

Annual Program Report

2023-2024

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

Department: **Communications Media**

Department Chair: **Jeff Warmouth**

Department Assessment Committee Contact: **Randy Howe**

This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research and Planning by June 1, 2024.

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

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

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

I. List of PLOs and the timeline for assessment

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (Please specify) Include URLs where appropriate.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
PLO-1	Students should demonstrate proficiency in the core tools and skills of the discipline.	The five program learning outcomes (PLOs) are listed on several university catalog websites—repeated for each concentration in Communications Media. To see them, look below this table and click on the hyperlinks or on the adjacent URLs. *	Annually, at the end of the academic year per the <i>Internship Performance Appraisal Form</i> .	AY 2022.
PLO-2	Students should be able to apply aesthetic principles to their work by developing and defending a portfolio that demonstrates craftship and meets professional standards for their discipline.	* see below.	Formatively, after each student's portfolio review, prior to their internship. A more formal, summative evaluation occurs at the end of the academic year.	AY 2022
PLO-3	Students should be able to explain how their work fits in the historical and theoretical context of the discipline.	* see below.	Formatively, after each student's portfolio review, prior to their internship. A more formal, summative evaluation occurs at the end of the academic year.	AY 2022.

PLO-4	Students should apply core theoretical principles to the analysis and critique of media.	* see below.	Formatively, after each student's portfolio review, prior to their internship. A more formal, summative evaluation occurs at the end of the academic year.	AY 2022.
PLO-5	Students should recognize and apply ethical perspectives to their work.	* see below.	Annually, at the end of the academic year per the <i>Internship Performance Appraisal Form</i> .	AY 2022.

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

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

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

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

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the “loop closed”?
PLO-1	This assessment looks at student core tool knowledge (K) and skill (S) as developed in the concentrations through their respective programs of study. Knowledge and skills culminate in an internship, which is in the student’s last program semester, an experience that is monitored by a Department Supervisor, who is a member of the Communications Media faculty; further observed by a Site Supervisor, a professional in the field at the sponsoring entity (e.g., a film company, graphic design firm, theater company, photo studio, game studio, advertising agency, marketing firm). Student knowledge of the tools in the profession (K) and ability to use them (S) are evaluated by means of an Internship Appraisal (cont)	The student’s last semester in the program, which, by design, should be the 4 th year, second semester.	All students who complete an internship. For the record, students are qualified for internship if they attend a series of internship preparatory seminars; submit an Application for Internship; arrange for a portfolio defense with Communications Media faculty; certifies as eligible for an internship; maintains a list of possible internship sites; evaluates possible new internship sites; and ascertains the current willingness of each site to provide a quality internship. The internship is a full semester, full-time work experience.	“Yes” answers from <u>all</u> Site Supervisors in the field on these two questions: Did the intern demonstrate acceptable overall knowledge of his/her discipline to be competitive with potential entry-level job applicants? Did the intern demonstrate acceptable knowledge of software and hardware required to be competitive with potential entry-level job applicants? (cont.)	The loop is never closed with decisions made yearly as to how to continue to improve. The gap in the loop is larger in some years than others. Concentration coordinators and the Department Assessment Committee are given the results via a shared Google document by the Assessment Committee contact. Concentrations are left to discuss if deemed necessary, such as during summer retreats or AY24-25 meetings with colleagues. All are encouraged to offer feedback during the summer months or when they reconvene in the next academic year.

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”?
	Form. The first two questions, completed by the Site Supervisor in the field at the end of the Internship, focus specifically on discipline knowledge and knowledge of hardware and software.			Site supervisors are further asked to comment on their answers, which is taken into account.	
PLO-2	A Likert-style survey, titled the Portfolio Defense Evaluation Form, which is a Google Form, assesses the student’s ability to apply aesthetic principles to their work by developing and defending a portfolio that demonstrates craftship (S) and meets professional standards for their discipline. The portfolio is developed throughout the student’s program, assessed in the internship interview, which typically takes place in the semester before internship. A representative from the concentration and the Internship Director orchestrates the student’s defense, which involves looking at, and discussing the portfolio. They then, individually, complete a survey (i.e., two evaluator surveys per Internship candidate).	The student’s second to last semester in the program, which, by design, should be the 4 th year, second semester. The Graphic Design concentration will, in addition, develop and assess portfolios mid-way through their student’s program of study.	All students who are in the process of qualifying for internship. The student is typically engaged in a series of internship preparatory seminars at this point.	Portfolios should at the least be of “acceptable” in their design, material, and presentation quality. Likert-scale choices run from <i>Unacceptable to Needs Improvement to Acceptable to Exceeds Expectations to Excellent.</i>	Concentration coordinators and the Department Assessment Committee are given the results via a shared Google document by the Assessment Committee contact. Concentrations are left to discuss if deemed necessary, such as during summer retreats or AY24-25 meetings with colleagues. All are encouraged to offer feedback during the summer months or when they reconvene in the next academic year.

PLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the “loop closed”?
PLO-3	<p>A Likert-style survey, titled the <i>Portfolio Defense Evaluation Form</i>, which is a Google Form, assesses the student’s ability to explain how their work fits in the theoretical context of the discipline (K). It currently does not seek information on the historical context, another area of focus in PLO-3. For the record, required theory courses bookend a student’s program of study in Communications Media, with two introductory courses in the freshmen year, and a pair of upper-level theory courses from a menu of courses required in the junior and senior years. At this point, only the perception of a student’s theoretical knowledge (K) is assessed in the portfolio defense. A representative from the concentration and the Internship Director each attend a student’s defense, and then individually complete a survey for the student after looking at their portfolio (i.e., two evaluator surveys per Internship candidate).</p>	<p>The student’s second to last semester in the program, which, by design, should be the 4th year, second semester.</p> <p>The Graphic Design concentration will, in addition, develop and assess portfolios mid-way through their student’s program of study.</p>	<p>All students who are in the process of qualifying for internship. The student is typically engaged in a series of internship preparatory seminars at this point.</p>	<p>At the least, “some” theoretical knowledge is hoped to reveal itself during the portfolio defense. The Likert-scale choices run from <i>Imperceptible</i> to <i>Lacking</i> to <i>Some</i> to <i>Fair Amount</i> to <i>Extensive</i>.</p>	<p>Theory professors are given the results and are left to discuss if needed, such as during any summer retreats or AY24-25 meetings. The Assessment Committee contact has placed this information in a shared Google document. All in the department are also encouraged to offer feedback during the summer months or when they reconvene in AY25.</p>

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the “loop closed”?
PLO-5	Ethical behavior (A) is developed in the concentrations through their respective programs of study. This work culminates in practice in an internship in the student's last program semester, an experience monitored by a Department Supervisor, one of our Communications Media faculty, further observed by a Site Supervisor at the sponsoring entity (e.g., a professional film company, graphic design firm, theater company, photo studio, game studio, advertising agency, marketing firm). The student's ethical perspective is assessed at the end of the internship in the 6 th question of the Internship Appraisal Form. A yes/no answer is provided by the Site Supervisor in the field at the Internship site. The supervisor may also comment on their response.	The student's last semester in the program, which, by design, should be the 4 th year, second semester.	All students who complete an internship.	“Yes” answers from all Site Supervisors in the field to the question, “Did the intern demonstrate appropriate ethical integrity?”	<p>Concentration coordinators and the Department Assessment Committee are given the results via a shared Google document by the Assessment Committee contact.</p> <p>Concentrations are left to discuss if deemed necessary, such as during summer retreats or AY24 meetings with colleagues. All are encouraged to offer feedback during the summer months or when they reconvene in the next AY.</p>

You may use this comment box to provide any additional information, if applicable:
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Efforts are made to obtain assessment data for four of the five PLOs in Communications Media concentrations. Exceptions include the history component of PLO-3; and PLO-4 in its entirety “Students should apply core theoretical principles to the analysis and critique of media.” The Assessment Committee should consider whether or not, and if so, how to assess these areas in the future. Theory (Foundational) will address the differences between these two PLOs in AY25.

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

Reflection Prompt	Narrative Response
<p>Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</p>	<p>Beyond Grade Point Average, which is, for the record, monitored with possible ramifications for program dismissal should a student’s GPA in the major fall below 2.5; it is the Internship, either at the initial portfolio defense leading into it or at the conclusion of the field experience, that is the primary source of program data that looks at whether or not students are satisfactorily completing the program.</p> <p>Data is collected with two instruments: 1) the <i>Portfolio Defense Evaluation Form</i> and 2) the <i>Internship Performance Appraisal Form</i>. Below are AY24 results in brief (i.e., Site Supervisor comments, of which there are many, are omitted but have been shared with Coordinators and Assessment Committee members).</p> <p>Abbreviations: F/V = Film/Video; GD = Graphic Design, Photo = Photography, PRSA = Public Relations, Social Media and Advertising, TETA = Technical Theater; and THEA = Theater.</p> <p>The Portfolio Defense Evaluation is an evaluation of student portfolios that are reviewed just prior to internship.</p> <p>The Internship Appraisal Form is completed by Site Supervisors in the field at the end of Internship.</p>

Portfolio Defense Evaluation (evaluated with a Google Form, March 2023-March 2024, n = 108)

