

Annual Departmental Report 2021-2022

Program Information

Program/Department: ***Interdisciplinary Studies major / Humanities Department***

Department Chair: **Petri Flint**

Department Assessment Committee Contact: **Petri Flint (Jessica Robey, who serves on UARC, is on sabbatical in SP22)**

This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research & Planning by June 1, 2022.

A. Departmental Special Section for AY21-22

Department Lessons Learned and Accomplishments

We are coming to the close of another challenging academic year, in which faculty reported a continued escalation of the obstacles to learning that students have been facing, particularly during the last two years with the impact of COVID: mental health issues, economic challenges, absenteeism, difficulty keeping up with class assignments and projects, etc. On top of that, the stress among faculty about shrinking enrollments at the University has been palpable. Nevertheless, I am proud that under these difficult circumstances we have still found a way to continue our work on curricular innovation and other meaningful initiatives, albeit at a somewhat slower pace than originally anticipated in some cases. We had our departmental program review last year, and already have made significant headway on many of the items in our ambitious 5-year action plan, as explained in more detail in the sections of this annual report here below, particularly in sections D and E.

Lastly, I would note that we lost two valuable members of the department this year. Dr. Walter Jeffko, Professor of Philosophy, who had just been honored at the beginning of the fall term for having completed 50 years of service to the institution, had to go on medical leave in the middle of fall 2021, was not able to return to teaching in the spring, and ultimately tendered notice of his intent to retire on June 1, 2022. Additionally, Paula Delisle, who has been at the University for over two decades, and served as our departmental administrative assistant for the past 8 years, retired effective May 6, 2022. We wish both of them well in their retirements! We have just concluded a successful search for Paula's replacement, who will begin in the position near the end of June, 2022. We will submit a request for a faculty hire next year to replace Walter Jeffko's faculty position, after conducting research into how best to align the position description with the needs of future students and the strategic priorities of Fitchburg State.

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

I. List of PLOs and the timeline for assessment.

| PLO # | PLO – Stated in assessable terms. | Timing of assessment (annual, semester, bi-annual, etc.) | When was the last assessment of the PLO completed? |
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| 1. | Students will be able to identify and define a problem or issue which can be addressed from a variety of disciplinary perspectives, by doing the following: <ol style="list-style-type: none"> 1. Define the problem or state the research question 2. Justify using an interdisciplinary approach 3. Identify the relevant disciplines | Year 1, 4 | 2017-18 |
| 2. | Students will be able to conduct primary and secondary research in order to construct original interdisciplinary research questions/problems, and develop well documented, supported, reasoned, and informed conclusions to problems and issues, by doing the following: <ol style="list-style-type: none"> 1. Conduct a literature search 2. Create an annotated bibliography with well-chosen and properly cited sources, which identifies the perspective from which each source is written 3. Analyze and evaluate disciplinary insights into the problem 4. Create a research proposal | Year 1, 4 | 2017-18 |
| 3. | Students will be able to apply and integrate methods, materials, and/or insights from different disciplines to the solution of a problem, the analysis of an issue, and ultimately the completion of an interdisciplinary capstone thesis or project informed by their previous work in different disciplines, by doing the following: <ol style="list-style-type: none"> 1. Demonstrate a working knowledge of content from at least two disciplines 2. Identify distinctions and correspondences among sources 3. Integrate insights to produce an interdisciplinary understanding of the problem | Year 1, 4 | 2017-18 |

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| | 4. Reflect on how the interdisciplinary research process has enlarged understanding of the problem | | |
| 4. | <p>Students will be able to communicate ideas clearly, as demonstrated by the following:</p> <ol style="list-style-type: none"> 1. Capstone thesis that is clearly written with organizing idea developed consistently, well organized, properly sourced and cited, and that contains few or no sentence-level errors, stylistic problems and/or formatting errors., properly sourced and cited, well organized, and that contains few or no sentence-level errors, stylistic problems and/or formatting errors. 2. Oral presentation that is clear, focused, well organized, and professionally presented. | Year 3 | 2019-20 |
| 5. | Students will strengthen interdisciplinary habits of mind, such as the ability to recognize perspective, bias, think critically, tolerate ambiguity, discover common ground, and appreciate ethical concerns | Year 2, 5 | 2018-19 |

