBURG STATE COLLEGE

Progress Report to NEASC

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Institutional Overview 2002-2005

Fitchburg State College is a public comprehensive college which has offered degrees since 1897. Located in the city of Fitchburg, Massachusetts, the college offers undergraduate, graduate and continuing education programs. Undergraduate programs include liberal arts, teacher preparation and professional program certificates and degrees. In fall 2004, 3540 students were enrolled in undergraduate courses and 2416 were enrolled in graduate courses.

Reorganization of the Fitchburg State College Administration

On September 1, 2002, Dr. Michael P. Riccards resigned the presidency and Michael T. Rivard, formerly Vice President for Finance was appointed as the interim president by the Chancellor of the Board of Higher Education upon the recommendation of the Board of Trustees.

A national search was held to identify a new president. The search committee, composed of 4 faculty, 4 administrators, 1 staff, 1 student, 1 alumnus and 4 trustees, brought 5 candidates to campus for full formal interviews with all constituents. On May 6, 2003, the Board of Trustees voted to unanimously recommend the appointment of Dr. Robert V. Antonucci as the tenth President of Fitchburg State College. This recommendation was accepted by the Board of Higher Education and on June 29, 2003, Dr. Antonucci began his presidential responsibilities.

In spring 2003, the college also conducted a national search for a vice president for academic affairs. President Antonucci met with the finalists for this position and offered the position to one of the finalists. This candidate decided not to take the position and President Antonucci conducted an internal search for an interim vice president for academic affairs. Dr. Michael Fiorentino, Jr. agreed to take this position on an interim basis.

During the first eight months of his presidency, President Antonucci reviewed the organizational structure of the college, brought in outside consulting agencies and looked at organizational models to increase the effectiveness of the administration. In April 2004, he held a meeting with all administrators to announce a plan for re-organization (Appendix A). The major aspects of this re-organization were:

1. The plan re-organized all administrative offices under two vice presidents, the vice president for academic affairs and the vice president for finance, administration and advancement. The positions of vice president for student affairs, vice president of facilities and vice president for advancement and development were eliminated.
2. In the area of academic affairs, the plan retained an associate vice president for academic affairs with expanded responsibilities, and created four deans – dean of curriculum and instruction; dean of education; dean of student and academic life and dean of enrollment management, all of whom also report directly to the vice president. Job descriptions were posted internally and a national search also was conducted for the dean of curriculum and instruction.

On May 30, 2004, Dr. Michael Fiorentino, Jr., was appointed the Vice President for Academic Affairs, Dr. Stanley Bucholz was appointed the Dean of Student and Academic Life, Dr. Elaine Francis was appointed the Dean of Education and Ms. Pamela McCafferty was appointed the Dean of Enrollment Management. The search for a dean of curriculum and instruction was unsuccessful and was re-advertised during fall 2004.

The re-organization within Academic Affairs established the following responsibilities with the reporting structure identified on the organizational chart:

The Dean of Education is responsible for the undergraduate and graduate programs in education, including teacher certification. She also supervises the associate dean and principal of the McKay School, and oversees the Center for Excellence in Education, which combines the Professional Development Center and the Extended Campus programs, both of which provide on-going professional development and graduate course work for teachers throughout the Commonwealth of Massachusetts.

The Dean of Enrollment Management has responsibility for the offices of Admissions, Registrar and Financial Aid. Vacancies in the positions for Director of Admissions and the Registrar occurred in fall 2004. These positions were nationally advertised and Brian Scholten has been selected for the position of registrar. Candidates for the position of Director of Admissions currently are being interviewed. Within the area of Enrollment Management, additional re-organization to increase effectiveness and reduce the number of administrators has occurred. The positions of associate and assistant registrar have been eliminated and a national search for a new position, director of student records, is currently in process.

The Dean of Student and Academic Life supervises the Assistant Dean for Academic and Student Support Services, who has responsibility for the Academic Success Center, Advising Center, Counseling Services, ACCESS, Expanding Horizons and Career Services. He also supervises the Associate Dean of Student Activities and the coordinator for Student Judicial Affairs. The positions of director of athletics and director of the recreation center have been eliminated and a new position, director of intercollegiate athletics and recreational services, has been created to increase administrative effectiveness.

During fall 2004, Cathy Canney, the Associate Dean for Graduate and Continuing Education was appointed Interim Dean of Graduate and Continuing Education and assumed many of the responsibilities that are part of the job description for the dean of curriculum and instruction. She will continue in this position until that search is completed.

3. The areas of finance, administration and advancement were re-organized to include finance, alumni and development, the grant center, information technology, facilities, shipping & receiving, public safety, campus living, food services, the bookstore and the office of planning. The Vice President for Finance, Administration and Development, Cheryl Groeneveld, was chosen as a result of a national search conducted in 2002.

Jay Bry, formerly Director of Campus Living, was appointed Assistant Vice President in the spring of 2004 re-organization and has direct supervision of facilities, campus living, food services and public safety.

A consulting team was hired to review the structure of information technology and to make recommendations for changes. Both the consulting firm and the Task Force on Information Technology recommended that a position for a Chief Information Officer be created. The Chief Information Officer will be responsible for all aspects of technology at Fitchburg State College and will oversee the delivery of administrative computing, telecommunications, academic computing and network services as well as print services, campus card services and mail services. A national search is currently underway to fill this position.

4. The office of the president also has been re-organized to include the executive assistant to the president for external affairs, who oversees marketing, public relations, and cultural affairs, and provides support for the president, and the associate vice president for human resources, who supervises the office of human resources and payroll and serves as the affirmative action officer for the college.

Replacement of Personnel

In June, 2002, and December, 2003, the Commonwealth of Massachusetts offered early retirement incentives to state employees. 59 employees of Fitchburg State College took one of these incentives. 22 of these were full-time faculty members. As part of re-organization, the administration has reviewed which positions were essential to be filled, which areas were overstaffed, and which positions needed re-definition to increase institutional effectiveness.

High priority has been placed on maintaining academic quality in programs, through replacement of full-time tenure track faculty. A total of 31 new full-time tenure track faculty were hired between September 2002 and September 2004. National searches for 21 full-time tenure track positions are currently being conducted.

Under the leadership of President Antonucci, the Associate Vice President for Human Resources has developed training for hiring committees for all positions to insure that searches meet the full requirements of federal and state law and address the affirmative action guidelines of the college. 185 faculty, staff, and students have been trained to conduct searches in the last year.

Academic Affairs

In AY 2004, the Dean of Education (then Associate Dean of Education) worked with the former departments of Special Education and Elementary, Early Childhood and Middle School Education to create a unified Department of Education with a single chair. In spring 2004, the faculty of the former department, under the dean's direction, finalized their plan and submitted it through the college-wide governance process for approval. This passed unanimously and was approved by President Antonucci. An election was held and Dr. Laurie DeRosa was recommended as the new chair for the department.

The Communications Media department refined its graduate program to emphasize Applied Communications. This change in the program was approved by the BHE.

The Library has continued to improve electronic access for students, faculty and staff. An electronic reserve system (E-res) was installed in January, 2001. The ARIEL interlibrary loans service was installed during the summer of 2001 and the journal locator service Serials Solution was installed in fall 2002.

As a result of its Program Review in 2004, the Library has revised its mission statement and its goals and has written a five year strategic plan that will improve collections and database services.

Outside Accreditation of Academic Programs

Fitchburg State College continues its commitment to seek and maintain state and national approval or accreditation in its major programs of study. In fall 2003, the Human Services major received full accreditation from the Council for Standards in Human Service Education. In AY 2004, the undergraduate Criminal Justice Program received approval in the state-wide Board of Higher Education review of all public and private Criminal Justice programs.

The State Department of Education also reviewed two programs in 2003-2004 – the Graduate Counseling Program, which received commendation and approval, and the Occupational Education Program, which received approval.

The Education Programs have been preparing for their NCATE visit in 2005. The Business Program also has its visit for IACBE in 2005 and the Nursing Program will be visited by CCNE in 2005.

Internal Program Reviews

In AY 2004, the Communications Media Program, Exercise Science Program and the Library all underwent program reviews which included a self-study and a review by an external evaluator. The recommendations of external evaluator were reviewed by the Vice President for Academic Affairs, Associate Vice President for Academic Affairs and chairs of the departments, and each department has responded to the recommendations, identifying a plan to address them.

Finance, Administration and Advancement

In the NEASC review, the area of finance was commended for the “prudent fiscal management that has allowed the institution to develop significant reserves for unforeseen revenue and expenditure fluctuations.” Under the leadership of Cheryl Groeneveld, the Vice President for Finance, Administration and Advancement, this prudent fiscal management has continued. Annual audits were instituted in 2002. The audits for FY 2003 and FY 2004 were “clean” with no findings. Additionally, the college reserves have grown steadily over the two years.

Facilities Renovation

In 2004, a \$6.5 million renovation of Authority Drive and Russell Towers, a 216 bed residence hall, was completed and ready for new and returning students. This renovation includes a new glass entryway and lobby, elevator, new windows, re-landscaping of the area in front of the building and significant interior renovation.

Two additional projects have been slated: a complete renovation of Holmes Dining Commons and reconstruction of the college's athletic facilities. A HUD grant is being used to explore the possibility of renovating existing science facilities.

Academic classrooms, faculty offices and common spaces throughout the college also have been renovated. Faculty offices for nursing and computer science were renovated in 2003. Additional classroom spaces were built for Communications Media classes. Each year, several classrooms are having furniture replaced. Common spaces in all buildings are being updated with furniture replacement. In fall 2004, the Center for Excellence in Education was refurbished and new furniture and equipment was purchased for the Professional Development Center. The sound systems in the auditoriums across campus were also updated.

Technology Improvements

The conversion to the Banner software administrative system in Finance, Admissions, Financial Aid, Student Records and Alumni was completed fall 2003. The transition to Web Native Banner occurred in fall 2004. The benefits from the new software system have been experienced by all constituents of the college. Students are able to apply for admissions, register, review their records and grades, order transcripts and pay on-line by credit card or check. Faculty are able to access class lists, review advisee degree audits and enter grades on-line. All offices can access their departmental accounts on-line. Enhancements of the system, including on-line pledges to Development, the development of more automated work flow, the use of scanning capabilities and on-line requisitions are currently in process.

In 2003, Information Technology converted to a one-card system for use across the campus, including identification for faculty, staff and students, library and media checkout, entry into residence halls and the recreation center, copying, and food services.

Two additional "smart" classrooms and one additional "mediated" classroom were added in 2004, bringing the total number of mediated classrooms to 11. Computer laboratories across campus were up-graded and all labs in computer science have had computers replaced in the last two years.

Blackboard Enterprise, an improved Learning Management System, which offers additional software applications to support the teaching and learning process, were installed for fall 2004. Upgrades were made to improve email service for students and an exchange server was installed to handle faculty and staff email more efficiently.

Subject of the Report

In this progress report, the college addresses each of four subjects of concern identified by the Commission:

1. Engaging in institutional planning that is systematic, broad-based, and participatory;
2. Re-establishing a governance system that supports the accomplishment of the institution's mission and purpose;
3. Operationalizing the Leadership College component of the institution's mission;
4. Developing the systematic means to evaluate evidence of student learning.

Engaging in institutional planning that is systematic, broad based, and participatory

The findings of the visiting team with respect to institutional planning were similar to what we ourselves reported in our 2002 self-study. At that time the major campus constituencies understood the value of strategic planning and expressed an interest in participating in the development of future long-range plans. What was primarily lacking was a formal, inclusive process that would integrate various discrete planning efforts into a unified whole. Within weeks of receiving the visiting team's report, President Riccards created a new planning office and appointed a member of the administration to serve as the Director of Planning. This planning officer would not develop plans for the College in isolation but would serve as a resource to facilitate broad-based discussions regarding the needs and aspirations of the entire college community. An appropriate means of soliciting this input and reaching consensus was considered to be a crucial step in the planning process.

By the end of the summer, President Riccards had resigned from his position and Michael Rivard had been appointed as Chief Executive Officer in his stead. Mr. Rivard in conjunction with the local chapter president of the faculty/librarian association asked the College's governance body, the All-College Committee (ACC) to:

"... establish a special committee to develop and submit to the President via the All-College Committee a comprehensive, integrated, participatory process that will respond to the concerns regarding institutional planning expressed in the 2002 NEASC self-study and visiting teams report."

Such a committee with faculty, administrative, and student membership was established and met through the fall of 2002. Several planning models were considered and eventually a proposal to the ACC was drafted that recommended the creation of a college-wide planning advisory group to be called the Planning Council. The ACC accepted this proposal and Mr. Rivard approved the new approach to long-range planning. The Planning Council was first convened in fall 2003 by newly appointed President Antonucci.

The Planning Council included 21 members – 10 faculty/librarians, 8 administration/staff, and 3 students. The Council met 18 times during the 2003-04 academic year and was supported by the work of five issue-specific planning task forces (Academic Quality, Campus Resources, Enrollment Management, Quality of Student Life, and Technology). Each of the five working groups also included representatives from the faculty, administration, staff, and student body. The recommendations of these planning teams were submitted to the Planning Council for their review. In all, over 65 members of the College community were directly involved in the development of the new strategic planning documents.

The Planning Council posted its meeting schedule and minutes of their meetings (as well as the reports of the five planning task forces) on the College's web site for the benefit of all interested parties. Additionally, each task force completed, interviewed people and/or held open meetings to gather information. Each task force held an open forum to present its recommendations and to receive community feedback. In the fall of 2004 the Planning Council met to create a unified document that would clearly present our vision for the future and a prioritized set of actions that would bring that future into reality.

(Appendix B)

The next step in the process of formalizing the long-range plan is to have the document reviewed through the College's governance structure. The Strategic Plan has been forwarded to the All-College Committee and that review is now underway. It is expected that the recommendations of the ACC will be forthcoming when the faculty and students return for the spring semester. The plan will then be submitted to the Board of Trustees for their final approval.

Looking ahead, the work of completing the many tasks related to the planning objectives remains to be accomplished. A planning implementation guide has been developed that assigns responsibilities and time frames for each planning initiative to a senior administrator. Progress measures have been identified for all initiatives to provide a useful way to monitor the status of each goal. Administrative managers will reference pertinent planning objectives in their annual Unit Mission Assessment plans and update progress in their year-end reports. One important goal in our plan calls for the development of a long-range facilities master plan. This will provide additional opportunities for faculty, students, and staff to actively participate in charting the future of the College.