<p>Material Quality (PLO-2)</p>	<p>F/V (n=71; 15 double majors) – 4 unacceptable; 10 needs improvement; 15 acceptable; 20 exceeded expectations; and 22 excellent</p> <p>GD did not report any portfolio evaluations.</p> <p>Photo (n=9; 4 double majors) – 0 unacceptable; 2 needs improvement; 0 acceptable; 3 exceeded expectations; and 4 excellent</p> <p>PRSA (n=8) – 1 unacceptable; 0 needs improvement; 3 acceptable; 1 exceeded expectations; and 3 excellent</p> <p>THEA/TETA (n=9) – 0 unacceptable; 2 needs improvement; 2 acceptable; 3 exceeded expectations; and 2 excellent</p>
<p>Design Quality (PLO-2)</p>	<p>F/V (n=71; 15 are double majors) – 5 unacceptable; 6 needs improvement; 23 acceptable; 18 exceeded expectations; and 19 excellent</p> <p>GD did not report any portfolio evaluations.</p> <p>Photo (n=9; 4 double majors) – 1 unacceptable; 2 needs improvement; 0 acceptable; 3 exceeded expectations; and 3 excellent</p> <p>PRSA (n=8) – 2 unacceptable; 0 needs improvement; 2 acceptable; 2 exceeded expectations; and 2 excellent</p> <p>THEA/TETA (n=9) – 0 unacceptable; 2 needs improvement; 3 acceptable; 2 exceeded expectations; and 2 excellent</p>
<p>Presentation Quality (PLO-2)</p>	<p>F/V (n=71; 15 are double majors) – 6 unacceptable; 6 needs improvement; 23 acceptable; 18 exceeded expectations; and 18 excellent</p> <p>GD did not report any portfolio evaluations.</p> <p>Photo (n=9; 4 double majors) – 1 unacceptable; 2 needs improvement; 1 acceptable; 2 exceeded expectations; and 3 excellent</p> <p>PRSA (n=8) – 3 unacceptable; 1 needs improvement; 2 acceptable; 1 exceeded expectations; and 1 excellent</p> <p>THEA/TETA (n=9) – 0 unacceptable; 2 needs improvement; 2 acceptable; 2 exceeded expectations; and 3 excellent</p>
<p>Sequencing</p>	<p>F/V (n=71; 15 are double majors) – 5 unacceptable; 3 needs improvement; 23 acceptable; 19 exceeded expectations; and 21</p>

	<p>excellent</p> <p>GD did not report any portfolio evaluations.</p> <p>Photo (n=9; 4 double majors) – 1 unacceptable; 1 needs improvement; 0 acceptable; 3 exceeded expectations; and 4 excellent</p> <p>PRSA (n=8) – 1 unacceptable; 0 needs improvement; 3 acceptable; 2 exceeded expectations; and 2 excellent</p> <p>THEA/TETA (n=9) – 0 unacceptable; 2 needs improvement; 2 acceptable; 2 exceeded expectations; and 3 excellent</p>
Professional Usefulness	<p>F/V (n=71; 15 are double majors) – 6 unacceptable; 7 needs improvement; 15 acceptable; 20 exceeded expectations; and 23 excellent</p> <p>GD did not report any portfolio evaluations.</p> <p>Photo (n=9; 4 double majors) – 0 unacceptable; 2 needs improvement; 0 acceptable; 3 exceeded expectations; and 4 excellent</p> <p>PRSA (n=8) – 2 unacceptable; 1 needs improvement; 1 acceptable; 2 exceeded expectations; and 2 excellent</p> <p>THEA/TETA (n=9) – 0 unacceptable; 2 needs improvement; 2 acceptable; 2 exceeded expectations; and 3 excellent</p>
Theoretical Knowledge (PLO-3)	<p>F/V (n=71; 15 are double majors) – 42 imperceptible; 2 lacking; 13 some; 7 fair amount; and 7 extensive</p> <p>GD did not report any portfolio evaluations.</p> <p>Photo (n=9; 4 are double majors) – 1 imperceptible; 1 lacking; 1 some; 3 fair amount; and 3 extensive</p> <p>PRSA (n=8) – 5 imperceptible; 0 lacking; 1 some; 1 fair amount; and 1 extensive</p> <p>THEA/TETA (n=9) – 5 imperceptible; 0 lacking; 0 some; 0 fair amount; and 4 extensive</p>

Internship Appraisal Form (data collected between June 2022 and May 2024)

Did the intern demonstrate acceptable overall knowledge of his/her discipline to be competitive with potential entry-level job applicants? (PLO-1)	F/V: 41 yes, 3 no (93.18% positive) GD: 9 yes, 1 no (90.00% positive) Photo: 5 yes, 0 no (100% positive) PRSA: 13 yes, 0 no (100% positive) TETA/THEA: 9 yes, 0 no (100% positive)
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<p>Did the intern demonstrate acceptable knowledge of software and hardware required to be competitive with potential entry-level job applicants? (PLO-1)</p>	<p>F/V: 41 yes, 1 no (97.73% positive) GD: 8 yes, 2 no (80.00% positive) Photo: 5 yes, 0 no (100% positive) PRSA: 13 yes, 0 no (100% positive) TETA/THEA: 9 yes, 0 no (100% positive)</p>
<p>Did the intern demonstrate appropriate initiative to be competitive with potential entry-level job applicants?</p>	<p>F/V: 42 yes, 2 no (95.45% positive) GD: 10 yes, 0 no (100% positive) Photo: 5 yes, 0 no (100% positive) PRSA: 13 yes, 0 no (100% positive) TETA/THEA: 9 yes, 0 no (100% positive)</p>
<p>Did the intern demonstrate oral and written communication skills appropriate to your organization and/or profession?</p>	<p>F/V: 41 yes, 3 no (93.18% positive) GD: 10 yes, 0 no (100.00% positive) Photo: 5 yes, 0 no (100% positive) PRSA: 12 yes, 1 no (92.31% positive) TETA/THEA: 9 yes, 0 no (100% positive)</p>
<p>Did the intern demonstrate appropriate time management skills?</p>	<p>F/V: 40 yes, 4 no (90.91% positive) GD: 9 yes, 1 no (90.00% positive) Photo: 5 yes, 0 no (100% positive) PRSA: 13 yes, 0 no; (100% positive) TETA/THEA: 8 yes, 1 no (87.50% positive)</p>
<p>Did the intern demonstrate appropriate ethical integrity? (PLO-5)</p>	<p>F/V: 44 yes, 0 no (100% positive) GD: 10 yes, 0 no (100.00% positive) Photo: 5 yes, 0 no (100% positive) PRSA: 13 yes, 0 no (100% positive) TETA/THEA: 9 yes, 0 no (100% positive)</p>

	<p>If an opening for an employee at this level in your organization existed, would you consider this intern to be competitive?</p>	<p>F/V: 40 yes, 3 no (one left blank) (93.02% positive) GD: 9 yes, 1 no (90.00% positive) Photo: 5 yes, 0 no (100% positive) PRSA: 12 yes, 1 no (92.31% positive) TETA/THEA: 9 yes, 0 no (100% positive)</p>
<p>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p>	<p><i>Portfolio Defense Evaluation</i> data is interpreted formatively by the Concentration Coordinator and Internship Director during the interview with feedback conveyed to the student. Portfolios are expected to improve as a result of the forthcoming internship.</p> <p>Summatively, data is interpreted at the academic year's end by the concentration with actions taken in the program to continuously improve (e.g., quality, sequencing, professional usefulness, the latter in relation to practice in the field in terms of technologies used and processes followed).</p> <p><i>Internship Performance Appraisal</i> data is assembled and presented at the end of the Academic Year to the concentrations for possible response. All data is looked at by the Assessment Committee with an intention to make improvements to the assessment process, as well as to prioritize what should be assessed going forward, and what is no longer necessary to look at.</p>	
<p>What changes have been made as a result of using the data/evidence? (close the loop)</p>	<p>Communications Media is somewhat satisfied to have formulated a process for obtaining <u>portfolio</u> data. But there are questions surrounding the review process, which may vary from intern to intern; and continued confusion with the lack of a rubric that goes back to AY22. These are among the issues to discuss in AY25; The loop here is far from closed.</p> <p>Communications Media appears satisfied with how it obtains <u>internship</u> data. Both are done via Google Forms. The dissemination of data process is still cumbersome but improved. It still requires a fair amount of manual data assembly (e.g., cut and paste). This will be looked at again in AY25 (it was in AY24). Revisions will look to continue to streamline the response process, a process that more easily disseminates data to faculty with faster response times on that end, such as distributing data earlier in the year. The promise of Watermark makes some in the department optimistic about this, including the Assessment Committee Contact. Changes. It will most certainly be a topic for the Assessment Committee to take on in AY25.</p> <p>That said, all data collected from the AY24 forms were distributed to Concentration Coordinators (film/video, graphic design, etc.), which fostered discussions of the results. The loop may be closed in the coming months considering the following conversations surrounding individual reports and data.</p>	

B.S. in Communications Media Concentration Summary

- For **Film/Video**, in their report, the reader will see attention paid to curriculum mapping, and the internship appraisal data from site supervisors, where it is recognized that some attention in the curriculum needs to be spent on interpersonal communication and soft skills among other observations (**PLO-3; Film/Video SLO-2**).
- For **Graphic Design**, in their report, the reader will see attention paid to curriculum mapping, the internship appraisal data from site supervisors (resulting in a call for some curriculum and assignment changes, **PLO-1; Graphic Design SLO-1, SLO-3; SLO-4**), and a declaration that they have a different assessment of portfolios to that of the other concentrations, among other observations (**PLO-2**).
- For **Photography**, in their report, the reader will see attention paid to curriculum mapping, perfect scores across the questions of the internship appraisal form, for which they were very pleased; and a recognition to get ahead of the student's portfolio development, perhaps with a new course (**PLO-2**).
- For **PRSA** (Public Relations, Social Media and Advertising), in their report, the reader will see attention paid to curriculum mapping, near perfect scores across the questions of the internship appraisal form, and a discussion as to what the theory component of the Portfolio review means (**PLO-3; PLO-4**). Another assessment underway with scant data at this writing, with more to collect, looks at word processing and artificial intelligence practices at internship sites for writing professions (**PLO-1**).
- For **Theater/Technical Theater**, in their report, the reader will see attention paid to curriculum mapping, near perfect scores across the questions of the internship appraisal form with recognition that something needs to be done about reliability and ethics, such as a new question to the *Internship Performance Appraisal Form* that looks at an intern's "promptness and reliability" (**Theater/Technical Theater SLO-6 and SLO-11**); and a recognition from Portfolio data that it needs to be addressed sooner in the curriculum (**PLO-2**).
- For **Theory** (Foundational), in their report, the reader will see attention paid to curriculum mapping, and weak scores on the *Portfolio Defense Evaluation Form* that looks at a potential intern's "theoretical knowledge" (**PLO-3, PLO-4**).