II. **PLO Assessment** (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

| PLO # (from above) | Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.) | When assessment was administered in student program (internship, 4 th year, 1 st year, etc.) | To which students were assessments administered (all, only a sample, etc.) | What is the target set for the PLO? (criteria for success) | Reflection on the results: How was the “loop closed”? |
|-----------------------|---|--|--|---|---|
| 1, 2 | Capstone Project | Senior Year | All IDIS majors prior to graduation who took the Capstone Seminar in FA21 | 95% at “sufficient” (2) 30% at “proficient” (3) These percentages are intended as broad targets over time, as the statistics for individual academic years may be lumpy, given the relatively low number of students in Capstone each year. | Discussion among IDIS assessment committee |

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

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

- It is an individualized major, in which a student constructs a plan with an advisor that involves two or three different disciplinary fields, one of which must be an approved minor at the college. Thus, most of the coursework in any student’s program of study is done in those disciplinary fields, rather than in the common IDIS courses.

- A shared IDIS core of 15 credits is the only constant in the various possible disciplinary combinations that students can select, and only 9 of those credits are in the three specifically required classes: IDIS 1600, 3004, and 4004.
- The major is designed so that many students who switch into the IDIS major with as many as 90 credits completed and only two semesters left until graduation can still graduate on time without exceeding 120 credits total. The only sequenced element in the major is that IDIS 3004 is the prerequisite for IDIS 4004, so the two sequential fourth-year classes together form the capstone experience.
- A notable percentage of IDIS majors adopt the major as a major of last resort, when they have not been able to meet the requirements to progress in the major that they began when coming to Fitchburg State. Thus, a disproportionate number of our students have distinct challenges with their academic performance.

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

| Rubric used for assessment of PLOs 1 and 2: | | | |
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| PLO – in assessable terms. | Proficient (3) | Sufficient (2) | Needs Improvement (1) |
| <p>1. Students will be able to identify and define a problem or issue which can be addressed from a variety of disciplinary perspectives, by doing the following:</p> <ul style="list-style-type: none"> • Define the problem or state an original research question • Justify using an interdisciplinary approach • Identify the relevant disciplines | <p>Student work demonstrates an original and clearly focused theme or controlling idea, skillfully limited to the dimensions of the assignment. The work convincingly synthesizes insights from more than one discipline in support of the interdisciplinary topic.</p> | <p>Student work demonstrates some evidence of a theme or controlling idea, but lacks clarity and/or focus. The work includes interdisciplinary content, but may not explicitly or convincingly show how the insights from different disciplines can be synthesized to shed light on the central theme.</p> | <p>Student work demonstrates little evidence of a theme or controlling idea, lacking clarity and focus. The work shows little understanding of the value of an interdisciplinary approach to a problem or question.</p> |

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| <p>2. Students will be able to conduct primary and secondary research in order to construct original interdisciplinary research questions/problems, and develop well documented, supported, reasoned, and informed conclusions to problems and issues, by analyzing and evaluating disciplinary insights into the problem</p> | <p>Student work evidences multiple points supporting the theme or controlling idea, organized and developed in a manner which not only anticipates likely questions, but demonstrates awareness of the audience by posing and providing insightful answers to complex questions concerning the controlling idea.</p> | <p>Student work evidences one or more supporting points related to the controlling idea, organized and developed in a manner which shows some awareness of the audience by anticipating and answering basic questions concerning the controlling idea.</p> | <p>Student work does not demonstrate awareness of the audience, lacks supporting points and fails to address relevant questions so the audience must work to extract meaning and comprehend the ideas in the student work.</p> |
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Summary of Findings: Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

Artifact: - all student Capstone Projects completed in IDIS 4004 in Fall 2021 (12 students were enrolled, but only 10 completed successfully)