Connecting institutional plans to the budget will be essential to ensure that the priorities identified in the written plans are aligned with spending decisions. New resources necessary to complete a particular initiative have been estimated and will be earmarked. The President has consistently informed the campus community that all departmental budgets will be evaluated to assure that they support our planning goals and he has advised the Board of Trustees that he will not present to them a college budget that does not advance the planning vision. The Vice President for Finance, Administration, and Advancement will continue to hold open forums to present budget related information to the college community, making explicit the links between plans and expenditures.

The process we used for developing our current plan represents a marked departure from the recent past. The new process was entirely open and highly inclusive. The implementation document provides the mechanisms to schedule resources and track progress. Our plan is the product of many voices and we intend that it will serve us well as we move forward.

...Re-establishing a governance system that supports the accomplishment of the institution's mission and purpose;

As noted in the September 25, 2002 letter to the NEASC Director of the Commission, full governance was in effect. The governance system established by contract continues to run effectively. In AY 2003, AY 2004 and AY 2005, the formal governance system had full membership from faculty, students and administrators. Total membership for all governance committees is 77. In AY 2003 and AY 2004, over 100 proposals related to curriculum, academic policies, and strategic planning were reviewed and forwarded to the President for approval. All meetings are advertised and open to the entire college. The minutes of the ACC and the standing sub-committees are published on the college website.

In the December 11, 2002 letter received from the Office of the Commission on Institutions of Higher Education, the Commission also states that the visiting team has observed that "Large issues facing the college are not addressed in public, multi-constituency forums, and communication among member of key constituency on matters of institution-wide concern is deficient." It also was noted that the interim president has taken steps to improve formal and informal communication on campus, laying the ground work for more effective governance. The Commission reminded us that the linkage between effective governance and communication "involves the participation of all appropriate constituencies and includes regular communication among them." (3.2)

Under the leadership of President Antonucci, communication among all constituencies and participation of constituencies has continued to expand. The cabinet, composed of the two Vice Presidents, the Associate Vice President for Human Resources and the Executive Assistant to the President for External Affairs, is a cohesive group that meets weekly.

In addition to his cabinet, the President has organized a larger advising group, the Leadership Council, which meets at least once a semester to discuss the larger issues of the college. This group includes the Cabinet and Associate Vice President for Academic Affairs, the Assistant Vice President for Finance, the Assistant Vice President for Administration, the Dean of Education, the Dean of Enrollment Management, the Dean of Student and Academic Life, the Interim Dean of Graduate and Continuing Education, the Associate Dean of Student and Academic Life, the Assistant Dean for Academic Support Services, the Director of Planning, the Assistant Director of Public Safety, the Chair of the All College Committee, and the Chair of the Social Sciences Department who serves as the "chair of the chairs."

The Opening Day of each academic year is used by the President to address the entire college staff. “Town Meetings” on issues are held throughout the year to provide additional opportunities for discussion of important initiatives or issues. As noted in the discussion of re-organization, the President has held forums with the different constituencies to present his re-organization plan.

President Antonucci also continues to use electronic communication to reach faculty, staff and students. He invites email from all constituents, he sends messages on important issues to all staff via email and his executive assistant for external affairs continues to publish the *FSC Today* as an internal weekly newsletter and as an external publication for the local community.

The President also meets regularly with the leadership of the Student Government Association and is highly visible at student activities and events. This has improved the communication between students and the administration.

At the meetings of the Board of Trustees, held six times each year, President Antonucci has instituted a practice of asking chairs of the academic departments to give updates on information from their areas. Twice a year, he also invites all department chairs to have dinner with the Trustees to increase the sharing of information.

The President, the Vice Presidents, the Associate Vice Presidents and all Deans hold weekly posted office hours available to all constituents. All administrators have been encouraged by the President to maintain an open door policy which allows any individual to make appointments to discuss issues or concerns.

Regular meetings between the union leadership and the President are held to discuss issues of interest. He also has consulted with the unions as the plans for re-organization have been developed. The Vice President for Academic Affairs and the faculty union leadership meet on issues of interest at least once a month.

Each Vice President has weekly meetings with the individuals who report to them and/or with their administrative teams. The Associate and Assistant Vice Presidents and Deans also have regular staff meetings. The Vice Presidents hold at least one meeting each semester with all of the administrators and staff in their areas to provide updates and address questions and concerns.

The Vice President for Academic Affairs also meets monthly with the academic chairs. These meetings are open and the minutes for all meetings are posted on the college website and circulated to the chairs on email. The Vice President for Academic Affairs publishes an academic newsletter twice a year which is sent to all staff via email and posted on the website. He receives annual reports from all offices under his supervision and holds budget meetings with each of the individuals he supervises and with each department chair.

The Vice President for Finance, Administration and Development holds public forums for the entire college on information technology, the budget and the annual audit. She publishes a monthly newsletter entitled Treasury Notes, which is sent via email to all staff.

The effect of all of these actions and the successful involvement of large numbers of the faculty and staff in the Strategic Planning process during the 2003-2004 academic year as noted previously have encouraged individuals at Fitchburg State College to believe that their participation in issues is important and further bolstered the communication necessary for effective governance.

Operationalizing the Leadership College component of the institution's mission

In the college mission, the concept Leadership is explicated in the following ways:

“In 1997, the Board of Higher Education designated the college as the site of the Leadership Academy. The college emphasizes the importance of leadership studies, service learning, civic responsibilities, ethical development, and international education. Thus, it is this central theme that animates our mission statement: The establishment of a leadership honors program, extensive course work and extra curriculum emphasis, and a commitment to exploring leadership for the twenty-first century.”

The goals and objectives of the college that amplify the mission statement were modified through the college governance process to incorporate the leadership component of the mission in a number of statements that are highlighted in the sections below.

The Leadership Academy

Fitchburg State College mission strives to:

Establish a unique Leadership Academy curriculum for Honors Students.

In the fall of 1997, the honors program curriculum was re-written and identified as the Leadership Academy. The goal of the Leadership Academy is to educate leaders for the 21st century. The students selected for the Leadership Academy use this core curriculum in lieu of the Liberal Arts and Sciences Program, which is Fitchburg State College's general education program. The Leadership Academy curriculum was passed through governance in spring 1998, was implemented in fall 1998, and was reviewed and approved by the Board of Higher Education in 2001. All students in the Leadership Academy write an honors thesis which is identified in the commencement brochure and on their academic transcripts. They also are given the distinction of Commonwealth Scholar. Every program at the college has students in The Leadership Academy which continues to be the most significant component of the operationalization of the Leadership College concept.

Academic Programs

Fitchburg State College seeks to achieve its mission through:

Mutually supportive strong Liberal Arts and Sciences and professional majors.

Educating students for leadership in the world community at both the undergraduate and graduate level through academic and experiential opportunities.

Internships provide the experiential opportunities for Fitchburg State College students to develop their skills in a professional setting and make a transition to leadership positions.

In many professional programs Education, Nursing, Human Services and Communications/Media, semester-long internships are required for graduation. In other programs Business Administration, Criminal Justice, English, Political Sciences, Exercise and Sport Science, Biology, Computer Science and Interdisciplinary Studies the opportunities for internships are provided.

To fully operationalize the leadership concept, some academic programs have incorporated the concept of leadership throughout their program. The most complete example of this is the Education Program which has developed a conceptual framework which emphasizes leadership and strives to prepare educators who are effective leaders (Appendix C). This model has identified many aspects of leadership which may be modified by other programs.

Student and Academic Life

A student centered environment:

Providing learning and leadership experiences where students come together to challenge one another's ideas in an environment of mutual respect.

In the area of student and academic life and student activities, the concept of leadership has been operationalized in terms of their annual activities. Since 1997, a Leadership Conference for students has been held annually. This popular and well-attended event has a nationally recognized key-note speaker and a series of workshops designed to build student leadership skills. Approximately 100 student leaders are invited to participate in these events each year.

Student leadership is also recognized through student organizations and academic honor societies. An annual Honors Convocation is held to celebrate student leadership, and there is a separate event to celebrate leadership in athletics. To recognize all students' leadership activities, the Dean of Student and Academic Life, in conjunction with the Associate Vice President for Academic Affairs, developed a co-curriculum transcript for students. This transcript identifies the leadership activities in which the students have participated for each semester they have attended the college. It including clubs, honor societies, organizations, peer tutoring, residence hall leaders, awards and scholarships. This transcript will be presented with their diploma and final transcript from the college.

Leadership in the Community

***Commitment to the welfare of the larger community and region it serves with:
Cultural events and leadership activities that enrich the life of the community.***

As mentioned in the re-organization of the college administration, the President's office now has an additional position, Executive Assistant to the President for External Affairs. This change in responsibilities is a reflection of President Antonucci's commitment to renew the leadership of Fitchburg State College in the greater Fitchburg-Leominster area and across the state. Both the President and his assistant work closely with community leaders on a variety of issues, and the President serves as a member of the In-town Fitchburg Committee, which seeks to revitalize the downtown area.

Fitchburg State College has established some new initiatives and is continuing other activities to enrich the life of the community. In fall 2003, ALFA (Adult Learners in the Fitchburg Area), a program which offers five-week mini courses to senior citizens was established. In AY 2004, 16 courses were offered in a variety of subjects and a winter half-day conference, Winter Respite, was held on January 11, 2005. Approximately 50 people have taken ALFA courses.

Low cost, non-credit courses were created at the Recreation Center to open this new facility to the local community. Space in the old Parkinson Gymnasium has been made available to the Boys and Girls Club to provide space for their after school and summer programs.

CenterStage, a series of cultural event offered at nominal cost to the public on a first-come, first-served basis, is another indicator of the college's operationalization of its leadership vision. The CenterStage calendar also highlights events that are free to the public, including the New England Writers Series, gallery exhibitions, lectures, films, and college theater, musical and dance performances.

In 2003, the Upward Bound Program, a program which provides academic enrichment throughout the year and an intensive summer program to Fitchburg and Leominster high school students and is located on the Fitchburg State College was re-funded for five years. This is another example of how Fitchburg State strives to provide leadership in the community.

Continuing the Operationalization of the Leadership Theme

While Fitchburg State College has made significant progress on the operationalization of the Leadership concept, much remains to be done. In the report of the Task Force on Academic Quality last year, it was recommended that a dialogue with the President, Vice President for Academic Affairs and other appropriate administrators be held to clarify the direction of the leadership theme with the goal of determining how the leadership theme can be integrated into planning and assessment activities.

To further this dialogue, the Vice President for Academic Affairs is submitting a proposal to ACC that recommends the operationalization of the Leadership concept in the following ways:

- Support and expansion of the Leadership Academy
- Revision of each academic department's mission statement to include how leadership will be fostered in its academic programs
- Identification of all courses in the college catalog that teach leadership
- Identification of how leadership will be incorporated into the Liberal Arts and Sciences Program
- Support for the expansion of the Leadership Conference for students

Developing the Systematic Means to Evaluate Evidence of Student Learning

Assessment of Incoming Students

Fitchburg State College uses BHE mandated Accuplacer Assessment tests to determine the preparation of our incoming students. All first year students must take the Accuplacer Reading, Writing and Elementary Algebra Mathematics exams. Based on the student's scores on these on-line placement examinations, students who score below college level receive initial placement in college preparatory courses in mathematics or writing prior to enrollment for college level mathematics and writing courses. Successful completion of the final examination in the college preparatory mathematics courses and the writing assignments of the college preparatory writing course are seen as evidence that the students have achieved sufficient learning to advance to college level course work.

Student Learning Outcomes Assessment in Programs

Assessment of student learning outcomes occurs on a program-by-program basis. In 2000, the following graduation requirement was passed through governance: "Successful completion of an appropriate discipline-based evaluation chosen by the department and approved by the Vice President for Academic Affairs." Each program area is asked to identify the methods of assessment of students learning in their area. The programs that have been the leaders in assessing student learning and using that evidence to modify programs have been those whose students have licensing examinations when their students complete their degrees and those who have accreditation by outside agencies. For example the Education Unit has established an elaborate model of student assessment (Appendix D) with several points when students must meet criteria to continue. The Education Assessment Plans have been developed for both undergraduate and graduate students. There are currently 601 undergraduate students in education and approximately 70% of all matriculated graduate students are in Education programs.

The Nursing Program has determined that in order for its students to successfully complete the curriculum and be successful in the Nursing Board Exams, they must achieve grades in their introductory courses in chemistry and biology of at least 2.5, that they must achieve similar grades in all nursing courses and that they need additional development in the area of critical thinking to be successful. This has led them to develop a critical thinking workshop for all first year nursing students. Based on testing weaknesses of the students in some areas of the Board Exam, they have revised their curriculum and also are revising their methods of examination of their students.

Two programs also have had well-developed portfolio assessment for their majors. In fall 2004, the Communications/Media Department, which currently has 507 undergraduate majors, further refined its portfolio assessment criteria to provide greater clarity to their students. (Appendix E)

The English Department also has had portfolio assessment since 2000. In 2003, they revised their assessment document to make it more applicable to the majors in the different tracks: literature, professional writing, theater and secondary education. (Appendix F)

A Portfolio Assessment Plan also has been adopted by the Criminal Justice program, with a current enrollment of 179 majors. In this model, the student's portfolio is evaluated at a number of stages in order to identify problems which need to be addressed to improve students learning the course materials they need to be successful in their field. (Appendix G)

A summary of all the undergraduate programs, their current number of majors and the identification of the assessment plan they have for student learning outcomes is attached. 85% of all undergraduate students are in programs with student learning assessment in their major. (Appendix H)

Student Learning Assessment in General Education

Student Outcomes Assessment in the Liberal Arts and Science Program remains an area that Fitchburg State College needs to develop. The Liberal Arts and Science Committee which was reconstituted in spring 2004 has been charged with reviewing recommendations for suggested changes to the program and with identifying methods for assessing student outcomes in the Liberal Arts and Science program.

Development of Rubrics

Another way that Fitchburg State College has moved forward on the assessment of student learning is through the discussion of rubrics for grades. The grading rubrics should clarify the meaning of our grades in their use for student learning assessment.

In 2003, a proposal established guidelines for college wide grades was submitted to governance and passed. These guidelines provide the following understanding for 4.0, 3.0, 2.0, 1.0 and 0.0 grades:

Grade Guidelines

All requirements and grading standards identified in individual class syllabi must be met.

The Grade of 4.0

The grade of 4.0 implies excellence in thinking and distinguished performance within the domain of a subject and course, along with extensive development of a range of knowledge acquired through the exercise of critical thinking skills and abilities. This level work is consistently clear, precise, well reasoned and displays some depth of insight.