A primary goal in AY24, to continue in AY25, is to get every program set up and embedded in Watermark, the content management system for assessment. For the larger Communications Media department, this means templates for the four majors and five underlying concentrations plus theory. Each one now has a space in Watermark to work, record data, map curricula to outcomes and set measures if they wish.

Section II - Departmental Outcomes

A. Departmental Strategic Initiatives

<p style="text-align: center;">Accomplished Initiatives AY23-24 Add more rows as needed</p>	<p style="text-align: center;">Corresponding Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 1.3</p>	<p style="text-align: center;">Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal</p>
<p>The continued process evolution of having a department Assessment Committee consisting of members from the department.</p>	<p>Goal Five: Adding this committee helps us to assert our distinctive value proposition and institutional learning outcomes boldly and widely.</p> <p>5.2 Assert Fitchburg State’s approach to integrating high-quality professional programs with strong liberal arts and sciences studies as a key University differentiator that also differentiates our graduates.</p>	

<p>As part of the full department course offerings, the following proposal was made: “Based on NECHE guidelines, we propose to renumber courses in COMM, GAME, TETA, and THEA to align courses with the intended year (Freshman through Senior) and with prerequisites. COMM courses are also grouped by the hundreds digit to make it easier for students to find courses in their concentrations.”</p> <p>This was done for all courses in the department. Numbers should change in an upcoming academic year, possibly AY25.</p>	<p>Goal Two. This agreement can be seen to help us to continue to create the model student-ready university and narrow the achievement gap.</p> <p>2.1 Achieve a cultural shift around how we advise, mentor, and teach all students, especially traditionally underrepresented and underserved students, so that we meet them where they are.</p>	
<p>Film/Video added a course COMM 3XXX <i>Documentary Development</i>, to serve as a Communications Media departmental elective, a Communications Media major junior writing elective, OR as a Gen Ed elective to qualifying students with the AIA/IHIP designation.</p>	<p>Goal One. This addition forges innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning.</p> <p>1.2 Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p>	

<p>Graphic Design changed the name of COMM 3880 Typography to Typographic Design and new course description in order to simplify and generalize specific discipline terminology that a lower-level student may not comprehend.</p>	<p>Goal One. This addition forges innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning.</p> <p>1.2 Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p>	
<p>Graphic Design worked to remove field of study restrictions to provide ease of access for tentative minors and others in transition, and to remove courses to eliminate curricular redundancy and courses no longer offered.</p>	<p>Goal One. This addition forges innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning.</p> <p>1.2 Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p>	

<p>Photography added ART 3003 "How Photography Became Art" to the list of elective courses for the Photography Minor. This course was also added to the list of courses that will meet the Media History requirement for the Photography concentration of the Communications Media major.</p>	<p>Goal One. This addition forges innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning.</p> <p>1.2 Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p>	
<p>Photography created a crosslisted course ART/COMM 1XXX Photography as a Visual Language with FA designation.</p>	<p>Goal One. This option helps to forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning.</p> <p>1.2. Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p>	

Both the Creative Arts Enterprise (CAE) major, offered by the Humanities Department, and the Digital Media Innovation (DMI) major, offered by the Communications Media Department, chose to use COMM 4010 *Information Design* as an elective. The department changed COMM 4010's prerequisites from the current COMM 1105 and COMM 1120 (i.e., dropping these prerequisites) to ENGL 1200 (i.e., making this the only prerequisite), which opened up the course to the whole campus, not just Communications Media, further allowing DMI and CAE students to take COMM 4010 with ease.

Goal One. Aligned with the previous change (above), this addition forges innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning.

1.2. Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.

<p>Main Stage Theater productions to include <i>It's a Wonderful Life: A Live Radio Play</i> Written by Joe Landry and directed by Professor Kelly Morgan and student Allison Thompson for the Fall 2023 semester; and <i>Absurdist Alert!</i>, a production that included Zoo Story written by Edward Albee and directed by Technical Theater Director Jo Nazro; with <i>A Game</i> written by Dennis E. Noble and directed by student Allison Thompson for Fall 2024 semester.</p>	<p>Goal Three: Be an engine of social, economic, civic, and cultural development in our city and region</p> <p>3.6 Continue to provide educational opportunities and cultural programming that attract and engage members of the local community, including alumni.</p>	
<p>Visions: honors exhibition of student work from the Communications Media department.</p>	<p>Goal Three: Be an engine of social, economic, civic, and cultural development in our city and region</p> <p>3.6 Continue to provide educational opportunities and cultural programming that attract and engage members of the local community, including alumni.</p>	

Ran monthly department Admissions tours and participated in shadow programs for accepted students. Faculty planned and participated in Open Houses in Fall 2023 and Future Falcon Days in Spring 2024.

Goal Five: Adding this committee helps us to assert our distinctive value proposition and institutional learning outcomes boldly and widely.

5.3 Proactively reach, engage, and recruit prospective students through marketing efforts whose reach extends regionally, nationally, and globally.

<p>Successfully re-hired a Visiting Assistant Professor of Photography for AY25. This was in response to multiple years of requesting a tenure-track replacement for Peter Laytin, who ran the Photography program until his retirement in 2019. The temp position is a stopgap, but will help us keep the Photography program running.</p>	<p>Goal Five: Adding this committee helps us to assert our distinctive value proposition and institutional learning outcomes boldly and widely.</p> <p>5.2 Assert Fitchburg State's approach to integrating high-quality professional programs with strong liberal arts and sciences studies as a key University differentiator that also differentiates our graduates.</p>	
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<p>Planned Initiatives for AY 24-25 Add more rows as needed</p>	<p>Associated Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 1.3</p>	<p>Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal</p>
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<p>Revisit and potentially update the department's mission statements.</p>	<p>Goal One. This addition will continue to help us to forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning.</p> <p>1.2 Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p>	
<p>Get each concentration in the Communications Media program (Film/Video, Graphic Design, Photography, Public Relations, Social Media & Advertising, Theater & Technical Theater, Theory) involved and on the Assessment Committee. This committee should also include members from the other majors in the department (i.e., Digital Media Innovation, Game Design, the Graduate Program in Applied Communication) in an effort to help each other in a process that should be rewarding and not too burdensome.</p>	<p>Goal One. This addition will continue to help us to forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning.</p> <p>1.2 Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p>	

Continue to update the *Portfolio Defense Evaluation Form* and rubrics to align with updated PLOs and concentration SLOs. Sort out how Graphic Design will assess portfolios in Studio courses. Consider what form is needed to assess Graphic Design students in Studio courses that will provide similar data to the *Internship Performance Appraisal Form*.

Goal Five: Adding this committee helps us to assert our distinctive value proposition and institutional learning outcomes boldly and widely.

5.2 Assert Fitchburg State's approach to integrating high-quality professional programs with strong liberal arts and sciences studies as a key University differentiator that also differentiates our graduates.

<p>Complete Curriculum Mapping of Program Learning Outcomes and Student Learning Outcome (SLOs). Several faculty did not provide input.</p>	<p>Goal Five: Adding this committee helps us to assert our distinctive value proposition and institutional learning outcomes boldly and widely.</p> <p>5.2 Assert Fitchburg State's approach to integrating high-quality professional programs with strong liberal arts and sciences studies as a key University differentiator that also differentiates our graduates.</p>	
<p>Discuss ways to assess the new 6 credit COMM 4700 Design Studio, as this is part of a capstone option for Graphic Design students</p>	<p>Goal Two. This modification can be seen to help create the model student-ready university and narrow the achievement gap.</p> <p>2.1 Achieve a cultural shift around how we advise, mentor, and teach all students, especially traditionally underrepresented and underserved students, so that we meet them where they are.</p>	

<p>Work with Career Services to create resume & portfolio guides tailored to Communications Media students</p>	<p>Goal One. Aligned with the previous change (above), this addition forges innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning.</p> <p>1.2 Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p>	
<p>Continue Tech School Outreach work in the department, a committee who will work with Admissions to develop connections with vocational/technical schools and high schools, to increase recruitment and to explore additional articulation agreements. This was started in AY24.</p>	<p>Goal Two. Establishing such a committee can be seen to help us to continue to create the model student-ready university and narrow the achievement gap.</p> <p>2.1 Achieve a cultural shift around how we advise, mentor, and teach all students, especially traditionally underrepresented and underserved students, so that we meet them where they are.</p>	

It is noteworthy that only 50% of a student's credits, in what is a 54-credit undergraduate major, are in concentration/internship, with the other 50% distributed through theory and other departmental electives, such as a three-credit media history course requirement. Concentrations are only 15 credits, up to 27 if the internship is included. With this in mind, the Assessment Committee should discuss opportunities to assess PLOs in places other than the portfolio defense and internship appraisal. Perhaps through course grades or final projects in the introductory, history, or Phase IV elective courses, if not the concentrations themselves.

Goal Five: Adding this committee helps us to assert our distinctive value proposition and institutional learning outcomes boldly and widely.

5.2 Assert Fitchburg State's approach to integrating high-quality professional programs with strong liberal arts and sciences studies as a key University differentiator that also differentiates our graduates.

B. Departmental Accomplishments and Reflection:

Take this section to reflect on--

1. *23-24 Accomplishments not captured above*
2. *Initiatives that you may be considering for 24-25 academic year that you did not already capture above*
3. *Any other thoughts or information that you would like to share*

Film/Video AY24 Annual Assessment Report

AY24 Summary. To the data below, “our few takeaways were that we need to think about how to develop certain soft skills, like interpersonal communication; as well as, how to develop well rounded technical skills. Having said that, most of our interns did quite well, and the few that didn’t weren’t a surprise. However, others that we were concerned about managed to also do well. So, in general, we feel we’re mostly accomplishing what we’re trying to do, but also want to continually improve and evolve.” Zak Lee, 5/30/24.