Results (based on consensus score after discussion):

| Student: | Rating on PLO #1 | Rating on PLO #2 |
|----------|------------------|------------------|
| #1 | 2 | 2 |
| #2 | 3 | 3 |
| #3 | 1 | 1 |
| #4 | 1 | 2 |
| #5 | 2 | 2 |
| #6 | 3 | 3 |
| #7 | 2 | 2 |
| #8 | 2 | 2 |
| #9 | 2 | 3 |

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| #10 | 3 | 3 |
| Summary of ratings: | 1 – 2 students 2 – 5 students 3 – 3 students | 1 – 1 student 2 – 5 students 3 – 4 students |
| Average rating: | 2.1 | 2.3 |

| Reflection Prompt | Narrative Response |
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| Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | The senior IDIS Capstone project is the culminating piece of work in the IDIS major, in which a student synthesizes their studies, and it is therefore the most important tool in assessing how well students are meeting the program objectives. This year's results are weaker than in past years when the same PLOs have been assessed, but they provide just one data point as we assess students learning, and may not indicate a need to change something about the structure of the major in the short term, particularly given the impact of COVID on student learning over the past two years.. |
| Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee) | The Departmental Assessment Committee reviews the capstone projects and interprets the evidence based on agreed-upon rubrics to assess the individual learning outcomes. Assessment is carried out annually, and the PLOs and artifacts are reviewed in specific years in the 5-year cycle listed earlier in this annual report. |
| What changes have been made as a result of using the data/evidence? (close the loop) | Discussion to close the loop on the specific capstone assessment process this year has not led to any changes, however broader discussions with students in the major and with faculty teaching the two sequenced capstone courses have led us to see the need to work toward the following changes: <ul style="list-style-type: none"> • Designate IDIS 3004 as a class restricted to majors. We have determined that some students who are considering a switch to IDIS are advised to take the class before |

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| | <p>having had even an entry interview with the chair to set up the disciplinary fields in their individualized plan of study, and entering IDIS 3004 without even that simple step puts students at an immediate disadvantage. The class is intended specifically for IDIS majors, and is a class in which students are challenged to think about how the fields of study included in their individualized program connect to their lives and interests, so designating it a major-restricted class would be helpful.</p> <ul style="list-style-type: none"> • Find ways to ensure that students work with the Career Advising Center during their last two semesters, when they are taking the IDIS 3004 & 4004 sequence, so that they can consider how the project they are developing can dovetail with their career goals, if appropriate. • Improve alumni communications with our graduates of the IDIS program, so that they can share their experiences with students who may be new to the major. • Create more opportunities for the publication, or other public-facing presentation, of IDIS capstone projects. <p>(see also Action Plan for IDIS in Section D)</p> |
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C. Assessment Plan for Program/Department

- I. Insert the program or department Assessment Plan - **Our IDIS 5-year assessment plan is provided in Section B.1, which includes our cycle of PLOs and specific artifacts assessed in each year**
- II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success. **n/a**
- III. If you do not have a plan, would you like help in developing one?

We have an assessment plan for undergraduate programs, but would like help developing graduate assessment plans for the M.Ed. in Arts Education program and the CAGS so that we can include them in our assessment process starting in AY 2022-23

D. Program Review Action Plan or External Accreditation Action Letter/Report

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

I. Programs that fall under Program Review:

- i. Date of most recent Review: SP 2021 (external evaluator visit occurred in September 2021)
- ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

| Specific area where improvement is needed | Evidence to support the recommended change | Person(s) responsible for implementing the change | Timeline for implementation | Resources needed | Assessment Plan | Progress Made this Year |
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| INTERDISCIPLINARY STUDIES MAJOR | | | | | | |
| Assess effectiveness of the two required IDIS core electives in developing interdisciplinary habits of mind, a core program objective | Identified as an element in our Annual Assessment Report for the IDIS major | IDIS Assessment Committee | Begin by SP22, complete by SP23 | n/a | Annual Assessment Report will examine artifacts from select courses that fulfill this requirement | To be completed AY 2022-23 |