The Grade of 3.0

The grade of 3.0 implies sound thinking and performance within the domain of a subject of course, along with the development of a range of knowledge acquired through the exercise of critical thinking skills and abilities. This level work is generally clear, precise, well-reasoned and displays some depth of insight.

The Grade 2.0

The grade of 2.0 implies mixed thinking and performance within the domain of a subject and course, along with some development of a range of knowledge acquired through the exercise of critical thinking skills and abilities. This level work is inconsistently clear, precise, well-reasoned and does not typically display depth of insight.

The Grade 1.0

The grade 1.0 implies limited thinking and performance within the domain of a subject and course, and the student displays limited critical thinking skills and abilities requisite to understanding course content. The student attempts to acquire knowledge by memorization rather than through comprehension and understanding. This level work represents thinking that is typically unclear, imprecise, and poorly reasoned and does not display depth of insight.

The Grade of 0.0

The grade of 0.0 implies poor thinking and performance within the domain of a subject and course, and the student does not display critical thinking skills and abilities requisite to understanding course content. The student relies on acquiring knowledge by memorization rather than through comprehension and understanding. This level work represents thinking that is regularly unclear, imprecise, and poorly reasoned and is lacking depth of insight.

The grading rubrics should clarify the meaning of our grades in their use for student learning assessment.

Rubrics are also a key factor in the student assessment in Education where rubrics have been developed for lesson plans, observation of student teachers, and dispositions assessment. Rubrics also are used in Criminal Justice to determine where students are deficient or proficient in courses.

Commitment to Further Improve Assessment

One of the challenges that every college faces is developing and sustaining a culture of assessment. Reports to NEASC in 1999 and 2002 address the history and the progress that Fitchburg State College has made in this area. That the commitment to assessment is one which faculty and administrators share is evident in the recommendations of the Task Force on Academic Quality in 2004 which includes several recommendations about assessment including:

(page 9), “If useful data is to be obtained, then academic quality must be assessed by procedures and tests that have the following characteristics:

- a) They are valid for our population
- b) They measure the value added by Fitchburg State College
- c) They are both general and discipline specific.”

They recommend development of specific assessments tailored to each discipline; general assessments which would demonstrate mastery of core curriculum as well as critical thinking, communication and computational skills.

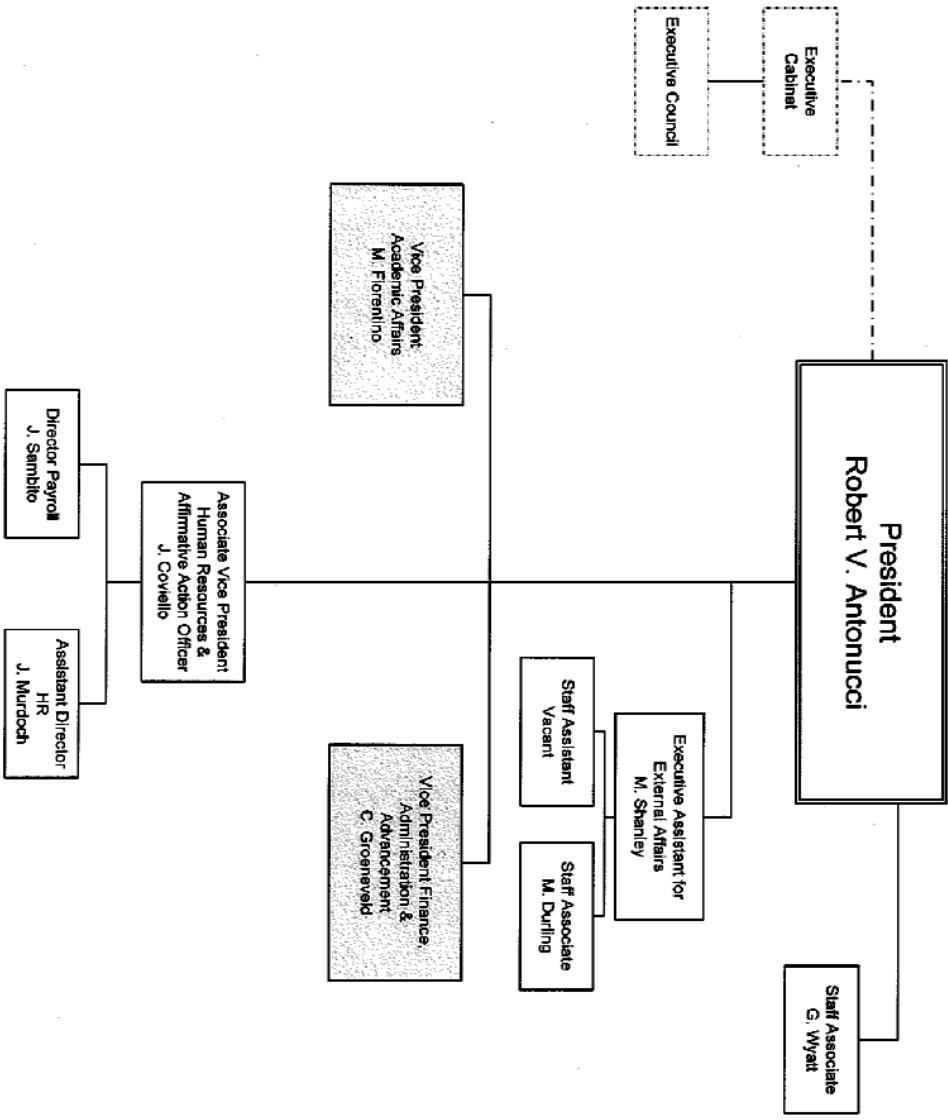
They suggest that mastery of general skills should be measured, in part, by an examination designed by the Fitchburg State College faculty.

The commitment to the development of Outcomes Assessment is also reflected in the budget of the Academic Affairs which in AY 2004 has allocated \$10,000 to projects that will further enhance the development of Outcomes Assessment in academic programs and in the Liberal Arts and Sciences (general education) program.

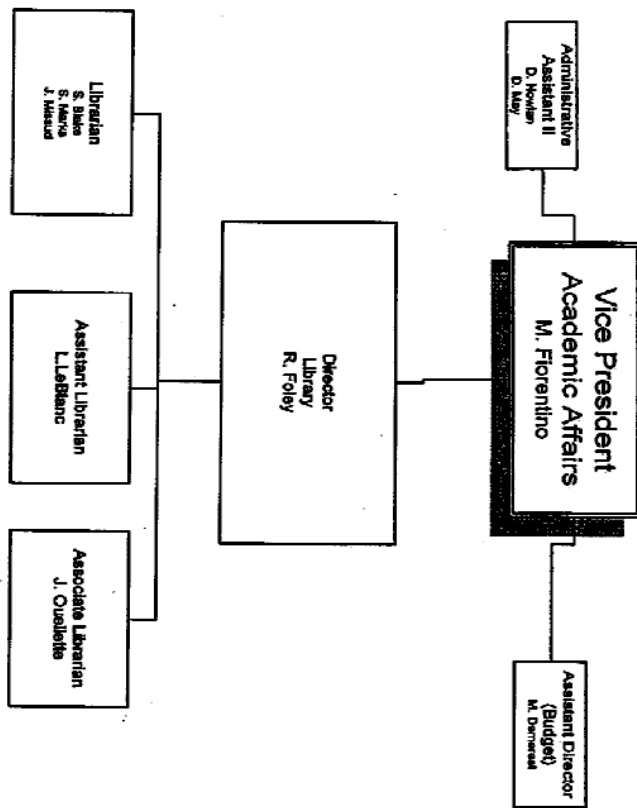
In November 2004 a team of seven faculty accompanied the Associate Vice President for Academic Affairs to the *Assessment New England Style Conference* sponsored by Bentley College, NEEAN and NEASC. The faculty members represented programs in Mathematics, History, Psychology, Human Services, English, Communications/Media, and Business Administration. Four of these are programs which have not yet developed student outcomes assessment plans. One of the faculty who attended also serves on the Liberal Arts and Science Council, which will develop outcomes assessment plans for the Liberal Arts and Sciences.

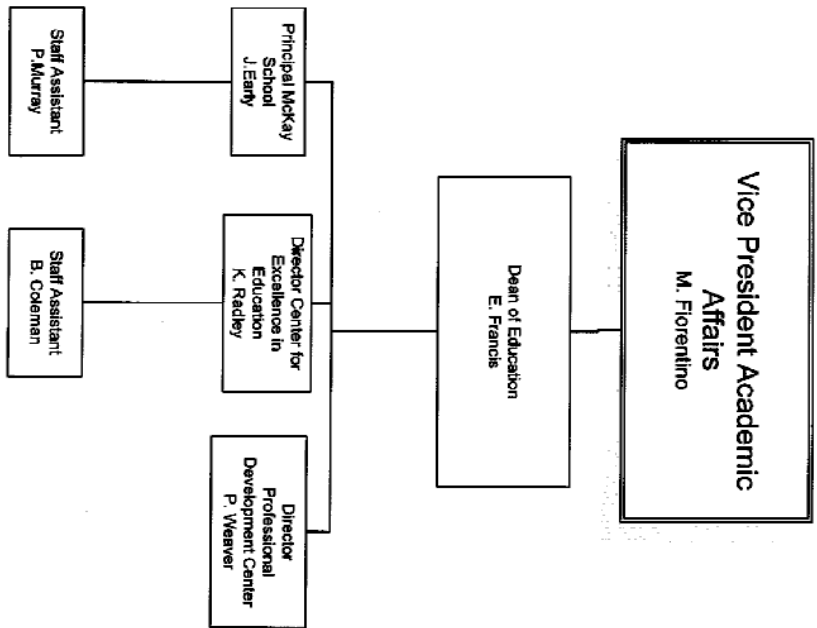
Appendices

- A Organizational Chart
- B Strategic Plan
- C The Conceptual Framework of the Education Unit
- D Undergraduate Assessment Plan-Education
- E Undergraduate Outcome Assessment Plan-Communications/Media
- F Undergraduate English Department Senior Portfolio Process and General Criteria
- G Outcome Assessment Plan-Criminal Justice
- H Student Learning Assessment Undergraduate Academic Program