Soft Skills. Looking to AY25 and per the Curriculum Map, Film/Video might look to focus, develop and perhaps measure soft skills such as interpersonal communication, areas assumed to be somewhat aligned with PLO-3 (Students should be able to explain how their work fits in the historical and theoretical context of their discipline), at least in terms of developing a student’s oral and writing skills; as well as SLO-2 (Students will learn and apply the fundamentals of cinematic structure, aesthetics and storytelling), although neither of these areas appear to be the main problem. The real issue appears to be with interpersonal communication, an area that is not specifically measured with the *Internship Performance Appraisal Form*. It only came to light via a comment made by a site supervisor or more during internship. Department-wide, it may be that in AY25 that the form is updated with a question that looks specifically at an intern’s interpersonal skills. This question should be addressed by the Assessment Committee. It has been added to the agenda for next year. For now, if Film/Video wishes to address this issue, they may take action within courses that map to SLO-3 (Students will learn and apply the interpersonal skills necessary to collaborate effectively as a member of a filmmaking team). Courses on the map that align with this outcome are COMM 3505 where it is introduced; COMM 3506, COMM 3520, COMM 3520, COMM 3521, and COMM 3710 where it is reinforced; as well as COMM 3895 and COMM 3960 where it is mastered.

Technical Skills. Looking to AY25 and per the Curriculum Map, Film/Video might look to focus, develop and perhaps measure technical skills such those aligned with outcomes PLO-1 (Students should demonstrate proficiency in the core tools and skills of their discipline); F/V SLO-1 (Students will learn and apply best practices in pre-production, production and post-production), SLO-4 (Students will demonstrate proficiency in at least one filmmaking career specialization (e.g., directing, editing, screenwriting, etc.); and SLO-5 (Students will demonstrate competency with traditional and current filmmaking tools providing a foundation that prepares them to integrate evolving tools and techniques into their practice). Most courses in Film/Video either introduce, reinforce and seek mastery in this area. To start, Film/Video’s PLO-1 (Students should demonstrate proficiency in the core tools and skills of their discipline) has been given a measure labeled “Software/Hardware Knowledge” to be applied to the 12-credit Internship (COMM 4880) Randy Howe, 5/31/24.

Below is the form that coordinators were given to solicit feedback. It relates to the 2019 department action plan coming out of the last program review in that year; *Internship Performance Appraisal Form AY24* data; as well as the *AY24 Portfolio Defense Evaluation* data. Below this, at the base of this document, are actions that went through campus governance as related to this concentration.

Action Plan

Item	Any progress in AY24 (leave blank if no)?
Revise concentration Mission Statement.	Coordinator's comment: No comment in AY24.
Course map student learning outcomes.	Coordinator's comment: A course map of PLOs and SLOs added/started in Watermark in AY24.
Consider courses to fulfill LA&S requirements.	Coordinator's comment: No comment in AY24.
Consider the external reviewer's suggestion to revise the program structure to move to distinct majors.	Coordinator's comment: No comment in AY24.

Internship Performance Appraisal

Reported **Internship Performance Appraisal** data for Film/Video consisted of **44 students**. Forms were received between **June 23, 2022** and **May 9, 2024**.

The Internship Performance Appraisal form in AY24 consists of seven questions with spaces for comment.

Data collection done by means of a Google *Form*, distributed by the department administrative assistant to the internship site's site supervisor. There are times when multiple supervisors from the same site will respond to this questionnaire.

1. Did the intern demonstrate acceptable overall knowledge of his/her discipline to be competitive with potential entry-level job applicants? (Relates to PLO-1; F/V SLO-1, SLO-2; SLO-4)

Yes	No	%
41	3	93.18% positive

Site Supervisor Comments (condensed)

No. "... had to be trained on all aspects of (TV) production ... comfortable assisting in audio. Multiple opportunities ... offered to learn operation of a camera, technical directing and lighting but found those jobs much too stressful. ... asked to independently produce a short interview (exercise) which required multiple shoots/retakes, but in the end, was unable to complete the project" (FATV).

No. "... I do feel as if I was a poor internship organization to work with ... slower season ... a couple emergencies. ... there were a handful of opportunities to be on set I understand schedules can be ... difficult to coordinate, but on two of the three projects that (the intern) had confirmed ... availability ... it felt as if (the intern) did not value the opportunities on set as much as the pre-production work that I was unable to give (the intern) ..." (Hop Top Films).

No. "Time management, on-set" Yes. responsibility, overall attitude" (GLP Creative).

“Yes ... brought appropriate knowledge of production/post with ... to the internship. In post, ... ability to problem solve in conjunction with ... learned skills is paramount. In production, ... certainly learned quickly and seemed able to recall any field training when needed” (MIT Video Productions).

Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area’s approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.

Coordinator/Concentration Response: No response in AY24.

2. Did the intern demonstrate acceptable knowledge of software and hardware required to be competitive with potential entry-level job applicants? (Relates to PLO-1; Film/Video SLO-2, SLO-4; SLO-5)

Yes	No	%
43	1	97.73% positive

Site Supervisor Comments (condensed)

No. “... training ... still ... needed ... did learn ... basic functions of editing video on Adobe Premiere Pro. Microsoft Excel ... utilized for logging of video and ... digital archives. Many ... tools ... still need to be learned ... audio was ... at a very introductory level. ... Digitizing DVDs and logging that information in an organized manner was a strong point ...” (FATV).

“Yes, in post ... is on par with professional assistant editors. For production ... is certainly smarter than most entry level applicants as a production assistant” (MIT Video Productions).

Yes. “very quickly learned all software we needed him to use, and even leveled up our understanding of it in some cases” (Windy Films).

Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area’s approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.

Coordinator/Concentration Response: At the end of AY24, after a meeting among film/video faculty, the coordinator and the concentration reported that they need “to develop well rounded technical skills.” He added, “Having said that, most of our interns did quite well, and the few that didn’t weren’t a surprise. However, others that we were concerned about managed to also do well. So, in general, we feel we’re mostly accomplishing what we’re trying to do, but also want to continually improve and evolve.”

Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area’s approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.

Coordinator/Concentration Response: No comment in AY24.

3. Did the intern demonstrate appropriate initiative to be competitive with potential entry-level job applicants? (Relates to F/V SLO-3)

Yes	No	%
42	2	95.45% positive

No. “... required a large amount of supervision to keep him motivated and on task. However, ... hit a nice stride in productivity as the internship went on” (Talamas).

No. “Many entry-level jobs look for a candidate that is willing to grind and have a positive attitude which ... has. Where there seems to be a bit of a disconnect/weaknesses is with taking notes and retaining what's been taught. Many times ... was reminded to take notes as we taught ... how to organize projects and build out logs, but we found ourselves reteaching and going back over tasks that were thought to have been understood very early on in the semester. As a candidate in this field ... needs to refine the core components in order to unlock his potential” (Minuteman Post).

“Yes, ... frequently asks to learn more skills/tricks to expand on ... knowledge with makes ... competitive. ... is very motivated” (MIT Video Productions).

Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area’s approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.

Coordinator/Concentration Response: No comment in AY24.

4. Did the intern demonstrate oral and written communication skills appropriate to your organization and/or profession? (Relates to PLO-3; F/V SLO-2)

Yes	No	%
41	3	93.18% positive

“Yes ... written communication ... quite good. ... oral communication, (Due to ... Autism) ... some discomfort (that can be apparent at times) especially when around individuals ... just met and is not accustomed to being around. ... when meeting someone for the first time ... does not say hello nice to meet you (... quiet ... says nothing, it can be off putting)” (Worcester Community Cable Access).

No. “... needs to work on ... email skills. My organization requires compelling written abilities ... yet to develop” (LanguageCare).

“No’ is a bit too harsh of a response -- ... oral and written communication skills are great, but just as a small suggestion I would encourage her to communicate more clearly with various internal stakeholders about the status of her work, especially when managing multiple projects. This can be as simple as giving status updates at the end of the day or asking for clarity on priorities. This is just a very small suggestion and something that usually can only be learned through experience in a real workplace. Most students do not have these kind of "office etiquette" type proficiencies until after some time in the workplace” (Another Age Productions).

No. “... needs to work on interpersonal skills and focus on accomplishing tasks ... (and) to spend far more time trying to understand what he is being asked to do versus simply agreeing without much thinking. It might be a confidence issue, but regardless it does impact competency. I'd recommend working on listening, thinking, and more selectively speaking. Biggest improvement he can make” (Melrose Massachusetts Television).

Yes. “In post production ... is learning the proper terminology for an assistant editor to work with on handoffs between production and post production. ... emails to clients are brief and direct. ... is very easy to talk to and a good listener ” (MIT Video Productions).

Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area’s approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.

Coordinator/Concentration Response: At the end of AY24, after a meeting among film/video faculty, the coordinator and the concentration reported that they need “to think about how to develop certain soft skills, like interpersonal communication.” He added, “Having said that, most of our interns did quite well, and the few that didn’t weren’t a surprise. However, others that we were concerned about managed to also do well. So, in general, we feel we’re mostly accomplishing what we’re trying to do, but also want to continually improve and evolve.”

5. Did the intern demonstrate appropriate time management skills? (Relates to F/V SLO-3)

Yes	No	%
40	4	90.91% positive

Yes. “... very good with punctuality of working hours and arriving on time. Some of the projects worked on where challenges were faced is an area of improvement to find a way to complete the tasks and stay on time and on target to complete said task” (FATV).

No. “When (the intern) ... started, ... lacked the understanding of our shop's ‘pace of Play’ as I like to call it. It took ... a few weeks to get the hang of the speed to which tasks needed to be accomplished” (Talamas).

No. “Some issues with scheduling, being available for tasks when needed, checking emails on time to complete tasks” (GLP Creative).

Yes. “For projects, over the course of the semester ... learned appropriate time management for editorial process (ingest through delivery). ... is on par with an assistant editor completing projects in the expected time” (MIT Video Productions).

No, “Often late, but ... also worked a 30+ hours per week that often got him home at 3AM” (Athol/Orange Community Television).

Skill not required. (Red Sky Studios).

Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.

Coordinator/Concentration Response: No comment in AY24.

6. Did the intern demonstrate appropriate ethical integrity? (Relates to PLO-5)

Yes	No	%
44	0	100% positive

Yes. "... is dependable, prompt and performed ... role as requested. ... went above and beyond in certain circumstances to improve a customer's project/experience which reflects well on our group" (MIT Video Productions).

Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.

Coordinator/Concentration Response: No comment in AY24.