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| <p>Enhance visibility of the IDIS major to increase the number of first-year students selecting the major upon entering Fitchburg State</p> <ol style="list-style-type: none"> 1. Complete Humanities role in Davis Grant, and have concise, well-designed materials that highlight our program outcomes for potential students. 2. Apply what we have learned from the Davis Grant process to the arts-based concentrations (or new majors) as well, to produce similar curriculum competency maps. | <p>Institutional data reflects the fact that a very high percentage of students enter the IDIS major after their freshman year</p> | <p>Davis Grant active cohort year one – Jonathan Harvey will be point person, but process will require collaboration of department</p> | <p>Phase #1 in AY 2021-22 Phase #2 in AY 2022-23</p> | <p>SP22 course release that is built into the Davis Grant funding</p> | <ol style="list-style-type: none"> 1. Create the two-page graphic that highlights the professionally focused outcomes that IDIS provides to students in the major 2. Assess enrollment data in annual assessment reports at next self-study | <p>#1 completed in SP22</p> |
| <p>Complete curricular proposal for new major in <i>Expressive Arts Therapies</i>, with concentrations in art, music, or theater</p> | <p>IDIS Fine & Performing Arts concentration has attracted only a modest number of students</p> | <p>Working group of art, music, and theater faculty, with collaboration of Human Services & Psychology departments</p> | <p>SP22 - Solid draft proposal AY 2022-23 - Submit to AUC and draft BHE proposal AY 2023-24 - Submit to BHE</p> | <p>Once implemented, program will require support for limited adjunct hiring to teach specialized courses in art therapy and music therapy.</p> | <p>Assess progress and implementation in annual assessment reports</p> | <p>Draft curriculum finalized for art and music concentrations in SP22.</p> |

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| | | | | Support for faculty release time to develop the full BHE proposal. | | |
| Complete curricular proposal for new major in <i>Arts Entrepreneurship & Management</i> , with concentrations in art, music, or theater | IDIS Fine & Performing Arts concentration has attracted only a modest number of students | Working group of art, music, and theater faculty, with collaboration of Business Administration & Comm Media departments | Solid draft proposal by SP22; submit to AUC in AY 2022-23 and BHE in AY 2023-24 | Institutional support with BHE process | Assess progress and implementation in annual assessment reports | Draft curriculum ~80% finalized, with the specific coursework required within the art and music concentrations finalized in SP22. |
| Develop curriculum in the Public & Applied Humanities: 1. New courses and initiatives to include: Public Art, Medical Spanish course and certificate program 2. New major or IDIS concentration in public humanities | IDIS Humanities concentration has attracted only a modest number of students | 1 - Individual faculty to develop new courses: Sarah Bromberg – Public Art; Karina Bautista Medical Spanish. 2 - Departmental working group to discuss larger initiatives. | 1 - Begin AY 2021-22 2 - Solid draft of new major proposal in Ay 2022-23 | Institutional support for faculty to have time to develop innovative curriculum | Assess progress and implementation in annual assessment reports | #1 completed in SP22, with AUC approval of a new course in Public Art, as well as the Medical Spanish course and certificate program |

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| Develop public-facing opportunities for showcasing IDIS student work, to present capstone projects in digital forums. | Students in the IDIS major would benefit from seeing examples of previous projects, and showcasing student work would raise the profile of the major | IDIS working group of humanities faculty | Explore in SP22; implement in AY 2022-23 | Support for implementing a web-based platform that is linked to the University website | Assess progress and implementation in annual assessment reports | To be completed AY 2022-23 |
| Strengthen alumni relationships, enhance methods of communication, and find ways to better track alumni | Alumni surveys yield little data of value that is specific to the student experience in the IDIS major | IDIS working group of humanities faculty | Begin exploration in SP22, and develop systems in AY 2022-23 | Support of the alumni office for alumni contact info as starting point. Support of Marketing to implement the use of social media platforms to help foster the connection with alumni. | Assess progress and implementation in annual assessment reports | To be initiated AY 2022-23 |
| ART AREA | | | | | | |
| *Develop two new arts-based major programs: <i>Expressive Arts Therapies: Arts Entrepreneurship & Management</i> (both with concentrations available in art, music, or theater) | *see specifics in IDIS major section | | | | | *See above |
| Develop new course: <i>Foundations of Art Therapy</i> | New <i>Expressive Arts Therapies</i> program mentioned above would require such a class | Art faculty | Develop proposal in AY 2022-23 | n/a | Assess progress and implementation in annual assessment reports | To be completed AY 2022-23 |