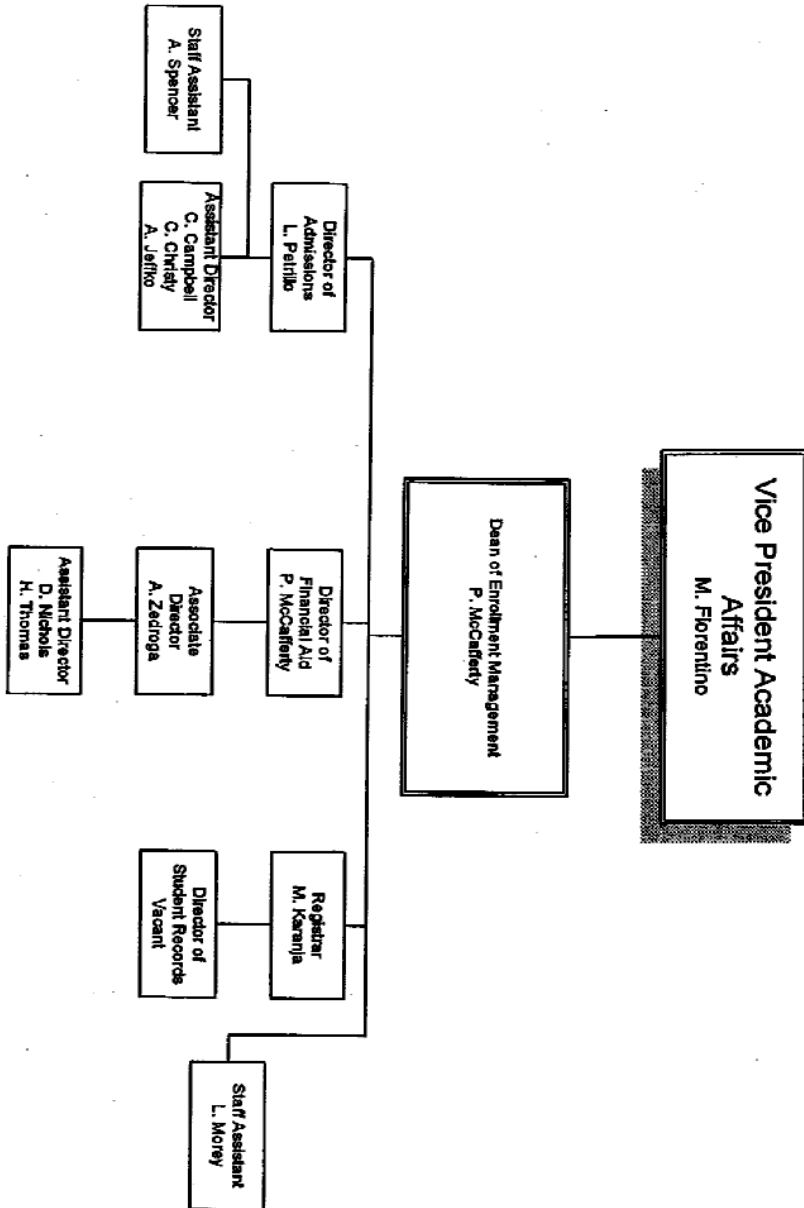


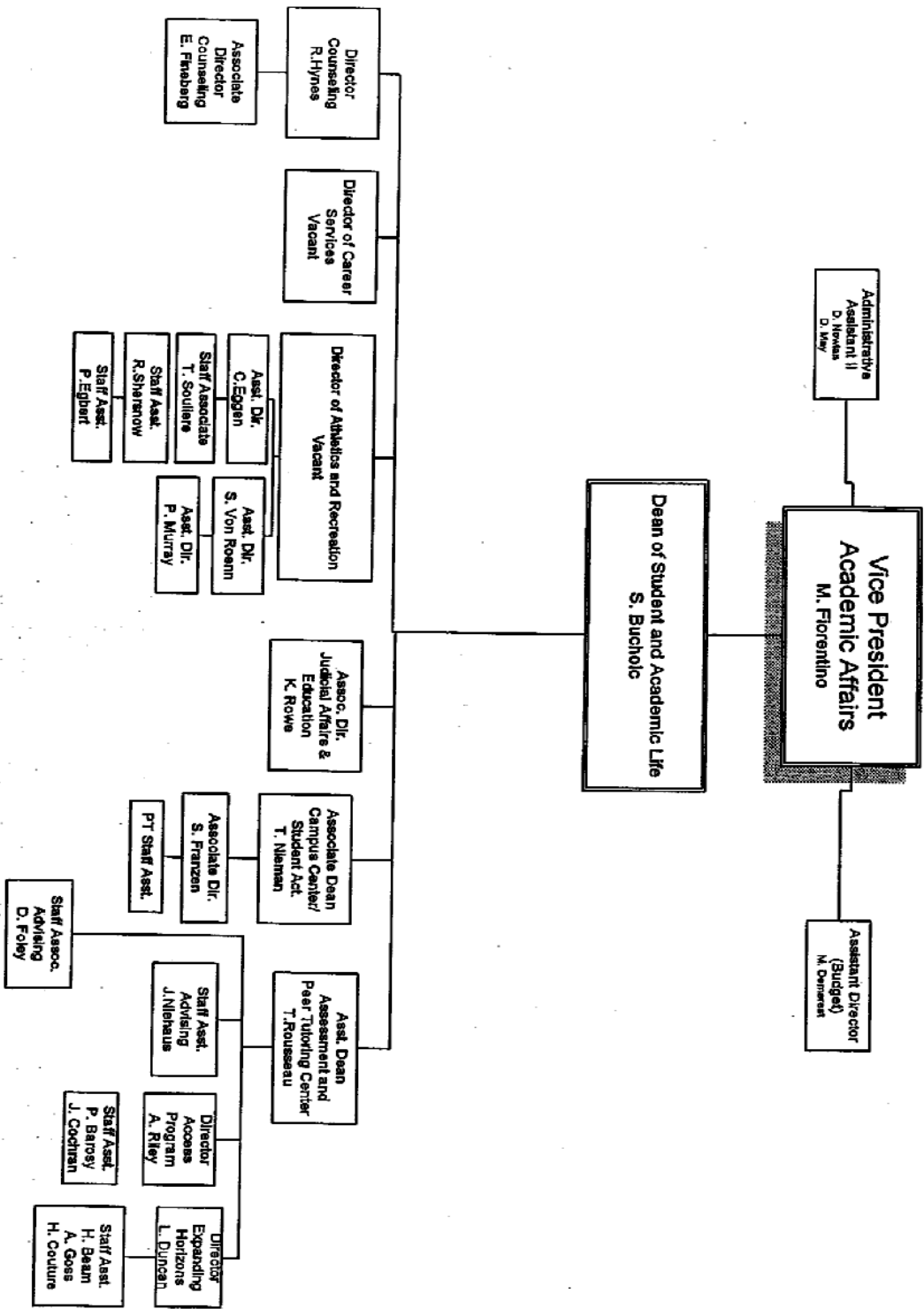
Appendix A

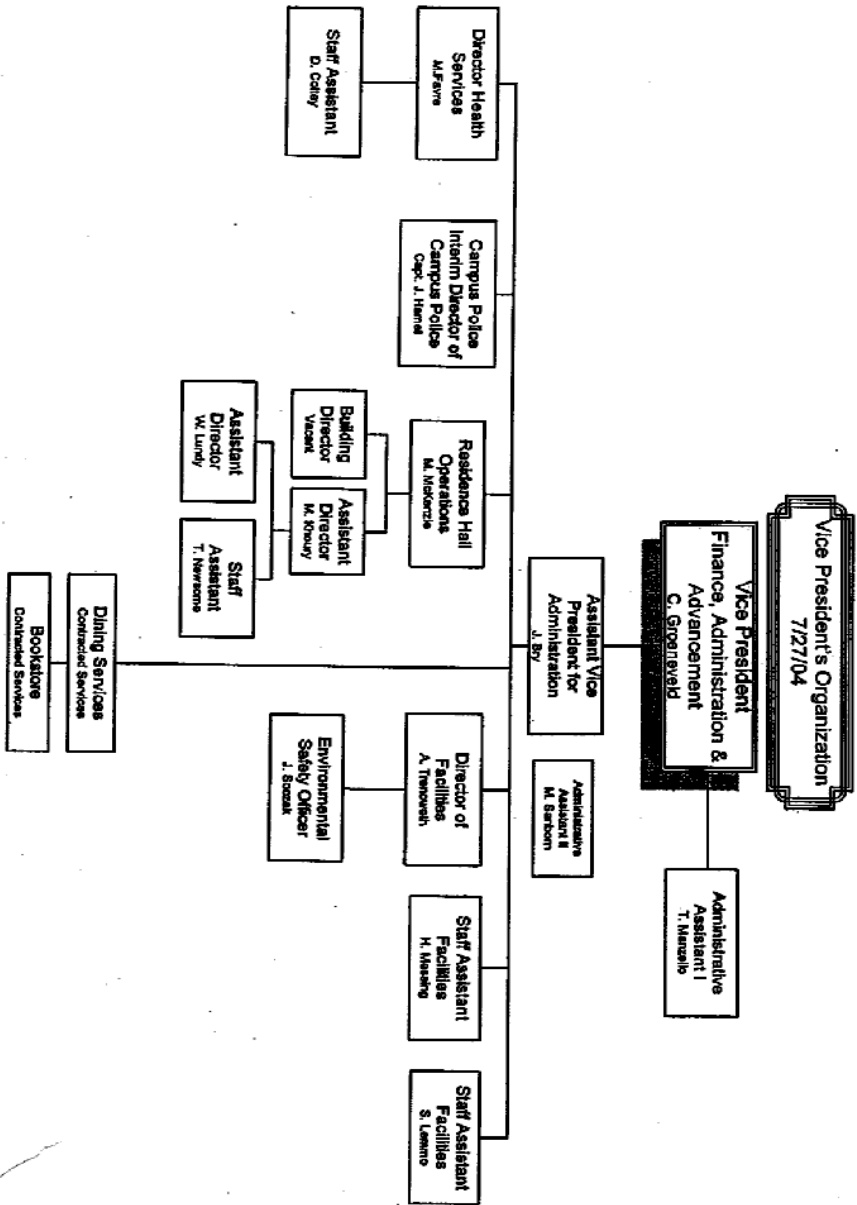


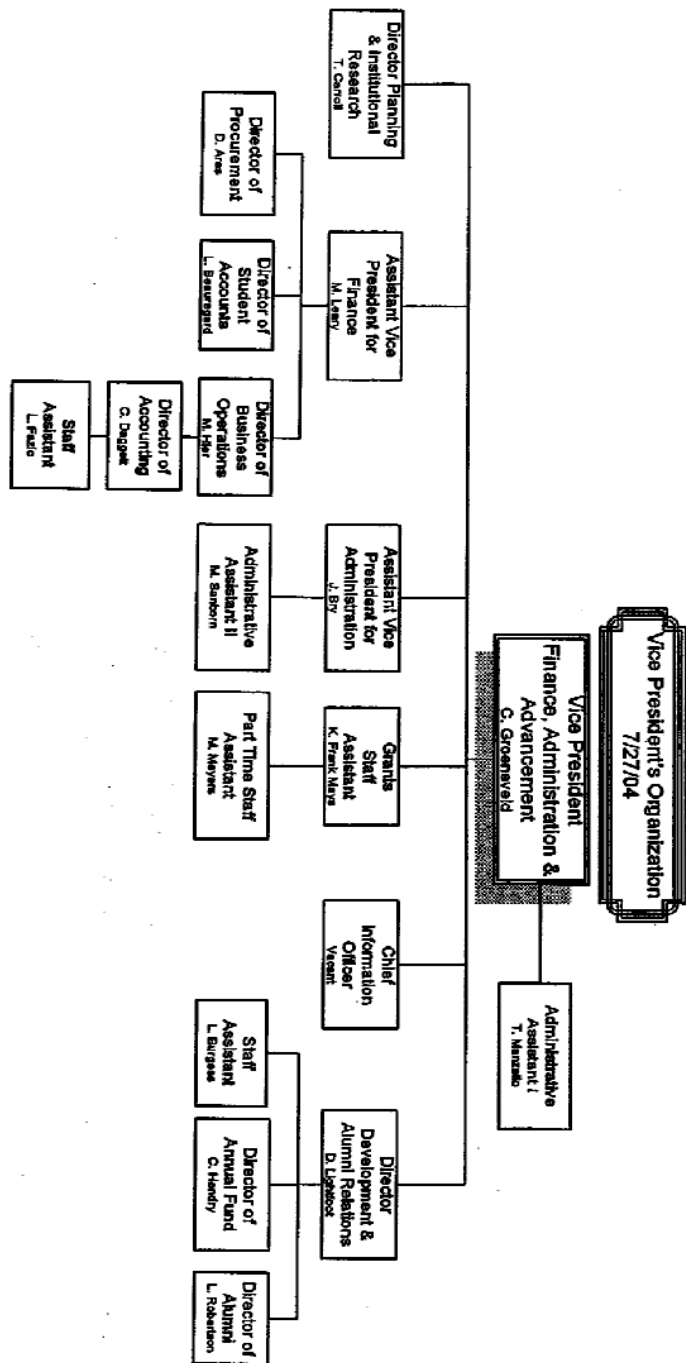


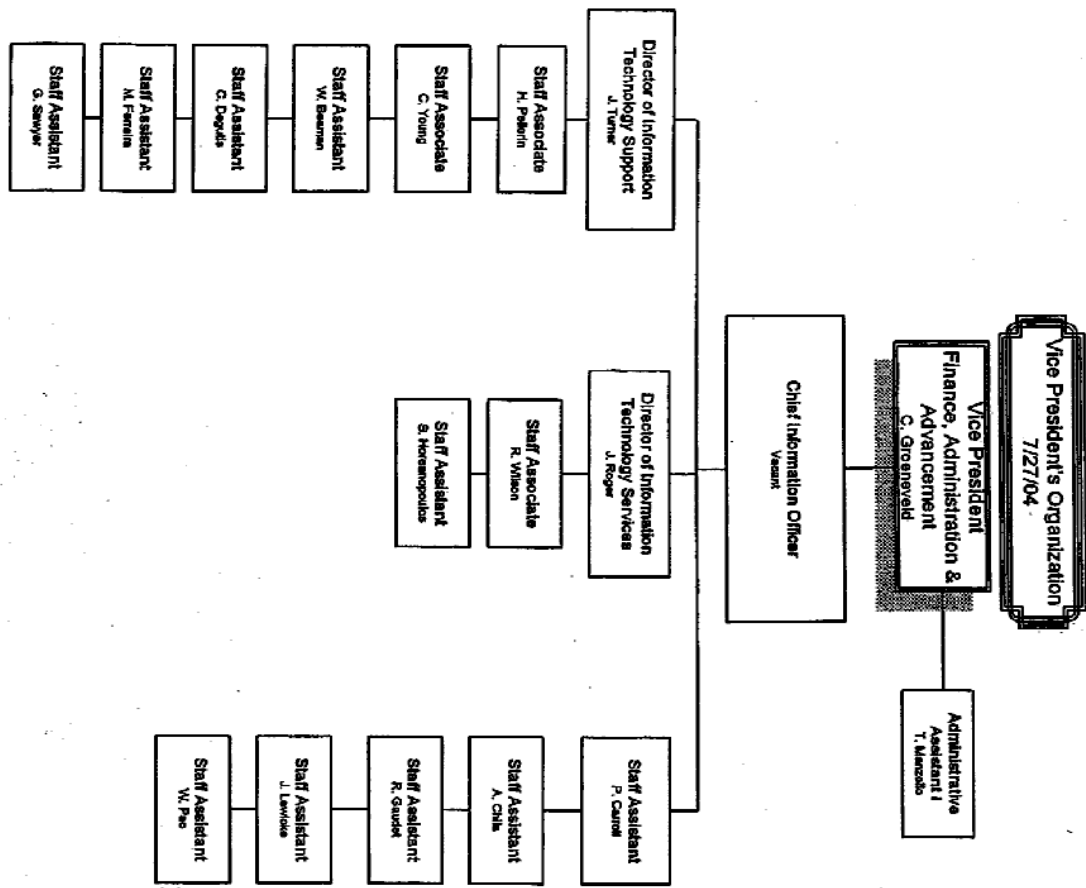
Vice President's Organization 7/27/04











FITCHBURG
STATE
COLLEGE

DRAFT

2004-09 Strategic Plan

Fitchburg State College

2004-09 Strategic Plan

Overview

Over the next five years Fitchburg State College will diversify and increase undergraduate and graduate enrollment to levels appropriate to our available physical, fiscal, and human resources. This enrollment growth will be managed to assure that an environment conducive to teaching and learning is encouraged and sustained. We will maintain our commitment to fostering an intimate, friendly, student-centered community with an emphasis on small class sizes and access to faculty. We will continue to examine and systematically assess all significant aspects of the student experience in order to enhance the educational process. The pursuit of academic quality will thus be the primary focus of our efforts, and demonstrated evidence of excellence will serve as a means of attaining our enrollment targets.

To attract and retain qualified students and in support of the academic enterprise we will address three critical issues. We intend to renew the campus physical plant, to upgrade the technological environment, and to continuously improve our student support services. We recognize that meaningful changes in these domains will require a redirection of existing resources or the investment of substantial additional funds. Our long-range plans will guide the development of the institutional budget as well as the deployment of campus personnel.

We have identified the tasks necessary to accomplish our major goals and we will annually measure our progress and evaluate our strategies. Viewed individually our objectives and their supporting activities represent important contributions to the well-being of our educational community; in their entirety they guarantee that this College will continue to fulfill its obligation as a public institution, i.e. to anticipate and address the needs of the state, the region, and the students that we serve. Through these efforts we will move closer to achieving our aspiration to be considered the public college of choice in Massachusetts.

Fitchburg State College

2004-09 Strategic Plan

Vision Statement

At the conclusion of the planning period Fitchburg State College will be a substantially larger institution as measured by enrollment and the size of the physical plant. Teaching and learning will be supported by a full array of support services which will provide every student with the opportunity to succeed. The core curriculum will be re-evaluated for relevancy and effectiveness. And lastly, but of paramount importance, all academic programs will develop the means to evaluate and enhance their level of academic quality.

By the fall of 2009 our undergraduate enrollment will grow by 800 students to a headcount of 3450. In addition, graduate enrollments will increase by 500 to a headcount of 1965 students. The diversity of our student body will better reflect the region that we primarily serve. These students will be recruited from our traditional service area, although more residential opportunities will be available with the opening of our new residence hall. The current mix of undergraduate programs will be maintained and selected majors will be targeted for growth, but only as faculty and teaching facilities are available to accommodate such expansion. New graduate and continuing education offerings will respond to the interests and needs of the populace and the state.