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

Yes	No	%
40	3 (one left blank)	93.02% positive

No. "... in a fast-paced Television production center, this intern would not be a good fit. Independence on shoots were not demonstrated and was not able to improve during the Internship, nor show any interest in improving. Our entry level positions require independent transportation, and an ability to work on their own on projects from in studio to on location shoots, with postproduction in a timely manner. ... showed little interest in actual live productions except for audio. While ... did a good job on Archiving, we do not have a position in that area. For our center, we look for staff that are ready to work with minimal specific training. And for independent workers. While we work as a team in many aspects each member needs to be able to perform their job" (FATV).

Blank. "... has the appropriate technical skills. However, I think if someone were considering hiring ... they would have to consider ... occasional discomfort when around people ... is meeting and working with for the first time" (Worcester Community Cable Access).

Yes. "... one recommendation about the editing programs being taught. As much as I love Avid Media Composer myself, I believe Adobe Premiere and Davinci Resolve should have more spotlight throughout the editing courses since they are all considered industry standard today ... (The intern) was great to work with and glad we got to teach him what he needed!" (Pagano Media)

Yes. "(The intern) has really matured in ... time here at Talamas ... shown that ... can take directions, learn and grow to meet the needs presented"

Yes. "Such a brief 'Internship Performance Appraisal'! You make it easy for us sponsors. ... I can say enough great things about (the intern). All of the Fitchburg interns that have been at Sound & Vision Media over the years have been excellent. (This intern) is among the TOP few. Thank you Fitchburg State University."

Yes. "As expected, ... still needs to develop maturity as a professional. But ... did show a remarkable ability to learn fast, and when provided with stimulating tasks ... excelled. I would definitely recommend ... to any potential employer in the field of video and audio production" (LanguageCare).

Yes. "... was a phenomenal intern and ... was always there when I needed her to be. ... level of professionalism was impressive and ... was proactive and smart. I would consider ... for a position at Circle of Confusion in a heartbeat."

No. "I apologize that this was an unusual season for my company and therefore I was not able to provide as many hours or opportunities as I am usually able to, however I did feel as if ... was really just interested in one set facet of our process, Pre-Production, but I was very clear when the

internship started that most of the opportunities would be ON set and I would do the best I could to provide Pre-Production experience as long as it did not involve me creating work out of nothing. I felt as if the expectations were still not completely understood” (Hop Top Films).

Yes. “(The intern) has been a great help around the studio this semester and we are very grateful to have had ... with us! However, I believe ... will have a lot to learn about the day-to-day functions of a normal life in the commercial film production world. I believe this is a similar learning curve to college students in going into the arts. As a young ... coming into the film industry, I hope ... can find ... footing and ... place. I do think ... has taken a lot away from this semester with us, as we have given ... plenty of experience in production management, organization, on set opportunities, post production, and general commercial film ‘how to’s’. ... is a very sweet, talented candidate and I hope ... enjoyed ... time here with us at GLP. Thank you!

Yes. “(The intern) was a great staff member here at High Output. I would be happy to employ ... and recommend was proactive and asked great questions.”

Yes. “... very proactive, always coming up with new ideas and is autonomous. ... also has a professional attitude, at all times informing me of the progress of ... work. ... creating audiovisual content/videos for our social networks. It includes production, editing, audios... ... is continuously improving” (Apartment Barcelona through IES Abroad Internship Program).

Yes. “... was a pleasure to have at the studio this semester. ... always punctual and supported the team in all the ways we asked ... to. ... would be competitive most places for very basic, entry level production assistant roles if addresses advice above. Overall, we enjoyed having ... with us this semester and hope he keeps in touch” (Melrose Massachusetts Television).

Yes. “... is amazing, thank you so much for sending ... our way!” (Versus).

Yes. “We will be making an offer to ..., with a hopeful start date in July” (TCS).

Yes. “... was an exceptional intern. I would hire ... if ... hadn't already made plans to shoot a film this summer. I have asked ... to reach back out once his project is over. He has a bright future in film production” (U Direct Productions Inc.).

Yes. "... is a wonderful intern, ... does need to work on some communication skills; but nothing crucial. ... has a positive outlook that helps with ... position in the workplace. If I had a role for ... in the station I'd hire him in a heartbeat" (Leominster Access Cable).

Yes. "... is a pleasure to have around. ... is an adequate employee. Early on we were taking it easy on ... because of ... injury to ... hand, but ... recovered and now we treat ... the same as one of our entry level employees" (New England Studios).

Yes. "... was an absolute joy to host as our spring marketing intern. ... went above and beyond what was asked, and I could certainly see ... working at Invaleon in the future. ... edited/updated our company website, flew drones and produced a residential marketing video, all while completing ... day to day marketing task and responsibilities. ... is one smart and skilled student. ... will go on to do incredible things. ... has already made such an impact here at Invaleon. I will be sad to see ... go, but certainly wish ... all the best!!!

Yes. I think ... overall has a great passion for Filmmaking and Film as a medium in general. I have made it clear to ... that if he wants to branch out ... keys are going to be networking and becoming somewhat multifaceted. Ultimately wanting to Direct and/or edit I don't think I personally in the future would need someone at that capacity, but I feel as if ... will quickly take advice and start to network and get on more productions, getting closer to eventually being able to put together and Direct a small team of Filmmakers" (Hop Top Films).

Yes. "... is adept at many production skills and a pleasure to have on the team" (Summit 68; DNM Productions).

Yes. "... had a really rough start to the internship after the interview process with ... tactfulness and lack of enthusiasm to join our team. So there was a lot of apprehension on our end that this would work out. But after the course of a few projects and sit downs where we talked about attitude and use of ... time, ... understanding of our expectations became clear and ... began to seek opportunities within our day to day projects to better has the right chops for editing as Charlie mentioned, the only thing that may stand in ... way for future success is ... awareness of ... self projections and recognizing certain attitudes ... may be accidentally projecting" (Minuteman Post/Posthouse 207).

Yes. Several people from MIT Video Productions made comments on one intern: "I was very impressed with ..., I was looking forward to engaging with ... in challenging work, ... asked good questions, and was an effective problem solver. ... is sharp, and enthusiastic about the work. An excellent communicator. I relied on ... in some high-pressure situations and ... delivered in spades. I would urge MVP to make space for ... to get hired" - Senior Editor/Producer, Special Projects; ... has demonstrated a high level of professionalism and ability to problem solve. I enjoyed working with ...

. . . has a positive attitude and an excellent work ethic and can be quite independent. . . left a positive mark on me personally and my department!!! – Editor; I have found . . . to be responsive to all requests and always friendly. Based on my impressions . . . appeared to be eager to learn and to do well. - Financial Coordinator; . . . has been a positive influence on everyone . . . comes in contact with - Production Manager

Yes. “... was an engaged intern, seeking opportunities to learn and grow his knowledge. (He) was always on top of his weekly schedule and reminded me numerous times to send it to him. He does need to improve his networking skills, when on site he had the ability to introduce himself and meet so many in the field and I felt he did not take advantage of that opportunity. Overall a very successful internship!” (StageEdge).

Yes. “(The intern) has been exceptional at every task she has undertaken. She is one of the best interns we've ever had the pleasure of working with” (Richard Tilkin).

Yes. “We will be sad to see (the intern) go. She has been a wonderful addition to the team and we greatly appreciate all of her hard work!” (Boston Productions)

Yes. “(The intern) was a wonderful addition to the team. We were happy that we were able to get her involved with casting which was one of her goals/areas of interest this term. We want to thank her for her wonderful contributions and wish her the very best. We are most appreciative of her hard work this semester!” (Boston Productions)

Yes. “(The intern) was great. He loved to edit, so it was a perfect fit for our needs in the fall” (Athol-Orange Community Television).

Yes. “(The intern) has been a bright spot for us here at Red Sky. She comes in everyday with a positive can-do attitude and has unlimited enthusiasm towards the Lighting and grip world. (Red Sky Studios).

Yes. “(The intern) is one of the best Interns I have ever had. She will go far in this industry if she keeps showcasing this drive” (Leominster Access Television).

Yes. “(The intern) was a great addition to the team during this Spring 2024 semester and is definitely in mind if a position is to open up here!” (Soundtrack Boston)

Yes. “I have zero critical feedback for (this intern). Everything from his technical competency to his communication skills have been terrific. He's recognized as a critical member of the team not just by me but by the broader company, and has been able to demonstrate great value during his time with Windy” (Windy Films).

Yes. “Yes, I would be happy to hire (the intern) full time” (High Output).

Yes. “... was a fantastic intern. It is clear that her work at Fitchburg State University prepared her well for entry into her profession” (Swampscott Television).

Yes. “It was a pleasure having (this intern) with us this semester. His work ethic and positive attitude will carry him a long way...there is no doubt in my mind (he) will be very successful in whatever path he chooses down the road” (WHDH Television).

Yes. “(The intern) was a pleasure all semester long, and one of the best interns we've ever had” (WHDH Television).

Yes. “... was a stellar intern. **We have made an offer to (her) for an entry level position**” (TCS).

Yes. “... has a wonderful attitude, takes guidance well, and will certainly be an asset to any team she's on! (Another Age Productions)

Yes. “... has been doing very well and learning a lot along the way. There are many things that I can recall having to learn as an intern that he is in the same boat with. I believe by the end of this internship, (he) will have a much clearer idea of exactly where he want to take his career and grow as a filmmaker” (Sky-Q LLC).

Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area’s approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.

Coordinator/Concentration Response: No comment in AY24.

Portfolio Defense Evaluation

Reported **Portfolio Defense Evaluation** data for Film/Video consisted of **65 students**. Forms were received between **October 16, 2023** and **March 20, 2024**.

The form in AY24 has six categories. Data collection done by means of a Google *Form*, created by the department's assessment contact who gives access to all department faculty, further filled out by faculty at the portfolio interview.

F/V Portfolios	Unacceptable	Needs Improvement	Acceptable	Exceeds Expectations	Excellent
Material Quality	4	10	15	20	22
Design Quality	5	6	23	18	18
Presentation Quality	6	6	23	18	18
Sequencing	5	3	23	19	21
Professional Usefulness	6	7	15	20	23

Theoretical Knowledge

	Imperceptible	Lacking	Some	Fair Amount	Extensive
Film/Video	42	2	13	7	7

What conclusions, and/or potential actions, if any, can be made from this portfolio data?