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| <p>Develop community connections through new curriculum with public arts focus:</p> <p>1 – Art + Nature course in collaboration with NLCT and its Biome Project</p> <p>2 – Public Art course in art history that includes a focus on local contemporary public art in the community</p> <p>3 - Arts in Community - new course to encompass a range of arts disciplines (art/music/theater), & connect w/ current practice of the arts in our communities, bringing in arts professionals (curators, artists, performers, composers, arts therapists, etc.) as guests; also sends students out to museums, galleries, performances etc.</p> | <p>This goal aligns with the university’s mission, as well as our strategic plan for 2020-25</p> | <p>1 – Jessica Robey</p> <p>2 – Sarah Bromberg</p> <p>3 – Petri Flint (in collaboration with music & theater faculty)</p> | <p>1- Topics course to first run FA22</p> <p>2 - Topics course to first run SP23</p> <p>3 – Develop and propose through AUC in AY 2022-23</p> | <p>All courses would be enhanced by having paid guest lecturers who are active in the arts in our community and region, which requires funding.</p> | <p>Assess progress and implementation in annual assessment reports</p> | <p>#1 & 2 completed in SP22</p> <p>#3 to be completed in AY 2022-23</p> |
| <p>Develop new shell course that could be used to teach about a range of regions</p> | <p>“Create a culture of diversity to meet the needs of the region and enhance the</p> | <p>Art faculty</p> | <p>Develop course proposal by AY 2023-24</p> | <p>Funding to hire adjuncts with relevant specialization to</p> | <p>Assess progress and implementation in annual assessment reports</p> | <p>n/a</p> |

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| and cultures: <i>Global Perspectives in Art</i> | personal and academic lives of the university community” (FSU Vision) | | | teach about their research regions. | | |
| MUSIC AREA | | | | | | |
| *Develop two new arts-based major programs: <i>Expressive Arts Therapies: Arts Entrepreneurship & Management</i> (both with concentrations available in art, music, or theater) | *see specifics in IDIS major section | | | | | *See above |
| Develop new course: <i>Foundations of Music Therapy</i> | New <i>Expressive Arts Therapies</i> program mentioned above would require such a class | Music faculty | Develop proposal in AY 2022-23 | n/a | Assess progress and implementation in annual assessment reports | To be completed AY 2022-23 |
| Continue the process of upgrading the inventory of musical instruments | Some instruments in the inventory are at or near the end of their usable lifespan, and providing instruments to students is crucial to the University’s commitment to the equity agenda | Music faculty in collaboration with the department chair | Ongoing process 2022-25 | Funding | Assess progress and implementation in annual assessment reports, and make strategic funding requests on an annual basis | Significant strategic funding was granted for upgrading instruments and equipment, including a new concert grand piano for Weston |
| Professionally evaluate the acoustic fitness and backstage areas of the performance spaces, particularly Kent Recital | Performance halls are public-facing spaces that showcase our musical performing | Music faculty in collaboration with the department chair | 2022-24 | Funding to hire consultant, as well as for any improvements | Assess progress and implementation in annual assessment reports, and make strategic funding | n/a |

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

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| | teaches interdisciplinary courses that are partly outside the philosophy area. Philosophy will not be sustainable without hiring additional faculty. | | area for our students in the future. SP23 - submit formal request for a FT faculty hire | | | |
| Revisions to catalog course offerings | Too many courses listed that no longer run | Dr. David Svolba | Make changes to catalog by AY 22/23 | none | Review catalog in AY 22/23 | To be completed AY 2022-23 |
| Pedagogy | Declining enrollments | Dr. David Svolba | Redesign existing in-demand courses by AY 23/24 | technical training; software purchases | Dr. Svolba will compare his courses in their current form to these same courses in AY 23/24 | n/a |
| Development of interdisciplinary courses | Success of initial efforts; university-wide call for interdisciplinary course offerings | Dr. David Svolba | Submit two new interdisciplinary courses for approval by the end of AY 23/24 | book purchases; online courses | Review catalog in AY 23/24 | n/a |
| WORLD LANGUAGES AREA | | | | | | |
| Develop a new Public Humanities Major that prominently features the role of world languages in working across cultures | IDIS Humanities concentration has attracted only a modest number of students | Departmental working group to discuss larger initiatives. | Solid draft of new major proposal in AY 2022-23 | Institutional support for faculty to have time to develop an innovative curriculum | Assess progress and implementation in annual assessment reports | n/a |
| Identify and develop community partnerships that would foster opportunities for students | World language learning is most effective when applied in real world | World language faculty | 2022-25 | n/a | Assess progress and implementation in annual assessment reports | n/a |