Our students, both commuters and residents, already enjoy a wide variety of services and co-curricular programming. We will focus our efforts on assessment of the effectiveness of these services as well as considering new solutions to such perennial challenges as parking and academic advising. During the next five years significant changes in technology, infrastructure, the physical plant, and operational services will improve the living/learning environment for all students. New science laboratories, mediated classrooms, renovations to the campus core buildings, and modernized athletic fields will be completed as part of this plan as will other improvements determined through the development of a comprehensive facilities master plan. We will, in partnership with the City of Fitchburg, complete the last phase of the North Street gateway project. Students will pursue their studies and other interests with the confidence that their safety and security is our preeminent concern.

Students entering Fitchburg State College in the fall of 2009 will matriculate in programs of study with clearly defined learning objectives, valid assessment procedures, and demonstrated evidence of academic excellence. Laptop computers will become mandatory for all new students and their widespread use will fundamentally change the nature of the classroom experience. Feedback from current and former students will be collected and analyzed to inform the academic review process. Employers will be invited to provide candid reviews of how well prepared our graduates are as they enter the workforce. The information gathered will be used to monitor and improve all aspects of the teaching/learning nexus.

In brief, the college will be bigger, it will be better, and it will continue its proud history of offering accessible educational opportunities to the citizens of the Commonwealth.

Fitchburg State College

2004-09 Strategic Plan

Planning Priorities

Teaching and learning form the core of our institutional mission and signify our reason to exist. These central pursuits will be enhanced through improvements to technology and the construction/renovation of instructional facilities. To further ensure the richness and relevance of each student's educational experience, ***academic quality*** will be defined, measured, and sustained through the application of specific assessment criteria. In support of academic quality several initiatives have been identified. They are listed starting on page 5.

Out-of-classroom experiences contribute significantly to student satisfaction and achievement. A comprehensive array of activities and support services will be provided to encourage all students to participate fully in the life of the campus. The ***quality of the student experience*** will be examined, evaluated, and improved on the basis of systematically collected information. In order to enhance the quality of the student experience a number of proposals will be implemented. They are listed starting on page 8.

More than ever public agencies are required to provide evidence that their funding represents a sound investment for the taxpayers. The College will utilize its resources to offer educational opportunity to as many learners as is reasonably possible. We will carefully ***increase and diversify enrollment*** in selected programs to demonstrate fiscal stewardship and to create a campus community more reflective of the region in which we reside. Our enrollment targets and the strategies we will use to reach them are listed starting on page 11.

Fitchburg State College 2004-09 Strategic Plan

Strategies and Tactics to Improve Academic Quality

Determine the level of academic quality achieved at the institutional, department, program, and major levels.

Address issues that impede the ability to achieve, maintain, and enhance academic quality.

Academic Assessment and Enhancement

- AQ 1 Facilitate a dialog on academic quality with all campus constituencies (04-05)
- AQ 2 Design a mechanism to assess leadership mission (05-06)
- AQ 3 Enhance the academic program review process (04-05)
- AQ 4 Develop a comprehensive annual academic plan (Yearly)
- AQ 5 Review the Liberal Arts and Science Curriculum (04-06)
- AQ 6 Establish an ACC Committee on Academic Quality (05-06)
- AQ 7 Create a repository of academic assessment processes (04-06)
- AQ 8 Facilitate dialogs on class size and student/faculty ratio (On going)
- AQ 9 Encourage students to contribute to dialogs concerning academic quality (On going)
- AQ 10 Administer a graduate satisfaction survey (05-06)
- AQ 11 Administer employer questionnaires as part of program review process (Yearly)
- AQ 12 Evaluate current internal and external assessment procedures (05-06)
- AQ 13 Administer value-added assessment tests/surveys (05-06)
- AQ 14 Conduct discipline-specific and general performance assessments (On-going)

Fitchburg State College 2004-09 Strategic Plan

Strategies and Tactics to Improve Academic Quality (continued)

Student, Faculty, and Staff Development

- AQ 15 Promote on-going faculty/chairs professional development (Yearly)
- AQ 16 Coordinate resources in support of strategic plan and academic plans (Yearly)
- AQ 17 Develop campus-wide faculty understanding of roles and processes of advisement (04-05)
- AQ 18 Develop student understanding of advisement process (04-05)
- AQ 19 Include an emphasis on advising skills in the faculty hiring (04-05)
- AQ 20 Re-establish the Faculty Excellence in Teaching Center (04-05)
- AQ 21 Publicize information about faculty excellence (Yearly)
- AQ 22 Increase required course assignments to support library use (On going)
- AQ 23 Improve connections between the library, IT services, and departments (04-06)
- AQ 24 Increase the number of graduate courses taught by full-time faculty (05-06)
- AQ 25 Continue open forum discussions regarding finance related issues (Yearly)
- AQ 26 Establish faculty Technology Teaching and Learning Center (05-06)

Facilities and Infrastructure

- AQ 27 Increase funding for library acquisitions and facility upgrade (04-06)
- AQ 28 Modernize Condike Science / construct new science facility (07-08)
- AQ 29 Renovate / modernize Miller, Percival, Edgerly, and Thompson (On going)
- AQ 30 Retrofit classrooms to accommodate seminar-style learning and enhance accessibility (On going)
- AQ 31 Integrate current master plan with BHE “Strategic Capital Priorities” (06-07)
- AQ 32 Add new mediated classrooms (Yearly)

Fitchburg State College

2004-09 Strategic Plan

Strategies and Tactics to Improve Academic Quality (continued)

Facilities and Infrastructure (continued)

- AQ 33 Construct partially wireless campus (04-07)
- AQ 34 Upgrade learning management systems (04-05)
- AQ 35 Renew computer based training technology (Yearly)
- AQ 36 Centralize library equipment checkout (04-05)
- AQ 37 Continue desktop computer replacement program (On going)

Fitchburg State College 2004-09 Strategic Plan

Strategies and Tactics to Improve the Quality of the Student Experience

Enhance the quality of student life in the areas of student activities, campus living, safety and security, student support services, and recreation and leisure.

Safety and Security

- QSE 1 Implement proactive security measures (On going)
- QSE 2 Increase residence hall security (On going)
- QSE 3 Increase visibility and access of campus police officers and implement 24/7 civilian dispatch (04-05)
- QSE 4 Purchase 4x4 vehicle for campus police (07-08)
- QSE 5 Implement new security and privacy protocols (04-05)

Programs and Services

- QSE 6 Expand the Recreation Center's intramural program (05-06)
- QSE 7 Establish criteria for determining recommended levels of staffing (05-06)
- QSE 8 Create office of Parking Services (04-05)
- QSE 9 Develop theme housing program (06-07)
- QSE 10 Expand van service for campus community (04-05)
- QSE 11 Create health club atmosphere in the Recreation center (On-going)
- QSE 12 Transform Information Desk to Information Center (05-06)
- QSE 13 Increase residence hall programming (On going)
- QSE 14 Increase programs targeted to commuter population (On going)
- QSE 15 Review meal plan options, retail operations and layout, declining balance/Falcon Dollars, and collaborations with MWCC dining services (On going)
- QSE 16 Hold a major event/concert (On going)

Fitchburg State College
2004-09 Strategic Plan

Strategies and Tactics to Improve the Quality of the Student Experience
(continued)

Programs and Services (continued)

- QSE 17 Increase student involvement in outdoor recreation program (On going)
- QSE 18 Pursue paperless future via Banner (04-05)
- QSE 19 Expand Volunteer Center opportunities (On going)
- QSE 20 Institute mandatory laptop computer requirement (06-07)
- QSE 21 Update and expand assistive technologies (05-06)
- QSE 22 Improve access to open laboratories (On going)
- QSE 23 Expand one-card usage (04-05)

Community Development

- QSE 24 Encourage the ACC student Affairs Committee to become a proactive body (04-05)
- QSE 25 Continue collaborative efforts with neighborhood groups to improve community relations (04-05)

Facilities and Infrastructure

- QSE 26 Increase parking capacity (07-08)
- QSE 27 Include all stakeholders in open review of Hammond Center renovation proposal (04-05)
- QSE 28 Expand/re-locate Games Room (05-06)
- QSE 29 Conduct study of vehicular traffic patterns (04-05)
- QSE 30 Establish facilities master plan committee (05-06)
- QSE 31 Upgrade the athletic fields (05-06)
- QSE 32 Determine permanent use for Parkinson Gymnasium (06-07)
- QSE 33 Relocate Disabilities Services (05-06)

Fitchburg State College

2004-09 Strategic Plan

Strategies and Tactics to Improve the Quality of the Student Experience (continued)

Facilities and Infrastructure (continued)

- QSE 34 Improve campus signage (04-05)
- QSE 35 Establish plans to alleviate parking concerns (05-06)
- QSE 36 Continue renovation of Anthony; relocate Materials Management and Grounds (06-07)
- QSE 37 Improve HVAC systems in classrooms, meeting rooms, and auditoria (On going)
- QSE 38 Relocate Student Affairs Office (04-05)
- QSE 39 Co-locate Health Services and Counseling (06-07)
- QSE 40 Renovate Hammond Building (08-09)
- QSE 41 Repair campus tunnel system (06-07)
- QSE 42 Relocate college bookstore (Assess in 06-07)
- QSE 43 Increase internet bandwidth (04-05)
- QSE 44 Install information kiosks (Yearly)
- QSE 45 Maintain and upgrade the existing college administrative systems and network infrastructure (Yearly)
- QSE 46 Evaluate and upgrade telephone systems (05-06)
- QSE 47 Reassess need for CIO position (04-05)

Fitchburg State College
2004-09 Strategic Plan

Strategies and Tactics to Increase Enrollment

Increase undergraduate enrollment from 2773(fte) / 3452(hc) to 3400(fte)/ 4250(hc)

Increase graduate enrollment from 631(fte) / 1465(hc) to 786(fte) / 1965(hc)

Increase undergraduate new student enrollment from 1108(hc) to 1407(hc)

Marketing

- IE 1 Maintain competitive graduate and extended campus program tuition rates (Yearly)
- IE 2 Assess effectiveness of marketing plan (04-05)
- IE 3 Contract with external vendor to complete marketing analysis (05-06)
- IE 4 Develop targeted marketing communications plan (05-06)
- IE 5 Expand branding efforts (04-06)
- IE 6 Administer College Board Survey ASQ+ (05-06)
- IE 7 Develop guidance counselor survey (05-06)
- IE 8 Conduct comprehensive environmental market evaluation/analysis (05-06)
- IE 9 Connect with markets that provide significant opportunity (On going)
- IE 10 Compile historical data on programs, courses, and enrollments (04-05)
- IE 11 Research non-credit offerings in the area (05-06)
- IE 12 Prioritize resources designated for non-credit programs (05-06)

Recruitment

- IE 13 Support admissions officers' attendance at specialized recruitment fairs (On going)
- IE 14 Collect information on possible transfer students (On going)
- IE 15 Announce non-degree and non-credit events to campus community (Yearly)
- IE 16 Use non-degree events as recruitment opportunities (On going)

Fitchburg State College
2004-09 Strategic Plan

Strategies and Tactics to Increase Enrollment (continued)

Diversity

- IE 17 Increase minority staff and faculty (Yearly)
- IE 18 Create comprehensive minority enrollment plan (05-06)
- IE 19 Create a campus culture more appealing to minority students (On going)
- IE 20 Use minority alumni as recruiters (05-06)

Retention

- IE 21 House retention responsibility and accountability with a single academic officer (04-05)
- IE 22 Create a centralized system of tracking student retention (04-06)
- IE 23 Collect, categorize, and report retention and graduation data (05-06)
- IE 24 Collect, categorize, and report on at-risk behaviors (05-06)
- IE 25 Identify best practices in retention (05-06)
- IE 26 Reach out to current students through early intervention (Yearly)
- IE 27 Re-establish Retention Committee (04-05)

Programs and Services

- IE 28 Develop summer conference program (05-06)
- IE 29 Develop additional alternate scheduling and course delivery options (05-06)
- IE 30 Expand collaborations with extended campus partners (Yearly)
- IE 31 Research the need for additional graduate offerings (05-06)
- IE 32 Design “one-college” system of registration for undergraduates (04-05)
- IE 33 Develop a process and schedule to review academic program web pages (04-05)

Fitchburg State College
2004-09 Strategic Plan

Strategies and Tactics to Increase Enrollment (continued)

Programs and Services (continued)

- IE 34 Develop an email communications plan (04-06)
- IE 35 Focus on customer service (On going)
- IE 36 Establish separate approval process for certificates (05-06)
- IE 37 Evaluate current distance education offerings (04-05)
- IE 38 Clarify and coordinate distance education responsibilities (05-06)
- IE 39 Continue to work with area school systems and educational collaborative (On going)
- IE 40 Expand collaboration between Professional Development Center and K-12 educators (04-05)
- IE 41 Evaluate faculty, administrative, and support staffing ratios as a factor of enrollment growth (Yearly)

Facilities and Infrastructure

- IE 42 Increase residence hall capacity from 1420 to 1803 (09-10)
- IE 43 Enhance/renovate facilities to support recruitment (On going)
- IE 44 Work with city officials to upgrade surrounding neighborhoods (05-06)
- IE 45 Determine resources required to maintain and/or expand college offerings (On going)
- IE 46 Relocate the Admissions Office (06-07)
- IE 47 Transfer the ownership of building at 433 Main St. (04-05)

Revised 11/30/04

Appendix A

Fitchburg State College

2004-09 Strategic Plan

Planning Process

In fall 2003 President Robert V. Antonucci appointed the Planning Council, a newly established college-wide advisory committee. The Planning Council was convened and received its charge – to develop a long-range plan to guide institutional decision making for the next five years. Membership included nine faculty, seven administrators, three students, one librarian, and one staff member. (A list of the membership is attached as Appendix B.) The Council met approximately 20 times throughout the fall and spring semesters.

In addition to the Planning Council, five task forces – representative working groups made up of individuals with specific expertise and interest – were invited to develop action recommendations in the following areas: enrollment management, academic quality, campus resources, technology, and quality of the student experience. (A list of the members of each task force is attached as Appendix C.) All task force chairs served on the Planning Council and shared periodic progress reports.

Meetings of the Planning Council and the task forces were publicized in advance and open to the public. Minutes of all meetings were posted on the college's web site. The preliminary reports of the task forces were also posted on the web site and each task force held an open forum to present its recommendations to the members of the college community and to receive their feedback.