Coordinator/Concentration Response: No comment in AY24.

Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.

Coordinator/Concentration Response: No comment in AY24.

Actions/Governance

In AY24, the Film/Video Concentration, one of several concentrations for the B.S. in Communications Media, submitted or was part of four proposals sent to campus governance, starting with the Departments Curriculum Committee (DUCC), then the All University Committee (AUC). Each of these proposals were recommended by AUC and either approved or awaiting approval by the President:

1. To change the course name and course description for COMM 2405 and COMM 2415. These minor edits will help to clarify course content for students.
2. To remove the course COMM 3350 DVD Authoring. The course has not run in many years, the content is no longer relevant to Film/Video production, and the Interactive Media concentration it supported was removed years ago as well.
3. Creation of COMM 3XXX Documentary Development, to serve as a Communications Media departmental elective, a Communications Media major junior writing elective, OR as a Gen Ed elective to qualifying students with the AIA/IHIP designation.
4. As part of the full department course offerings, the following proposal was made: “Based on NECHE guidelines, we propose to renumber courses in COMM, GAME, TETA, and THEA to align courses with the intended year (Freshman through Senior) and with prerequisites. COMM courses are also grouped by the hundreds digit to make it easier for students to find courses in their concentrations.”

AY24 Graphic Design Annual Assessment Report

AY24 Summary. Graphic Design has two faculty, Prof. Jon Krasner and Prof. Don Tarallo. Prof. Tarallo responded with the caveat to spend more time on it in AY25, when Prof. Krasner returns. He was on sabbatical when the data for this report came in. He is also the Coordinator for Graphic Design. Consequently and in AY25, the report form for Graphic Design should append the new AY25 data to this AY24 data, ensuring that all of this data has been reviewed by both parties.

The AY24 response stated, “We do not consent to have graphic design data reported about the internship portfolio defense. We are happy to discuss this with you (the Department Chair) in the fall semester.” For this reason, that data has been “whited out” further below, saved only as a placeholder. When saved as a pdf and posted to Watermark, the content management system for annual assessment reporting, it will not be seen. In AY25, an option to consider might be to remove this information completely from this form for Graphic Design, and to consider replacing it with what appears to be an alternative to this portfolio review, which is data from the required course, COMM 3305 *Web Design*. For the record, current AY24 findings for COMM 3305 *Web Design* have been noted in Watermark in the Curriculum Mapping space, to be updated as needed in the years to come. The department’s assessment contact will go over this with Graphic Design in AY25. Conclusions from the data from the *Web Design* portfolio review have been placed below, near the bottom of this form.

Also of note is that Prof. Tarallo found the reporting form herein to be confusing. The assessment contact should address and adjust the reporting format in AY25. Specifically, Prof. Tarallo reported, “The design of the form was a little confusing when viewed as a PDF since the response is placed below the question, which in Google Docs and PDFs push to the next page, placing the responses above the next question. So we place the info we wish to respond to below.” Page breaks have been added.

This information came in via email and has been added to the form below. Where areas were left blank, the assessment contact added the comment, “No comment in AY24.”

It is further noteworthy that Graphic Design has an Internship alternative, similar to Game Design, in that not every student in the concentration goes out on a 12-credit internship as does qualifying students in Film/Video, PRSA, Photography, and Theater; but rather fulfills an on-campus studio requirement in addition to a six-credit internship. Similar to what Game Design is planning to do, Graphic Design is considering an assessment

instrument that collects and analyzes data from student studio experiences in the course COMM 4700 *Design Studio and Practice* in the coming years (see the note in COMM 3305 *Web Design Course – Portfolio* further below).

Below is the form that coordinators were given to solicit feedback. It relates to the 2019 department action plan coming out of the last program review in that year; *Internship Performance Appraisal Form AY24* data; as well as the *AY24 Portfolio Defense Evaluation* data (omitted as mentioned). Below this, at the base of this document, are actions that went through campus governance that are related to this concentration.

Action Plan

Item	Any progress in AY24 (leave blank if no)?
Revise concentration Mission Statement.	Coordinator's comment: No comment in AY24.
Course map student learning outcomes.	Coordinator's comment: A course map of PLOs and SLOs added/started in Watermark in AY24. (Not submitted by the graphic design coordinator)
Consider courses to fulfill LA&S requirements.	Coordinator's comment: Considering.
Consider the external reviewer's suggestion to revise the program structure to move to distinct majors.	Coordinator's comment: Yes.

Internship Performance Appraisal

Reported **Internship Performance Appraisal** data for Graphic Design consisted of **10 students**. Forms were received between **August 3, 2022** and **April 22, 2024**.

The Internship Performance Appraisal form in AY24 consists of seven questions with spaces for comment.

Data collection done by means of a Google *Form*, distributed by the department administrative assistant to the internship site's site supervisor. There are times when multiple supervisors from the same site will respond to this questionnaire.

1. Did the intern demonstrate acceptable overall knowledge of his/her discipline to be competitive with potential entry-level job applicants? (Relates to PLO-1; Graphic Design SLO-1, SLO-3; SLO-4)

Yes	No	%
9	1	90.00% positive
Site Supervisor Comments (condensed) No. "We spent sometime training about basic Design principles and Adobe InDesign which is a requirement for most entry level graphic design positions (Old Sturbridge Village). "N/A" (Sitka Creations LLC).		
Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.		
Coordinator/Concentration Response: Noted and will be addressed in curriculum/assignment changes.		

2. Did the intern demonstrate acceptable knowledge of software and hardware required to be competitive with potential entry-level job applicants? (Relates to PLO-1; Graphic Design SLO-1)

Yes	No	%
8	2	80.00% positive
<p>Site Supervisor Comments (condensed)</p> <p>No. “There was a bit to learn on file names, saving, and packaging of designs. She was also unfamiliar with InDesign (a program commonly used for layout)” (FableVision Learning).</p> <p>No. “See above. We trained him in Adobe Indesign for layout. He learned quickly and did great but hadn't used it before” (Old Sturbridge Village).</p>		
<p>Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area’s approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.</p>		
<p>Coordinator/Concentration Response: Noted and will be addressed in curriculum/assignment changes. Some of this training is expected of internship sites.</p>		

3. Did the intern demonstrate appropriate initiative to be competitive with potential entry-level job applicants? (Relates to Graphic Design SLO-1)

Yes	No	%
10	0	100.00% positive
<p>Site Supervisor Comments (condensed)</p> <p>“Yes, but needs to be more confident in their abilities and working 1-on1 with clients” (Kreative Dezin).</p>		
<p>Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area’s approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.</p>		
<p>Coordinator/Concentration Response: The internship is expected to provide this opportunity. This is the purpose of an industry experience. It comes with experience and time.</p>		

4. Did the intern demonstrate oral and written communication skills appropriate to your organization and/or profession? (Relates to PLO-3; Graphic Design SLO-3)

Yes	No	%
10	0	100.00% positive
<p>Site Supervisor Comments (condensed)</p> <p>There were no comments from Site Supervisors..</p>		
<p>Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.</p>		
<p>Coordinator/Concentration Response: No comment in AY24.</p>		

5. Did the intern demonstrate appropriate time management skills? (Relates to PLO-1; Graphic Design SLO-2)

Yes	No	%
9	1	90.00% positive
<p>Site Supervisor Comments (condensed)</p> <p>No. “I feel like Julia was handed a bad deck this semester. She had many personal issues pop up that ended up having to juggle serious family matters with work” (FableVision Learning).</p> <p>“Yes, she can grow in this, but she is so good, that she will, with time” (Sitka Creations LLC).</p>		
<p>Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area’s approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.</p>		
<p>Coordinator/Concentration Response: No comment in AY24.</p>		

6. Did the intern demonstrate appropriate ethical integrity? (Relates to PLO-5)

Yes	No	%
10	0	100.00% positive
Site Supervisor Comments (condensed) There were no comments from Site Supervisors..		
Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.		
Coordinator/Concentration Response: No comment in AY24.		

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

Yes	No	%
9	1	90.00% positive
<p>Site Supervisor Comments (condensed)</p> <p>Yes. “We were excited to hire (the intern) at the end of her internship” (FableVision Learning).</p> <p>Yes. “(The intern) was a pleasure to have. He completed several projects with thoughtfulness and a learning mindset” (Old Sturbridge Village).</p> <p>Yes. “(The intern) was awesome to have in the office and his support is absolutely missed. He was quick and effective with his work and always brought a great attention to detail to his contributions” (Center for Diversity and Inclusiveness).</p> <p>Yes. “We would keep her in a heartbeat if we had the budget. Who knows, maybe we will soon!” (Sitka Creations LLC)</p> <p>Yes. “(The intern) has been great. She is super friendly and wants to help out anywhere needed. She was great with other employees and our clients” (Kreative Dezin).</p> <p>Yes. “Knowledge of the programs was acceptable, though better competency of the programs utilizing shortcuts and the fastest way to accomplish something should be focused on” (Hebert Candies).</p> <p>Yes. “(The intern) has been very helpful and has shown interest in multiple areas in our department, helping out and learning wherever she is able” (H.H. Brown Shoe Company).</p>		
<p>Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area’s approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.</p>		
<p>Coordinator/Concentration Response: No comment in AY24.</p>		

Portfolio Defense Evaluation

COMM 3305 *Web Design* Course – Portfolio

Class reviewed: Web Design

Object reviewed: web design portfolio

Number reviewed: 10

Year 2023-2024

Scale: Poor, Average, Excellent, N/A

From the concentration assessment performed in Web Design (mid-way in curriculum) on the students' web portfolio we have learned the following areas will benefit from more attention. We would like to focus more on the autodidactic dimension of our curriculum as 50% of students demonstrated comfort to teach themselves new things. We would like to focus more on visual systems and identity design as 60% demonstrated an average ability. We would like to focus more on teaching better craftsmanship (both digital and analog) as 70% demonstrated average skills. We will be adding an assessment in the capstone Design Studio and Practice (at the end of the concentration) courses. We will address all mentioned in future assignments and curriculum alterations.