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| to engage in high impact practices related to world language courses | situations. Community engagement is central to the University's strategic plan | | | | | |
| Work with areas on campus to lift barriers to student participation in world language classes. For instance, with world languages now having a place in the first-year foundation, the process of course registration for incoming first-year students needs to be refined to allow for the choice of a language upon entry to the university | For world languages to be an effective element in the Gen Ed curriculum, students should not have barriers to entry that inhibit them from accessing languages that interest them | World language faculty; collaboration of other academic departments, as well as areas such as admission and enrollment management | 2022-23 | n/a | Assess progress and implementation in annual assessment reports | To be completed AY 2022-23 |
| Continue to develop interconnections with other programs, such as the developing relationship between Spanish and nursing with the medical Spanish course | World language learning is most effective when students see how it can be applied in real world situations. | World language faculty; collaboration of other academic departments | 2022-25 | n/a | Assess progress and implementation in annual assessment reports | n/a |
| M.ED. IN ARTS EDUCATION – ART & MUSIC CONCENTRATIONS | | | | | | |
| Increase program enrollments, with a particular emphasis on growing the music concentration, since the Art concentration has | The program needs to grow in order to thrive, because we cannot offer the curriculum if course enrollments are not | Amy McGlothlin & Petri Flint | 2021-25 | Funding for advertising budget | Assess progress and implementation in annual assessment reports | Progress made in AY 2021-22, but this is an ongoing project |

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| already seen some growth over the past 5 years. | sufficient to run the classes reliably. | | | | | |
| Develop a comprehensive alumni contact list, and do outreach to foster alumni relationships and solicit their stories. | Teacher programs such as this rely on word-of-mouth among colleagues, and alumni can best speak to the value of the program in advancing their career goals. | Amy McGlothlin & Petri Flint | 2022-24 | Support from the Alumni office for student contact information. | Assess progress and implementation in annual assessment reports | Process begun in AY 2021-22 by creating an alumni email list. Ongoing process to update and utilize contacts |
| Find a solution to issues with rotation of CRAR 9060 | The course needs to be offered often enough to set students up for their Capstone course, but offering it too frequently does not yield sufficient enrollment | Amy McGlothlin & Petri Flint | 2020-21 | Collaboration of Education department | Process completed in SP21 through a Grad Council proposal. | Resolved through a Grad Council proposal |
| Develop plan to conduct annual program assessment, as broader university practices for graduate assessment are developed | There is a need to carry out assessment of programs to ensure that they meet expected outcomes | Amy McGlothlin & Petri Flint | 2022-23 | Collaboration of the Office of Assessment | Assess progress and implementation in annual assessment reports, once university-wide practices for graduate assessment are established | To be completed AY 2022-23 |
| CAGS INTERDISCIPLINARY INDIVIDUALIZED | | | | | | |

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| Develop an action plan and timeline to address issues such as the following: 1. Staffing and rotation of the 2-course capstone sequence, IDIS 9000 & 9400 2. Examine advising practices for students doing the program via remote campus partners | There was a recent change in program chair from Jessica Robey to Rala Diakité, and up to now the program has not had a process of assessment or a formal action plan | Rala Diakité, in collaboration with the Humanities Graduate Committee | Action plan first steps to be defined by Summer 2022 | n/a | Assess progress and implementation in annual assessment reports, once university-wide practices for graduate assessment are established | To be completed AY 2022-23 |
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II. Programs with external Accreditation: N/A