The Planning Council reviewed the final recommendations of the planning task forces and compiled an approved set of planning initiatives under the major themes of Academic Quality, Quality of Student Experience, and Increased Enrollment. These recommendations form the basis of the strategic plan which will be presented to the Board of Trustees following the recommendations of the All-College Committee.

Appendix B

Fitchburg State College 2004-09 Strategic Plan

Planning Council - 2003-04

| | |
|----------------------------|---|
| Roberta Adams | Professor, English |
| Vatche Arabian | Undergraduate Student |
| Simone Blake | Librarian |
| Stephanie Boucher | Educator Licensure Office |
| Terrance Carroll | Director, Planning |
| Lynn Champion | Assistant Professor, Exercise and Sports Science |
| Rebecca DiLiddo | Interim Vice President, Assessment/Institutional Research |
| Kimberly Faust | Associate Professor, Sociology |
| Michael Fiorentino (chair) | Interim Vice President, Academic Affairs |
| Petri Flint | Assistant Professor, Art |
| Sean Goodlett | Assistant Professor, History |
| Cheryl Groeneveld | Vice President, Finance/Treasurer |
| Gerald Higdon | Professor, Mathematics |
| Peter Hogan | Professor, Psychology |
| Steven Lanciani | Vice President, Facilities Management |
| Karen Frank Mays | Grants Development Coordinator |
| Amanda Parke | Undergraduate Student |
| Kathleen Simons | Vice President, Student Affairs |
| Sharon Stokes | Professor, Special Education |
| Michael Turk | Associate Professor, Economics |
| Laura Weiderman | Graduate Student |

Appendix C

Fitchburg State College 2004-09 Strategic Plan

Enrollment Management Task Force - 2003-04

| | |
|---------------------------|--|
| Jay Bry | Director, Campus Living/Associate Dean of Students |
| Cathy Canney | Assistant Dean, Graduate and Continuing Education |
| Lynn Champion (co-chair) | Assistant Professor, Exercise and Sports Science |
| Gary Dupuis | Undergraduate Student |
| Kimberly Faust (co-chair) | Associate Professor, Sociology |
| Pam McCafferty | Director, Financial Aid |
| Bonnie McCullough | Print Services Office |
| Lynn Petrillo | Director, Admissions |
| Michael Shanley | Director, Public Relations |
| Colleen Ward | Undergraduate Student |

Academic Quality Task Force - 2003-04

| | |
|----------------------|--|
| George Babich | Professor, Biology |
| Dottie Boisvert | Dean, Graduate and Continuing Education |
| Elaine Francis | Interim Associate Dean, Education |
| Matt Germain | Undergraduate Student |
| Carol Globiana | Professor, Psychology |
| Laura Lawrence | Academic Affairs Office |
| Lindsey Meeker | Undergraduate Student |
| Kelly Morgan | Associate Professor, English/Theater |
| Shari Stokes (chair) | Professor, Special Education |
| Michael Turk | Associate Professor, Economics |
| Shirley Wagner | Associate Vice President, Academic Affairs |

Campus Resources Task Force - 2003-04

| | |
|----------------------|--|
| Simone Blake (chair) | Librarian |
| Michele Caniato | Assistant Professor, Music |
| Mary Lynn Leary | Comptroller |
| Alicia Martinec | Undergraduate Student |
| Tullio Nieman | Director, Campus Center/Associate Dean of Students |
| Andrea Nykiel | Undergraduate Student |
| Michael Shanley | Director Public Relations |
| Beverly Tata | Facilities Office |
| Arthur Trenoweth | Director, Facilities |
| Susan Williams | Associate Professor, History |

Appendix C (continued)

Fitchburg State College

2004-09 Strategic Plan

Technology Task Force - 2003-04

| | |
|----------------------|---|
| Kevin Austin | Assistant Professor, Computer Science |
| John Bromback | Director, Management Information Systems |
| John Chetro-Szivos | Assistant Professor, Communications/Media |
| Clair Degutis | Staff Assistant, Training and Software Support |
| Jeff Godin | Assistant Professor, Exercise and Sport Science |
| Sean Goodlet (chair) | Assistant Professor, History |
| Cheryl Groeneveld | Vice President, Finance/Treasurer |
| Sherry Horeanopoulos | Staff Assistant, Technical Support Center |
| Randy Howe | Assistant Professor, Communications/Media |
| Ron McGuire | Library Media Specialist |
| Ian Murray | Lab Technician, Biology/Chemistry |
| Michael Nosek | Assistant Professor, Biology |
| Patrick Pho | Undergraduate Student |
| James Roger | Director, Information Technology Services |
| Joseph Turner | Director, Information Technology Support |

Quality of Student Life Task Force - 2003-04

| | |
|----------------------|--|
| Jay Bry | Director, Campus Living/Associate Dean of Students |
| Christina Charron | Undergraduate Student |
| Danielle Corsino | Undergraduate Student |
| Erica Coyne | Undergraduate Student |
| Peter Daoust | Undergraduate Student |
| Petri Flint (chair) | Assistant Professor, Art |
| Sherry Horeanopoulos | Staff Assistant, Technical Support Center |
| Randy Howe | Assistant Professor, Communications/Media |
| Robert Hynes | Director, Counseling Services |
| Bobby Lavoie | Undergraduate Student |
| Sean Matthews | Undergraduate Student |
| Christine McCormack | Student Activities Office |
| Lindsey Meeker | Undergraduate Student |
| Anne Mrvica | Associate Professor, Communications/Media |
| Tullio Nieman | Director, Campus Center/Associate Dean of Students |

Appendix C



The Conceptual Framework of the Education Unit at Fitchburg State College

Introduction

The Conceptual Framework of the Education Unit at Fitchburg State College articulates the vision and mission of the Education Unit. In the spring of 2003, the faculty of the Education Unit, along with a group of faculty and staff of our PreK-12 partner districts and our teacher candidates, conducted an extensive review of our Conceptual Framework. The next two pages of the handbook present the current draft of the Education Unit's Conceptual Framework. This draft is a "work in progress", and we will be undergoing revisions in the year ahead. The key points the Curriculum Framework, however, have been defined and agreed upon by the Education Unit. The Education Unit has determined that it will strive to prepare candidates that are **knowledgeable, skillful, caring** and **ethical**. These four words serve as a guiding structure of our educator licensure programs.

Feedback on the Conceptual Framework is welcome. Please use the feedback page at the end of this handbook if you have any comments, questions or concerns about the Conceptual Framework, or about any other parts of this book.

The Link to the College Mission

Fitchburg State College has been designated as the "Leadership College". The mission of the college is to emphasize the importance of leadership through leadership studies, service learning, civic responsibilities, ethical development and international education. The central theme of the mission statement; leadership, is interwoven in the Conceptual Framework. Educating for Leadership is the core of the Education Unit's Conceptual Framework.

Conceptual Framework History

The Conceptual Framework is the result of the contributions of the Unit's faculty, candidates at both the Initial and Professional Licensure Levels and collaborating practitioners in the region. The Conceptual Framework reflects our knowledge about effective leadership, the nature of the learner, academics, assessment, the teaching/learning process and the nature and purpose of schools. It guides our use of research to insure best practices. In a rapidly changing society marked by both diversity and interdependence, wealth and poverty, and rapid changes in technology, our Conceptual Framework provides a basis for making decisions at all levels of our efforts. As such it provides a parameter to ensure a supporting knowledge base, effective educational programs and instructional practices, and a variety of field experiences and assessments across the Education Unit (teacher preparation, guidance, and school administration).

Conceptual Framework Overview

Candidates who complete Education Unit preparation programs are knowledgeable, skillful, competent, ethical, and caring professionals. Fitchburg State College candidates use research, reflective thinking, and collaboration to provide leadership for effective educational practices in a diverse society and to provide successful leadership to affect policy development, research programs, instruction, and curriculum design.

- **Knowledge**

Knowledgeable candidates are literate in and have a broad understanding of the academic disciplines and their modes of inquiry. They are cognizant of the kinds of thinking basic to the development of an active citizen in a democracy. Knowledgeable candidates are able to facilitate curriculum development and changes based upon changes in technology and the needs of an educated person in a diverse society. Knowledgeable candidates are able to assess the developmental levels, social, emotional and academic needs of individual students and have the leadership capability to provide for these needs in their classrooms in their schools and in their communities.

Knowledgeable candidates create learning environments that maximize both learning and the desire to learn. Candidates demonstrate leadership ability to create classrooms and schools that are safe, friendly and stimulating by collaborating with everyone involved with the students.

- **Skillful**

Another distinguishing characteristic of leadership is “skill”. Skillful candidates facilitate their students’ understanding of important concepts in ways that are consistent with their experiences, developmental levels, learning styles and background knowledge. Candidates are skillful in implementing sound pedagogical skills and are positive, fair, supportive and respectful. Skillful candidates model learning for their students and implement scientifically, research-based practices in literacy, mathematics, technology, science, the arts and the social sciences. Skillful candidates create safe environments where students are supported emotionally as well as physically. Skillful candidates are effective in obtaining resources for their classes and schools to insure quality support.

- **Caring and Ethical**

Finally, the most important contribution to the tasks of leadership is that the candidates exhibit the qualities of caring and ethical behavior. Candidates strive for excellence but do so with consideration for their students, knowing that they act in “Loco Parentis”. As such candidates’ interactions with students reflect not only their knowledge of research-based practices but also their compassion, caring, humanity and spirit. Candidates’ efforts to involve family and professionals involved in the lives of students reflect the candidates’ knowledge of the need for collaboration and the holistic nature of education. Candidates demonstrate empathetic, adaptable, open-minded behavior that reflects their concern for the welfare of their students and their passion for teaching/learning.

Moreover, candidates take a leadership role in modeling high standards and ethical behavior in the classroom, in the school and in the community. They are committed to developing their knowledge of subject matter and methodology of instruction. They maintain confidentiality and professionalism. They demonstrate accountability regarding students’ success both to the students and to the public.

The Fitchburg State College candidate is entering a large, diverse world condensed by a variety of communication networks. The candidate must take a leadership role in promoting appreciation of diversity, in developing safe, nurturing learning environments, in using research-based practices and in working collaborating with professionals, parents and community representatives to ensure that attention, learning excellence and care are afforded all students of varied abilities and ethnic, cultural, linguistic and religious backgrounds.

Appendix D

Admission, Retention and Exit from Undergraduate Teacher Preparation Programs:

Students interested in graduating with a Massachusetts' educator's license from Fitchburg State College must complete a comprehensive program, working closely with their advisor to ensure all requirements for licensure have been met. There are three "gates" in the process toward licensure. At each gate a candidate's credentials are reviewed to determine their readiness and qualifications to move forward in the teacher preparation program and to ensure his/her success in schools. Students/candidates who are unable to meet all requirements at any gate may not move forward and they should meet with their advisor to determine whether or not they wish to continue their efforts to meet the requirements to continue in their program

Gate 1: Formal Admission to the Teacher Preparation Program

Students interested in teaching are admitted to a teacher preparation program only after they have completed the following requirements by the end of their sophomore year:

- 44 credits of specified content and subject area courses,
- A minimum GPA of 2.5 overall;
- Successful completion of the designated "core course" for their program;
- Successful completion of pre-practicum experience(s) designated for their program;
- A passing score on the Communication and Literacy portion of the Massachusetts Test for Educator Licensure;
- Successful completion of at least two Disposition Assessment reviews (one from a faculty member and one from a supervisor in a pre-practicum course);
- Completion of the college's math and reading readiness requirements;
- Completion of the course EDUC Orientation to Education;
- Preliminary review of portfolio or equivalent (equivalents are defined by the program);
- Completion of a pre-candidacy philosophy statement;
- Recognition of a list of requirements to be completed prior to student teaching, including a criminal background check; and
- Recommendation for admittance to the Teacher preparation program by the teacher candidate's advisor with approval from the Dean of Education.

Students denied formal admission to a teacher preparation program can appeal to the appropriate department chair and the Dean of Education.

Gate 2: Admission to the Practicum

Students seeking to enroll in student teaching must successfully complete the following prior to the completion of their junior year (75 credits):

- Successful completion of at least four Disposition Assessment reviews (one from a faculty member and one from a supervisor in a pre-practicum course)
- A passing score on the appropriate content tests of the Massachusetts Test for Educator Licensure
- Positive evaluations of 75 hours of pre-practicum experiences
- Review of portfolio or equivalent (equivalents are defined by the program)
- Positive recommendation by the faculty of the department or program

Gate 3: Recommendation for licensure

Students who have successfully completed the following requirements will be recommended for licensure by the Commonwealth of Massachusetts:

- Final review of dispositions assessments (at least two to have been completed in the practicum, one by college supervisor and one by supervising practitioner)
- Successful completion of the practicum and recommendation for licensure by the college supervisor, the supervising practitioner and the department or program
- Completion and review of credential folder
- Final review of portfolio or equivalent
- Completion of exit survey by candidate
- Endorsement for licensure by the Dean of Education

To apply for licensure, the candidate should follow the procedure outlined on the Fitchburg State College web site (www.fsc.edu/edcert) which includes:

- Submission of a Practicum Report Form for each practicum experience
- Print out of a completed on-line application form with the Department of Education
- Request for a formal transcript from the Registrar's office which will verify completion of the NCATE approved program.

Admission, Retention and Exit from Graduate Educator Licensure Programs

Students enrolled in graduate educator licensure programs complete a similar three stage review process as required of undergraduates, with some differences. Graduate students are not accepted to a licensure program within a department without successful completion of the Communication and Literacy portion of the Massachusetts Test for Educator Licensure. Once accepted to the department, students must successfully meet the following requirements at each gate in the educator licensure program:

Gate 1: Formal Admittance to the Educator Licensure Program

Students may move forward in their program by applying for formal admittance to the Educator Licensure program which includes completing/obtaining the following:

- Core courses as designated by the program/department with minimum GPA of 3.0
- Successful completion of at least two Disposition Assessment reviews (one from a faculty member and one from a supervisor in a pre-practicum course)
- Successful completion of pre-practicum field based experience(s) as designated by the department/program
- Preliminary review of portfolio or equivalent (equivalents are defined by the program)
- Completion of a pre-candidacy philosophy statement
- Recommendation for admittance to the Teacher preparation program by the teacher candidate's advisor and program with approval from the Dean of Education

Gate 2: Acceptance to the practicum

Students are approved to register for a practicum when they have completed the following:

- A passing score on the appropriate content tests of the Massachusetts Test for Educator Licensure
- Pre-practicum courses as designated by the program/department with minimum GPA of 3.0
- Successful completion of at least four Disposition Assessment reviews (one from a faculty member and one from a supervisor in a pre-practicum course)
- Positive evaluations of 75 hours of pre-practicum experiences
- Review of portfolio or equivalent (equivalents are defined by the program)
- Positive recommendation by the faculty of the department or program

Graduate teacher/educator candidates who have completed the requirements for the practicum can obtain an Application to the Graduate Practicum form by their advisor. Candidates are provided with a list of schools that have entered into a formal partnership with Fitchburg State College and who have identified mentors who meet the requirements of the Education Unit for supervising teachers. Supervising teachers must minimally: hold a Massachusetts educator's licensure in the area that the candidate is seeking; and professional status or equivalent in the school/district. Candidates submit their top three choices from the list of qualified schools, however at least one placement for teacher candidates in early childhood, elementary, middle school or special education must be in an urban district. Mentors are selected in collaboration with the administration of the partnership schools.