Actions/Governance

In AY24, the Graphic Design Concentration, one of several concentrations for the B.S. in Communications Media, submitted or was part of six proposals sent to campus governance, starting with the Departments Curriculum Committee (DUCC), then the All University Committee (AUC). Each of these proposals were recommended by AUC and either approved or awaiting approval by the President:

1. To change the name of COMM 3880 Typography to Typographic Design and new course description in order to simplify and generalize specific discipline terminology that a lower level student may not comprehend.
2. To change the catalog description for COMM 3900 Image and Design.
3. To remove COMM 4270 Pre-Press Production. The course has not run in many years, and the content is no longer relevant to Graphic Design.
4. To remove for field of study restrictions to provide ease of access for tentative minors and others in transition, and to remove courses to eliminate curricular redundancy and courses no longer offered.
5. Addition and removal of courses for the graphic design minor in response to streamlining and name changes.
6. As part of the full department course offerings, the following proposal was made: “Based on NECHE guidelines, we propose to renumber courses in COMM, GAME, TETA, and THEA to align courses with the intended year (Freshman through Senior) and with prerequisites. COMM courses are also grouped by the hundreds digit to make it easier for students to find courses in their concentrations.””

Photography AY24 Annual Assessment Report

AY24 Summary. Both the Photography Coordinator and a member of the Film/Video faculty who has taught photography courses, looked over the data below. They made a few illuminating observations. With the perfect ratings throughout, they were pleased with their recognized “commitment and the importance of keeping up with changing industry standards.” They also appreciated their “approach to engaging students with industry-leading software and hardware”, and were pleased with the encouragement they gave to “students to be passionate about their medium and careers.” They were further pleased with their “approach to building communications skills related to the industry”, “method of experiential project-based learning, which helps develop time management skills”, encouragement of “ethical integrity” and ability to “build students who are industry-ready upon graduation.”

They were also satisfied with the *Portfolio Defense Evaluation* data, “I am satisfied with the data above. The majority of our students exceeded expectations and excelled in their discipline. My future goal will be to identify students who need improvement sooner and begin working with them to develop their portfolios. This year, we are also working to introduce a Portfolio Development course to help students prepare for their portfolio defense.”

Of note for the next academic year is the need to identify students who have multiple concentrations. In this particular year, it was noted that three of the interns were film/video majors (i.e., dual concentration) and in fact went on film/video related internships as opposed to photography. These students are still examined here, but could be separated out in future end of year analyses.

Below is the form that coordinators were given to solicit feedback. Professors’ J. Flynn and Charlie Roberts completed this form. It relates to the 2019 department action plan coming out of the last program review in that year; *Internship Performance Appraisal Form* AY24 data; as well as the *AY24 Portfolio Defense Evaluation* data. Below this, at the base of this document, are actions that went through campus governance as related to this concentration.

Action Plan

Item	Any progress in AY24 (leave blank if no new information or updates)?
Revise concentration Mission Statement.	Coordinator's comment: Mission statement updated in Fall 23.
Course map student learning outcomes.	Coordinator's comment: A course map of PLOs and SLOs was added to Watermark in AY24.
Consider courses to fulfill LA&S requirements.	Coordinator's comment: Photography as Visual Language has been added to the catalog and fulfills FA requirements..
Consider the external reviewer's suggestion to revise the program structure to move to distinct majors.	Coordinator's comment: No comment in AY24.

Internship Performance Appraisal

Reported **Internship Performance Appraisal** data for Photography consisted of **5 students**. Forms were received between **August 4, 2022** and **April 17, 2024**.

The Internship Performance Appraisal form in AY24 consists of seven questions with spaces for comment.

Data collection done by means of a Google *Form*, distributed by the department administrative assistant to the internship site's site supervisor. There are times when multiple supervisors from the same site will respond to this questionnaire.

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

(Relates to PLO-1; Photography SLO-1; SLO-3; SLO-4)

Yes	No	%
5	0	100.00% positive
Site Supervisor Comments (condensed) No comments made.		
Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.		
Coordinator/Concentration Response: Yes, the responses above demonstrate our commitment and the importance of keeping up with changing industry standards.		

2. Did the intern demonstrate acceptable knowledge of software and hardware required to be competitive with potential entry-level job applicants? (Relates to PLO-1; Photography SLO-2)

Yes	No	%
5	0	100.00% positive
<p>Site Supervisor Comments (condensed)</p> <p>No comments made.</p>		
<p>Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.</p>		
<p>Coordinator/Concentration Response: Yes, data confirms our approach to engaging students with industry-leading software and hardware.</p>		

3. Did the intern demonstrate appropriate initiative to be competitive with potential entry-level job applicants? (Relates to Photography SLO-1)

Yes	No	%
5	0	100.00% positive
No comments made.		
Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.		
Coordinator/Concentration Response: Yes, we will continue encouraging students to be passionate about their medium and careers.		

4. Did the intern demonstrate oral and written communication skills appropriate to your organization and/or profession? (Relates to PLO-3; Photography SLO-3)

Yes	No	%
5	0	100.00% positive
No comments made.		
Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.		
Coordinator/Concentration Response: Yes, the data confirms our approach to building communications skills related to the industry.		

5. Did the intern demonstrate appropriate time management skills? (Relates to Photography SLO-1)

Yes	No	%
5	0	100.00% positive
No comments made.		
Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.		
Coordinator/Concentration Response: Yes, the data supports our method of experiential project-based learning, which helps develop time management skills.		

6. Did the intern demonstrate appropriate ethical integrity? (Relates to PLO-5)

Yes	No	%
5	0	100.00% positive
No comments made.		
Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.		
Coordinator/Concentration Response: Yes, data encourages us to keep students committed to their ethical integrity.		

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

Yes	No	%
5	0 (one left blank)	100.00% positive
<p>Yes. "... organizational skills and overall work ethic is above reproach. ... had taken on every aspect of running a photography studio and contributes 100% every day. Also, ... talent behind the camera, and ... ability to listen and learn about all aspects of photography, Including post production, makes ... an asset to any company. Should ... open her own studio, I have no doubt ... will thrive in the industry" (Mary Peacock Photography)..</p> <p>Yes. "Thanks for sharing (her)! She's been a joy to work with, and she demonstrates her talent and commitment to excellence everyday."</p> <p>Yes (combined Photo/Film/Video concentrator). "(She) was a stellar intern. We have made an offer to (her) for an entry level position."</p>		
<p>Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.</p>		
<p>Coordinator/Concentration Response: Yes, the data supports our goal of building students who are industry-ready upon graduation.</p>		

Portfolio Defense Evaluation

Reported **Portfolio Defense Evaluation** data for Photography consisted of **9 students**. Forms were received between **October 18, 2023** and **March 5, 2024**. Four of the nine were also Film/Video majors.

The form in AY24 has six categories. Data collection done by means of a Google *Form*, created by the department's assessment contact who gives access to all department faculty, further filled out by faculty at the portfolio interview.

Photography Portfolios	Unacceptable	Needs Improvement	Acceptable	Exceeds Expectations	Excellent
Material Quality	0	2	0	3	4
Design Quality	1	2	0	3	3
Presentation Quality	1	2	1	2	3
Sequencing	1	1	0	3	4
Professional Usefulness	0	2	0	3	4

Theoretical Knowledge

	Imperceptible	Lacking	Some	Fair Amount	Extensive
Photography	1	1	1	3	3

What conclusions, and/or potential actions, if any, can be made from this portfolio data?

Coordinator/Concentration Response: Overall, I am satisfied with the data above. The majority of our students exceeded expectations and excelled in their discipline. My future goal will be to identify students who need improvement sooner and begin working with them to develop their portfolios. This year, We are also working to introduce a Portfolio Development course to help students prepare for their portfolio defense.

Actions/Governance

In AY24, the Photography Concentration, one of several concentrations for the B.S. in Communications Media, submitted or was part of five proposals sent to campus governance, starting with the Departments Curriculum Committee (DUCC), then the All University Committee (AUC). Each of these proposals were recommended by AUC and either approved or awaiting approval by the President:

1. To add ART 3003 "How Photography Became Art" to the list of elective courses for the Photography Minor.
2. To create a crosslisted course ART/COMM 1XXX Photography as a Visual Language with FA designation.
3. That the Art course ART 3003 "How Photography Became Art" be added to the list of courses that will meet the Media History requirement for the Photography concentration of the Communications Media major.
4. As part of the full department course offerings, the following proposal was made: "Based on NECHE guidelines, we propose to renumber courses in COMM, GAME, TETA, and THEA to align courses with the intended year (Freshman through Senior) and with prerequisites. COMM courses are also grouped by the hundreds digit to make it easier for students to find courses in their concentrations."
5. To change a course number to reflect the departments new curriculum number system from COMM 3640 Color Photography to COMM 2640 Color Photography. (And to) update the course description to better inform students about course content and lower the prerequisite from Comm 3620 Intermediate Photography to Comm 3600 Introduction to Photography.

PRSA AY24 Annual Assessment Report

AY24 Summary. Overall, PRSA is on the mark with what they are trying to accomplish, demonstrated in strong ratings across all questions of the *Internship Performance Appraisal* data, with some questions raised about the *Portfolio Defense Evaluation* form, which may be addressed in AY25. Additionally, and not addressed here, the concentration is currently surveying internship sites as to their professional use of Microsoft *Word*, Google *Docs*, other word processing software, in addition to the use of artificial intelligence for writing tasks, which should provide additional data for analysis in AY25, possibly informing PRSA instruction. The response rate to an online survey was low. An additional push is forthcoming.

Below is the form that coordinators were given to solicit feedback. It relates to the 2019 department action plan coming out of the last program review in that year; *Internship Performance Appraisal Form AY24* data; as well as the *AY24 Portfolio Defense Evaluation* data. Responses to this data from program faculty include Rob Carr (Rob), Charles Sides (Charles), Kyle Moody (curriculum map), and Randy Howe (Randy). Below this, at the base of this document, are actions that went through campus governance as related to this concentration.