E. Departmental Strategic Initiatives

| Accomplished Initiatives AY 21-22 | Corresponding Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small> | Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal |
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| <i>Expressive Arts Therapies (concentrations in Art, Music, and Theater):</i> a new draft program for which the curriculum has been largely designed, and will be ready to move forward through AUC in AY 2022-23, and submitted to the Board of Trustees and the BHE following AUC approval. | 1.2, 1.3, 1.4, 3.3, 5.2 | |
| <i>Arts Entrepreneurship & Management (concentrations in Art, Music, and Theater):</i> a new draft program for which the curriculum is about 80-90% designed, and will be ready to move forward through AUC in AY 2022-23, and | 1.2, 1.3, 1.4, 3.3, 5.2 | |

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| submitted to the Board of Trustees and the BHE following AUC approval. | | |
| <p>Other Public Humanities curriculum development:</p> <ul style="list-style-type: none"> • <i>Medical Spanish</i>, a new course and certificate program approved through AUC SP22 • <i>Public Art</i>, a new course approved through AUC SP22 • <i>Art + Nature</i>, a new topics course that is cross-listed between HON and ART, and features a collaboration with the North County Land Trust and its Biome Project | 1.2, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 5.1, 5.2 | Yes |
| Davis Grant process for IDIS major (participated in the active cohort in AY 2021-22) | 1.2, 2.5, 5.1 | Yes |
| <p>Expanded upon civic engagement through the arts, building upon current initiatives by adding new arts programming in collaboration with the Fitchburg community partners</p> <ul style="list-style-type: none"> • music performance ensembles collaborative performances, virtual in FA21 and in-person SP22 • art gallery development, public art initiative, etc.) | 1.2, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 | |
| Expanded faculty participation in teaching FYE courses, adding two new themed sections of the course in FA21, one with a special focus on Latino/a/x Culture and the other focused on What Causes Cultural Change. | 1.1, 1.2, 2.1, 4.2, 5.1, 5.2 | Yes |
| Music performances continued to emphasize works by underrepresented composers; also continued building a collection of sheet music for the ensembles that reflects that commitment to diversity through grants and departmental funding | 1.2, 2.1, 4.2, 5.1, 5.2 | Yes |

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| <p>Music performance resources - Instrumental inventory and related equipment was upgraded through strategic funding requests, including:</p> <ul style="list-style-type: none"> • the acquisition of a crucially important performance piano for Weston Auditorium, as well as several upright pianos that serve classrooms and practice rooms • the acquisition and repair of instruments that serve the University Bands and Orchestra | <p>1.2, 3.6</p> | |
|---|-----------------|--|

| <p>Planned Initiatives for AY 22-23 Add more rows as needed</p> | <p>Associated Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 1.3</p> | <p>Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal</p> |
|--|---|--|
| <p>Reassess the following aspects of the IDIS major core requirements:</p> <ul style="list-style-type: none"> • add a major restriction to IDIS 3004, Research in IDIS, so that students will at least have had a discussion with the chair to set up an individualized plan of study • update the list of course options for the two interdisciplinary core electives, to which are | <p>1.1, 1.2, 1.3</p> | |
| <p>Finalize draft curricula for both arts-based new majors mentioned above, and submit to AUC during AY 2022-23</p> | <p>1.2, 1.3, 1.4, 3.3, 5.2</p> | |
| <p>Continue departmental discussions in the public humanities, and explore ways to continue to incorporate an</p> | <p>1.2, 1.3, 1.4, 3.3, 4.2, 5.1, 5.2</p> | <p>Yes</p> |

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| applied emphasis and opportunities for public-facing work into departmental curricula | | |
| Grow graduate M.Ed. in Arts Education program enrollments, with particular focus on music, which. Is currently the smaller concentration in comparison to art | 1.5, 1.6, 5.3, 5.4 | |
| Develop 5-year assessment plan for M.Ed. in Arts Education program | 1.5, 1.6, 1.7 | |

F. Departmental Reflection:

Take this section to reflect on--

- 1) *Initiatives that you may be considering for 22-23 academic year that you did not already capture above.*

n/a

- 2) *Any other thoughts or information that you would like to share.*