Students' selections are submitted to the appropriate program for approval. Contracts are then sent to the approved schools confirming the teacher candidate's assignment. The teacher candidate then must contact the supervising practitioner for an interview. If the supervising teacher approves the candidate's placement, the candidate is notified by the Educator Licensure office. If the supervising teacher objects to the assignment, the Placement Coordinator assists the candidate in making a second selection. During the practicum experience the candidate is expected to follow the schedule of the school, not the Fitchburg State College schedule.

Graduate licensure candidates who are employed in a school/school district in the role of licensure that they are seeking may request, through the Application to the Graduate Practicum form, to complete their practicum in a paid internship. This request must receive the approval of the department, and the school. Schools must provide evidence that the candidate will receive appropriate mentoring while completing the practicum. Mentors must meet criteria noted above and be approved by the school and the college department.

Gate 3: Recommendation for licensure

Students who have successfully completed the following requirements will be recommended for licensure by the Commonwealth of Massachusetts:

- Final review of dispositions assessments (at least two to have been completed in the practicum, one by college supervisor and one by supervising practitioner)
- Successful completion of the practicum and recommendation for licensure by the college supervisor, the supervising practitioner and the department or program
- Completion and review of credential folder
- Final review of portfolio or equivalent
- Completion of exit survey by candidate
- Endorsement for licensure by the Dean of Education

UNDERGRADUATE OUTCOMES ASSESSMENT PLAN nov 29 2004

Departmental Mission

The aim of the Communication Media Department is to educate media professionals who are technically and aesthetically competent and ready for employment in their areas of emphasis. Graduates for the CM Department will have an understanding of the dynamic relationship between the needs of their clients, the audience needs and the capabilities of the medium they use to create their messages.

Student Learning Goals

CM 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

Methods to be Used to Measure Student Learning Goals

The two sources of assessment data will be: 1) the evaluation of the materials presented in the review process for the CM internship and 2) the internship site supervisor's assessment.

The student's application process for the internship uses an essay, a formal interview (with the faculty internship coordinator and an appropriate track faculty member), a cumulative portfolio, and a defense of that portfolio during the interview. The evaluation form used in this assessment is attached as well as the portfolio defense criteria. Both comments and numeric grades will be included in the results.

After students have completed their internships, their site supervisors evaluate them using an assessment form and rubric that is attached. The data on that sheet will be the second source of data that is collected and used in the report.

Processing the Results and Communicating the Results to Faculty

The collected data will be tabulated for the overall major and by concentration. For those results where it is found that the tabulation shows an average value of less than 3 (meets expectations) coding the reasons from the comments will be done. All comments from individual forms where the value given to an individual student is less than a 3 will also be coded and reported on. By the October departmental meeting of each academic year, the department chair will tabulate, analyze and present, in an Outcomes Assessment Report, the results of the preceding academic year's assessment.

Using the Results to Improve the Program

The value of “3” as the average score will be deemed acceptable. Any score below that on either assessment phase would trigger a further investigation by the departmental chair to determine the causes. The coding of comments will provide further information on areas of weakness. Where more than 25% of students in a concentration are found to have comments identifying a lack of a particular skill the concentration will be asked to address this finding and make recommendations to the chair.

After full departmental consideration and discussion of the results, the Undergraduate Curriculum Committee will develop any curricular improvement plans that may be shown to be necessary.

**DEPARTMENT OF COMMUNICATIONS MEDIA
FITCHBURG STATE COLLEGE**

Portfolio Defense Evaluation

Instructions: Rate the student's portfolio and presentation using the form below. If your rating for any area is less than "Meets Normal Expectations," please use the space provided to explain your rating.

| | Unacceptable | Needs Improvement | Meets Normal Expecta- tions | Exceeds Normal Expecta- tions | Attains Excellence |
|--|--------------|----------------------|--------------------------------------|--|-----------------------|
| | 1 | 2 | 3 | 4 | 5 |

1. Amount of material

2. Quality of material

3. Sequencing of material

4. Appropriateness of material to student's career objective

5. Technical and aesthetic design

6. Execution of portfolio as a personal marketing tool

Additional Comments:

The undersigned have conducted a portfolio review and discussed the evaluation listed above.

PORTFOLIO DEFENSE EVALUATION CRITERIA

Technical Communication

- Document design
- Rhetorical technique
- Grammar, usage, punctuation, spelling
- Resume design
- Portfolio design, organization, display, and presentation
- Software knowledge (FrameMaker, Photoshop, Word, Excel, Powerpoint)
- Ability to articulate professional concepts with respect to student work

Photography

- Composition
- Exposure, developing, printing, color, B & W, chromes
- Camera knowledge (35mm, medium format, large format)
- Resume design
- Portfolio design, organization, display, and presentation
- Software knowledge (Photoshop)
- Ability to articulate professional concepts with respect to student work

Graphic Design

- Layout, composition, design
- Typography, print, artwork, motion graphics
- Resume design
- Portfolio design, organization, display, and presentation
- Software knowledge (QuarkXpress, Photoshop, Illustrator)
- Ability to articulate professional concepts with respect to student work

Film & Video

- Scene design & development
- Audio, narration, dialog, FX
- Technical knowledge (list cameras, microphones, etc.)
- Resume design
- Software knowledge (list)
- Ability to articulate professional concepts with respect to student work

Interactive Multimedia

- Web design, motion graphics, interactivity
- Resume design

- **Portfolio design, organization, display, and presentation**
- **Software knowledge (list)**
- **Ability to articulate professional concepts with respect to student work**



Fitchburg State College

"The Leadership College"

COMMUNICATIONS/MEDIA PERFORMANCE APPRAISAL

Student Intern: _____ Date: _____

Company, Institution, or Agency: _____

Address: _____

Carefully and fairly evaluate the performance of the student intern in terms of the following qualities

| | Unacceptable | Needs Improvement | Meets Normal Expectations | Exceeds Normal Expectations | Attains Excellence | Does Not Apply | Comments |
|--|--------------|-------------------|---------------------------|-----------------------------|--------------------|----------------|----------|
| 1. Quality of Work: Consider accuracy, thoroughness, and reliability of result; number of errors; frequency of redoing work; desire to do it right; advocacy of high standards. | | | | | | | |
| 2. Quantity of Work: Consider the volume of work produced under normal conditions; speed with which work is done; consistency in keeping up with workload; ability to adjust to and meet quick turnaround demands. | | | | | | | |
| 3. Creativity: Consider accomplishments in devising ways and means for doing new jobs; talent for having new ideas; suggestions for new and better ways of doing existing jobs; proclivity for being imaginative. | | | | | | | |
| 4. Job Knowledge: Consider the command of knowledge essential to job performance; the understanding of principles, methods and processes to be used; experience, education and specialized training. | | | | | | | |
| 5. Judgement: Consider ability to determine proper courses of action; recognition of when to ask questions; appropriateness of decisions; avoidance of impulsivity and indecisiveness; degree of common sense. | | | | | | | |
| 6. Adaptability: Consider speed of learning new duties, grasping explanations, willingness to try new concepts and adapt them; ability to work effectively alone or as a team member; disposition to work within existing managerial structure. | | | | | | | |
| 7. Initiative: Consider drive to attain goals; demonstration of an active effort to do more; desire to increase responsibilities; indications that the individual is an energetic self-starter; evidence that the individual sees work needing to be done and proceeds appropriately; willingness to proceed alone; propensity to take necessary steps to get things done. | | | | | | | |
| 8. Time Management: Consider whether individual usually arrives at work on time; meets schedules and deadlines; establishes priorities; makes efficient use of uncommitted time. | | | | | | | |
| 9. Attendance: Consider number of days (whole or part) lost due to illness and/or personal reasons; willingness to work beyond required hours to complete tasks. | | | | | | | |
| 10. Neatness: Consider desire to maintain neat, orderly work area; willingness to clean work area after tasks are completed; personal appearance and dress appropriate to position. | | | | | | | |
| 11. Maturity: Consider propensity to take assigned tasks (menial and challenging) seriously; accepts criticism graciously; does not bring personal problems to work; willingness to accept consequences of decisions. | | | | | | | |
| 12. Commitment: Consider level of genuine commitment to the career field; pride in work; investment of time and energy in becoming more effective and knowledgeable; participation in professional meetings and organizations. | | | | | | | |
| 13. Communications Skills: Consider adeptness at oral and written communication; inclination to keep supervisor and colleagues informed; willingness and openness to share information. | | | | | | | |
| 14. Problem Solving Skills: Consider ability to handle assignments that are complex and beyond the average; proficiency in analyzing a situation and getting to the point quickly; readiness to identify problems and suggest solutions; thinking at the conceptual level. | | | | | | | |
| 15. Cooperativeness: Consider flexibility; willingness to assist others without being asked; ability to get along with peers; possession of a positive, agreeable, and constructive demeanor. | | | | | | | |
| 16. Reaction to Stress: Consider dependability when deadline pressures intensify; ability to remain calm and effective despite irritations, change in plans, new plans; evidence of high frustration tolerance. | | | | | | | |
| 17. Integrity: Consider the presence of ethical and forthright behavior; commitment to responsible, reliable and trustworthy conduct; willingness to admit mistakes; being honest and truthful in deeds and words; existence of a sense of fair play; actuality of courteous comportment; tendency to meet commitments and obligations. | | | | | | | |

Please comment on the following items.

1. If there was an opening for an employee in the area of work this student intern is now performing, would the student intern be a serious contender for the position? Yes No

If no, indicate what action the student intern should take to make himself/herself competitive. _____

2. Areas for improvement are:

a. _____

b. _____

and these can be strengthened by doing the following:

3. Areas of strength are:

a. _____

b. _____

and these can be further strengthened by doing the following:

On-Site Supervisor's Signature

Date

Intern's Signature

Date

Signatures indicate form has been discussed by field supervisor with intern

MEMORANDUM

TO: *SENIOR ENGLISH MAJORS*

FROM: Janice M. Alberghene, Ph.D.
Chair, Department of English

DATE: September 23rd, 2004

RE: Portfolio Timeline

CC: English Faculty Advisors

The following timelines have been established to ensure you complete your Senior Portfolio Project in a timely fashion. Also enclosed are *Process & General Criteria* guidelines to assist you with selections for your Senior Portfolio, an English Major Graduation Requirement.

Please note that students who plan to graduate in May 2005 should follow the timeline of Plan A and students who plan to complete graduation requirements in December 2004 should follow the timeline of Plan B.

PLAN A: FOR MAY 2005 GRADUATION*November ~ December 2004*

- *Review selections for portfolio.
- *Meet with advisor: review initial selections & portfolio.
- *Advisor will do initial reading.

December ~ January - Semester Break

- *Make final selection.
- *Do editing, correcting and revising as recommended by advisor.
- *Write your self-assessment, an introductory statement reflecting on your growth as a writer & explaining your choice of papers.
- *Arrange Papers for presentation with table of contents and title page.

January 24, 2005

- *Submit cover letter to your advisor for review.

January 31, 2005

- *Submit portfolio to English Department Chair for distribution to readers for review & comment. Readers will be assigned by lot from among the English Department faculty.

January 31st to February 25th, 2005

- *Faculty readers need at least three weeks to circulate portfolios.

February 28th to March 7th, 2005

- *Meet with your advisor to discuss reviewer's comments.

March 21st, 2005

- *Make any recommended revisions.
- *File your portfolio with department secretaries.

*****PLAN B: FOR DECEMBER 2004 COMPLETION**

January ~ February 2004

*Review selections for portfolio.

March ~ April 2004

*Meet with advisor: review initial selections & portfolio.

*Advisor will do an initial reading.

Summer Break

*Make final selection.

*Do editing, correcting and revising as recommended by advisor.

*Write your self-assessment, an introductory statement reflecting on your growth as a writer & explaining your choice of papers.

*Arrange Papers for presentation with table of contents and title page.

October 4, 2004

*Submit cover letter to your advisor for review.

October 11th, 2004

*Submit portfolio to English Department Chair for distribution to readers from review & comment. Readers will be assigned by lot from among the English Department faculty.

October 11th ~ November 1st

*Faculty readers need at least three weeks to circulate

November 1st ~ November 5th

*Meet with your advisor to discuss reviewer's comments.

*Make any recommended revisions.

November 8th, 2004

*File your portfolio with the department secretaries.

The English Department Senior Portfolio: Process & General Criteria 09/04

The FSC Catalog states, "Students [shall] keep a portfolio of ten representative English papers for Senior review." While it does not receive an official grade, the Portfolio is a graduation requirement for English majors, and must meet the guidelines outlined in this document.

Purpose:

The Senior Portfolio gives English Department faculty a way to perceive your growth as writers, researchers, performers, and critics. More importantly, it provides each English major a record of accomplishment, a document that you can show to potential employers and graduate schools, and that you will be able to refer to in the future as you continue as a writer, teacher, actor, journalist. The portfolio is both a product and a process. As a *product*, you have a record of your growth as a writer—a retrospective of your achievements, but also a prospective of your potential. As a *process*, the selection of what to include allows you a chance to evaluate what you've done and think about where you are going.

The Portfolio Process:

Presentation of your senior portfolio involves a process of selecting, and in most cases, of revising, or at least editing papers you have written for your English Department courses. It may be possible to include a paper written for a course outside the English Department, so you should keep papers from all of your courses; however, this is something that you will have to decide with your advisor.

The Portfolio is to consist of ten of your best papers that show your development as a writer. It is to be assembled in the penultimate semester before your graduation date, which for traditional students will normally be during the fall semester of your senior year. Meet with your advisor for review and suggestions before the end of that semester, and submit it to the department chair at the beginning of your final semester. Since the department will keep the student portfolios on file, *you should make a copy for yourself* before you turn in the final version.

Keep all of the papers you write, so that you will have a file to review at the end of your junior year. The best procedure is to keep the graded copy that the professor returned to you with comments; one clean copy; and a computer disk copy. Instead of just sticking all of your completed papers in a folder at the end of each semester, take some time to review your work each year. It is not necessary to include Writing I and II papers, but no more than one paper should be from freshman writing courses. You should include at least one paper from Approaches to English Studies.

OUTCOMES ASSESSMENT
General Program Goals

The objectives of the Criminal Justice Program are to produce students who are critical thinkers, can speak and write with clarity, have good technological and computing skills, understand and can use quantitative reasoning, are familiar with ethical decision-making, and understand the issues of diversity in the criminal justice system. Additionally, students must demonstrate proficiency in the field of criminal justice, as described below.

Thus, Fitchburg State College conducts outcomes assessment at two levels, i.e., program assessment and student assessment. First we will look at program assessments.

Program Assessment

The following program assessment measures include both existing programs and those we are about to implement. A discussion follows the table.

| OBJECTIVE | MEASUREMENT | RESPONSIBLE |
|--|---|--|
| FSC Program Review includes self-study and outside review approx. every 5 years (required for all programs at FSC) | Review recommendations from self-study and from outside reviewers; establish implementation timeline | Program Coordinator, faculty, Department Chair, Dean, Assoc VPAA |
| Successful completion of all requirements for the CJ major | Progress review by CJ Review Committee of all student GPAs that fall below 2.5 in CJ courses | Criminal Justice Review Committee |
| Required classes taught by full-time tenure-track faculty | Review of schedules | Program Coordinator and Department Chair |
| Two-year rotation for all CJ courses is maintained and reviewed | Review by semester; courses taught less frequently than once every two years must be so indicated in course catalog | Program Coordinator, Department Chair |
| Four-year plan of study for all CJ majors | Review | Program Coordinator, Department Chair |
| Course descriptions in the catalog | Annual review | Program Coordinator, Department Chair |
| Annual review of student handbooks, both on paper and on web | Annual review | Program Coordinator, Department Chair |
| Survey of students concerning academic advising | Each semester | Program Coordinator, Department Chair |

| | | |
|---|-----------------|------------------------|
| Supervisor feedback on interns | Senior students | Internship Coordinator |
| Exit survey of graduating seniors | Annual | Program Coordinator |
| Survey of alumni five years out from graduation | Annual | Career Services |

Discussion

As the table above illustrates, FSC has a number of assessment mechanisms in place for the Criminal Justice program. In 1997, FSC created the Program Review process, under which all programs at the college are reviewed on a rotating basis. The Program Review involves both a self-study and a review by outside reviewers. In the year 2000-2001, the Department of Behavioral Science had its first Program Review, including the master's program in Criminal Justice. (The undergraduate CJ program was then in its inaugural year and did not need to be reviewed so soon after its BHE approval.) The Criminal Justice program is scheduled to have its next Program Review in 2005-2006. In the meantime, of course, the fall 2003 review by the Board of Higher Education serves a like purpose for the Criminal Justice programs.

It should be noted that the College participates in a variety of accreditation programs, including the 2002 NEASC accreditation review, and the 2003 National Survey of Student Engagement (NSSE). These programs generate information useful for assessing all programs at the College. For example, the 2003 NSEE study will provide data on the level of academic challenge at FSC, active and collaborative learning opportunities, student-faculty interaction, enriching educational experiences, and supportive campus environment, in comparison to other institutions.

Within the Criminal Justice program, an active program of advising students is designed to enable advisors to monitor students' progress. This is particularly important in view of the number of students who transfer to FSC and who require assistance in transitioning from their old academic institution to their new one.

Now we turn to the second type of outcome assessment, which is focused on individual students.

Student Assessment

Criminal Justice Review Committee

Students are traditionally self-directed as they select a field of study and choose courses with input from their academic advisor. At FSC, the Criminal Justice Review Committee, comprised of all full-time criminal justice faculty who teach core CJ courses, will play a role in assisting students and advisors as the student navigates her/his way through the program.

In the months before enrolling as freshmen or transfer students, admitted students go to the Assessment Center for evaluation of their writing, reading and math skills. They register for courses in the summer with the assistance of departmental faculty. In October, new freshmen and transfer students meet with their own academic advisor for the first time. The Criminal Justice Review Committee helps students and their advisors develop goals by providing copies of the student's Assessment Center results and suggesting goals for completing such requirements as mathematics and writing.

In the spring of the student's sophomore year, the CJ Review Committee helps students set and/or evaluate goals for the student's last two years in the program, including planning for internships.

In the spring of the student's junior year, the CJRC reviews students' eligibility for internships and begins the process of evaluating students' portfolios (see description below). This process continues during students' senior year, as required.

Each semester, in accordance with the Progress Review Policy contained in the College Catalog (see page 61 of the 2003-2004 catalog), the CJ Review Committee reviews the GPAs of criminal justice majors. Students whose GPA is below 2.5 receive the following letter:

*Criminal Justice Program
Fitchburg State College
160 Pearl Street
Fitchburg, MA 01420*

Dear _____:

Your academic status in the Criminal Justice major is in jeopardy due to your overall GPA falling below 2.50 points. Consequently, you will be placed on program probation for the upcoming academic year.

During the first few days of the next semester you must consult with your academic advisor to plan a strategy to remedy this situation. Failure to bring your overall GPA to 2.50 during the upcoming year will result in your expulsion from the major.

Sincerely,

Criminal Justice Review Committee

Portfolio Assessment

One of the Common Graduation Requirements contained in the College catalog (see page 55 of the 2003-2004 catalog) is as follows: “Successful completion of an appropriate discipline-based evaluation chosen by the department and approved by the Vice President for Academic Affairs.”

To fulfill this requirement, criminal justice students will assemble and evaluate a portfolio of their work. As a student completes each core Criminal Justice course, the instructor and the student will collect a representative sample of the student’s work, after it has been graded, and then forward it to the Program Coordinator for entry into the student’s portfolio. The student has access to the portfolio during her/his undergraduate years at the College. Students are encouraged to view the portfolio-building process as a participative enterprise.

The types of work to be put into the portfolio may include any of the following: research papers, examinations (multiple-choice or essay), self-evaluations, personal essays, book reviews, journal entries, computational exercises and problem sets. The work chosen, however, must demonstrate the student’s proficiencies according to the rubric which follows.

In the spring semester of the student’s junior year, s/he will evaluate the materials in the portfolio, with the assistance of the Criminal Justice Review Committee (CJRC). The student reviews the work s/he has done, both to understand her/his progress to date, and also to prepare a writing sample that can be used in applications for employment. In the writing sample, the student identifies and describes her/his CJ education and the ways in which s/he has grown academically. If the student and/or the CJRC identifies a weakness, such as a poor grade on a particular paper/exam/exercise, the student may write an evaluation of how s/he would tackle such a task today.

The purpose of the portfolio assessment is to have the student evaluate her/his accomplishments, under the guidance of the CJRC or Program Coordinator, and to reflect upon both the study of criminal justice in general and on her/his particular experience of that study. The evaluation experience will help equip the student for the task of presenting her/himself to a future employer as someone with identifiable skills.

The following rubric is used to evaluate student portfolios.

Portfolio Assessment Rubric

| <i>Content area</i> | <i>Deficient</i> | <i>Proficient</i> |
|---------------------------|--|--|
| Administration of justice | Student unfamiliar with terminology; can’t describe jobs of CJ personnel; cannot outline major issues in CJ system | Student comfortable with terminology and structure of CJ system and exhibits good understanding of issues in CJ system |
| Corrections | Little or no understanding of history of corrections; cannot describe different types of correctional | Student exhibits comprehensive understanding of correctional history; can |

| | | |
|---------------------|--|---|
| | programs; unable to differentiate between probation and parole, jail and prison, etc. | evaluate alternatives to incarceration or treatment of offenders; can discuss pros and cons of issues facing corrections system today |
| Criminology | Student unable to describe where CJ data can be found; can't critique news reports about crime rates; has a personal theory about why people commit crime but is not familiar with criminological theories; can't describe link between theory and particular policies | Student can list strengths and weaknesses of each type of theory of crime; can use theory to evaluate proposed CJ programs |
| Criminal law | Student exhibits little familiarity with legal terminology and legal reasoning; cannot write a case brief | Student demonstrates good familiarity with legal terminology and writes good case briefs |
| Ethics | Student fails to recognize at least one issue of ethics in general and in CJ | Student evaluates multiple ethical issues with understanding of relevance to field; can explain these fluently in writing |
| Policing | Student unable to critique popular media portraits of police work in terms of their realism and integrity | Student can identify current issues in policing and can offer a balanced assessment of proposals for change |
| Research & Analysis | Student cannot read graphical and tabular data; unfamiliar with statistical methods, experiments, controls, sampling, etc. | Student demonstrates knowledge of statistical methods and experimental design by accessing and analyzing CJ data |

Mastery of skills

As the student evaluates his/her work in the content areas listed above, he/she will discuss the extent to which the work demonstrates his/her mastery of the core skills, including critical thinking, communication skills, technology and computing skills, quantitative reasoning, ethical decision making, and awareness of diversity issues.

[end]

Name: _____ Date: _____

Criminal Justice Student Portfolio Self-Evaluation.

Students are required to address the following points. Responses must be typed and double-spaced.

1. Describe the contents of this portfolio by creating an index of materials included.
2. What do you think is the best piece of work in this portfolio? Explain why.
3. What is the piece of work with which you are least satisfied? Explain why.
4. In what areas did you make the most improvement over the course of study?
5. In what areas do you need to continue to improve?
6. As you review the entire portfolio, what does it show about your strengths and growth as a student at Fitchburg State College?
7. Additional comments may be added.

Portfolio Evaluation Form

Criminal Justice

Student's name: _____

SS # _____

Date reviewed: _____

Reviewer: _____

Assessment of Learning Narrative:

1. Is the portfolio logically and carefully organized? Yes No

- | | | |
|--|-----|----|
| 2. Is the narrative complete? | Yes | No |
| 3. Are weaknesses identified? | Yes | No |
| 4. Are strengths identified? | Yes | No |
| 5. Does student show self-awareness of progress? | Yes | No |
| 6. Does the student demonstrate college level writing skills | Yes | No |

Assessment of Portfolio—see attached rubric for assessment

| | | |
|------------------------------|-----------|------------|
| 1. Administration of justice | Deficient | Proficient |
| 2. Corrections | Deficient | Proficient |
| 3. Criminology | Deficient | Proficient |
| 4. Criminal Law | Deficient | Proficient |
| 5. Ethics | Deficient | Proficient |
| 6. Policing | Deficient | Proficient |
| 7. Research & Analysis | Deficient | Proficient |

8. Number of items submitted in portfolio: _____

9. Does portfolio represent all core courses? Yes No

10. What elective courses are represented?

- a.
- b.
- c.
- d.

Note here any aspects of student's courses that alter the nature of materials reviewed—transfer credits, etc.

11. Assess the overall level of knowledge & skills demonstrated. Provide examples to support conclusions.

12. Assess the level of theoretical understanding demonstrated.

13. Describe gaps in learning—identify areas for improvement.

14. Identify and describe areas of excellence in portfolio.

General Guidelines for Compilation of Portfolios

1. All students will be advised in their freshman (or first transfer semester) in regard to the requirements of the portfolio. This will be accomplished in the twice yearly "Meeting of the Major" as well as described in the Student Handbook.
2. Writing assignments and final exams will be collected directly from the professors in all of the core classes. All professors in the core classes will be notified of this procedure.
3. Students will be responsible choosing three elective classes for inclusion in the portfolio. Once chosen, students will notify the professors to submit the required paperwork.
4. All assignments and finals will be collected by the designated "Portfolio Director." This Criminal Justice professor will file and store all paperwork in a secure area.
5. Graduating seniors will complete the Portfolio self-evaluation form in the Colloquium or in the internship seminar.
6. At any time, students may submit additional materials to be included in the portfolio.
7. Prior to graduation, at least two faculty members will rate each portfolio.
8. Students may request a review of their own rating.
9. Overall ratings will be summarized to review the quality of the program and to chart student competencies.

**Student Learning Assessment
Undergraduate Academic Programs**

Fitchburg State College Policy

Successful completion of an appropriate discipline-based evaluation chosen by the department and approved by the Vice President of Academic Affairs.

| Program | Number of majors Fall 2004 | Student Learning Assessment |
|---|---------------------------------------|---|
| BA/BS Biology | 82 | In Progress |
| BS/Business Administration | 457 | Using IACBE Criteria |
| BS/Communications/Media | 507 | Portfolio Assessment Criteria Attached |
| BS Computer Science | 73 | Using ABET Criteria |
| BS Computer Information Systems | 58 | Using ABET Criteria |
| BS Criminal Justice | 179 | Portfolio Assessment Criteria Attached |
| Education Program (all areas) | 601 | Assessment Model for Education Students |
| BSED Early Childhood Education | 125 | Assessment Model for Education Students |
| BSED Elementary Education | 204 | Assessment Model for Education Students |
| BSED Middle School Education | 35 | Assessment Model for Education Students |
| BSED Special Education – all concentrations | 103 | Assessment Model for Education Students |
| BSED Technology Secondary Education | 17 | Assessment Model for Education Students |
| BSED Vocational Technical Teacher | 19 | Assessment Model for Education Students |
| BS Biology (Secondary Education) | 3 | Assessment Model for Education Students |
| BS English (Secondary Education) | 34 | Assessment Model for Education Students |
| Earth Science (Secondary Education) | 0 | Assessment Model for Education Students |
| History (Secondary Education) | 46 | Assessment Model for Education Students |
| Mathematics (Secondary Education) | 15 | Assessment Model for Education Students |
| BS Economics | 3 | In Progress |
| BS/BA English | 145 | Portfolio Assessment Criteria Attached |
| BS Exercise and Sports Science | 80 | In Progress |
| BS/BA Geography | 4 | In Progress |
| BS/BA Earth Science | 0 | In Progress |
| BS/BA History | 38 | In Progress |
| BS Human Services | 75 | In Progress |

| | | |
|---------------------------------|-----|---------------------|
| BS Industrial Technology | 180 | In Progress |
| BS/BA Interdisciplinary Studies | 66 | In Progress |
| BS/BA Mathematics | 21 | In Progress |
| BS Nursing | 264 | Using CNE Standards |
| BS/BA Political Science | 31 | In Progress |
| BS/BA Psychology | 142 | In Progress |
| BS/BA Sociology | 23 | In Progress |