Action Plan

Item	Any progress in AY24 (leave blank if no)?
Revise concentration Mission Statement.	<p>Coordinator's comment: Overall, the PRSA Mission Statement remains strong and responsive to the professional exigencies of the evolving and steadily growing marketing communication field. Significantly, traditional advertising that is distributed through mass communication channels is increasingly overshadowed by strategically targeted social and interactive media; marketing communication spans virtually every medium of communication; and between public relations, social and interactive media, and advertising there is ever more integration and mutually enriching cross-pollination. This makes the PRSA Concentration a relevant and productive second concentration for students throughout the Communications Media Department.</p>
Course map student learning outcomes.	<p>Coordinator's comment: A course map of PLOs and SLOs added/started in Watermark in AY24.</p>
Consider courses to fulfill LA&S requirements.	<p>Coordinator's comment: No comment in AY24.</p>
Consider the external reviewer's suggestion to revise the program structure to move to distinct majors.	<p>Coordinator's comment: The cross pollination, customization, and hybridization supported by the current concentration structure and 5-phase curriculum of the Communications Media Major enables students to strategically design programs that realize powerful synergies between concentrations and in relationship to the full curricular offerings of the department. This current curriculum structure in the major enables integration, coordination, and invaluable customization to individual students' personal and professional interests that could all too easily be lost in a distinct major structure, which would by nature (and definition) divide and segregate our department into separate majors. -Rob</p>

Internship Performance Appraisal

Reported **Internship Performance Appraisal** data for PRSA consisted of **13 students**. Forms were received between **August 31, 2022** and **April 16, 2024**.

The Internship Performance Appraisal form in AY24 consists of seven questions with spaces for comment.

Data collection done by means of a Google *Form*, distributed by the department administrative assistant to the internship site's site supervisor. There are times when multiple supervisors from the same site will respond to this questionnaire.

1. Did the intern demonstrate acceptable overall knowledge of his/her discipline to be competitive with potential entry-level job applicants? (Relates to PLO-1; PRSA SLO-2; SLO-4; SLO-5)

Yes	No	%
13	0	100.00% positive

Site Supervisor Comments (condensed) with PRSA Coordinator response

Site supervisor comments repeatedly spotlight:

- References to “professionalism” in the application of disciplinary knowledge and skills.
- Strong communication skills as relates to professional work in the discipline.
- Multiple references to “contributing member of our team”
- Application of marcomm skills to PR and Marketing Communication Projects on the job.
- Leadership and management skills successfully applied in professional practice, and upon real world projects.

Broadly speaking, the supervisor comments are extremely affirming, and demonstrate a fundamental alignment with our PRSA Student Learning Outcomes (SLO):

1. Lead and manage a complex Marketing Communication client project from inception to completion;
2. Plan, produce, and present a comprehensive plan (e.g., a proposal, plans book, or PR plan) for an integrated marketing communication campaign;
3. Collaborate successfully with a team to produce a complex Creative Advertising or Marketing Communication client project;
4. Conceive, write, and design professional caliber Marketing Communication media (i.e., tactics) that embody a creative strategy, respond to a client’s situational exigency, and communicate effectively with an intended target audience;

5. Perform market research (e.g., surveys, focus groups, social media analytics, and KPI data analysis) that guide and inform Creative Advertising and Marketing Communication strategy development and media production for a professional client.

-Rob

There were no comments posted by Site Supervisors to this question specifically.

Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.

Coordinator/Concentration Response:

The information above re-affirms the significance and impact of the pedagogical approach that spans the PRSA Concentration: namely a project-based curriculum situated in real-world professional contexts that guides students in the processes and production of marketing communication campaigns and media. Throughout their coursework in PRSA, students learn to produce public relations, social media, and advertising deliverables that respond to exigencies of actual clients and professional organizations as a means to addressing and solving ambitious real world challenges. The supervisor comments collectively demonstrate that this approach is working well, as students are obviously becoming successful professionals through the guided real world practice that constitutes their coursework. -Rob

2. Did the intern demonstrate acceptable knowledge of software and hardware required to be competitive with potential entry-level job applicants? (Relates to PLO-1)

Yes	No	%
13	0	100.00% positive
<p>Site Supervisor Comments (condensed)</p> <p>Throughout the PRSA curriculum students learn professional practice through the production of a wide range of marcomm media, which includes the usage of the myriad technologies that are necessary in producing excellent professional work. Perhaps even more important than students being preemptively fluent in any potential technology they might need to know across the wide-ranging field of marketing communication is that they have the ability to quickly learn, adopt, and productively use whatever new technology they encounter on the job. The supervisors' unanimous agreement that all 13 interns were competitive in terms of acceptable software and hardware knowledge for entry-level positions suggests both their current knowledge of the requisite software and hardware and the ability to learn new technologies as needed in an internship or work context. -Rob</p> <p>There were no comments posted by Site Supervisors.</p>		
<p>Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.</p>		
<p>Coordinator/Concentration Response: See above, Rob comment.</p>		

3. Did the intern demonstrate appropriate initiative to be competitive with potential entry-level job applicants? (Relates to PRSA SLO-1; SLO-2; SLO-3; SLO-4; SLO-5)

Yes	No	%
13	0	100.00% positive

Site Supervisor Comments (condensed)

There were no comments posted.

Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area’s approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.

Coordinator/Concentration Response:

The unanimously positive responses regarding intern initiative are repeatedly reflected in the supervisors’ comments about the PRSA intern readiness to take lead, as well as in their overall positive attitudes:

“...she asked good questions, and was an effective problem solver. She is sharp, and enthusiastic about the work... I relied on her in some high-pressure situations and she delivered in spades...She has a positive work ethic and can be quite independent.”

“[she] shows incredible work ethic...She is very mature for her age and is a go-getter.”

“[her] strong work ethic, enthusiasm, initiative, professionalism and time management skills were evident in all her assigned projects throughout the duration of the internship.”

“I have been thoroughly impressed with her professionalism, talent, dedication, and eager to learn! Without a doubt, one of the hardest working interns I’ve had the pleasure of working with.”

“[He] took direction really well and was able to take that direction and run with it. Whatever project we gave him, he worked within the brand standards, while also looking at communications with a fresh eye.”

4. Did the intern demonstrate oral and written communication skills appropriate to your organization and/or profession? (Relates to PRSA PLO-3; PRSA SLO-2; SLO-3; SLO-5)

Yes	No	%
12	1	92.31% positive
<p>Site Supervisor Comments (condensed)</p> <p>The PRSA curriculum encourages multi-varied communication within actual professional practice, including through team building and teamwork (i.e., interpersonal); formal and informal team and individual client presentations (i.e., oral and multimedia); between students, faculty, and clients, often in student-lead reverse classroom situations; and the development of client campaigns (i.e., written and multimedia) that focus on campaign blueprints (e.g, plans books, client proposals, and marketing communication plans) offering guidance over the implementation of public relations, social media, and advertising touchpoints (e.g., written copy, photography, videography, and graphic design). As a result of the multi-modal practice of shared professional communication and production of marcomm communications media, it is both affirming and unsurprising that supervisors’ comments reflect the professional practice of PRSA students in their regular classroom experience. -Rob</p> <p>"No"" is a bit too harsh of a response -- (her) oral and written communication skills are great, but just as a small suggestion I would encourage her to communicate more clearly with various internal stakeholders about the status of her work, especially when managing multiple projects. This can be as simple as giving status updates at the end of the day or asking for clarity on priorities. This is just a very small suggestion and something that usually can only be learned through experience in a real workplace. Most students do not have these kind of kind of "office etiquette" type proficiencies until after some time in the workplace” (Another Age Productions).</p>		
<p>Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area’s approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.</p>		
<p>Coordinator/Concentration Response: See above.</p>		

5. Did the intern demonstrate appropriate time management skills? (Relates to PRSA SLO-3; SLO-4)

Yes	No	%
13	0	100.00% positive

Site Supervisor Comments (condensed)

It is very concerning that in recent years PRSA students have increasingly had to work more hours outside of school to pay for their undergraduate education, which all too often leaves them with little time to focus on the demands of their coursework. The challenge here, though, is one of too little available time for studying and the production of client work for their portfolios, and not time management *per se*. The pressures of having to complete strong professional work with less time may have actually helped them develop strategic and efficient time management skills, and it is heartening to see this excellent data from their supervisors. -Rob

Yes. “[Her] strong work ethic, enthusiasm, initiative, professionalism and time management skills were evident in all her assignment projects throughout the duration of her internship with MOTT”.

Yes. “(The intern) has shown considerable improvement and a willingness to try new techniques to better manage his time and simultaneous projects” (VHS Inc, VHS Learning).

Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area’s approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.

Coordinator/Concentration Response: See above.

6. Did the intern demonstrate appropriate ethical integrity? (Relates to PLO-5)

Yes	No	%
13	0	100.00% positive

Site Supervisor Comments (condensed)

There were no comments posted by Site Supervisors..

Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.

Coordinator/Concentration Response:

Professional comportment, providing quality client management and service, following practices that demonstrate an ethos of integrity, good will, and excellence, are all interwoven with ethical integrity. The guided experiential learning across the PRSA curriculum incorporates this entire list into unfolding praxis within the processes and production of working for each client towards productive outcomes that are beneficial to them. Ethical integrity spans these production processes from project launch to product delivery in many forms, across which students learn and hone through repeated practice: Helpful (and honest) communication with clients from the inception to the completion of a project; committing to and meeting regular client objectives, including earlier iterations and final project delivery; and healthy teamwork, with team members supporting each other. In these and other ways, ethical integrity is cultivated, learned, and habituated, or not, through well-intentioned practice in the context of the PRSA curriculum. It is worth noting that this too is experiential, and can be a messy and awkward process for many students, particularly within the context of team projects, but this is central in most PRSA courses, including Social Media Advertising and Public Relations, Communicating Project Design, Client Project Production. -Rob

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

Yes	No	%
12	1	92.31% positive

The experience-based pedagogy of learning through doing, and doing so within the context of actual professional practice, is a powerful - and empowering - means to student transformation. Because it is a literal training ground for students' internship and future work in the marketing communication fields, it is exciting to see this quantitative and qualitative data, but not entirely surprising. In short, the PRSA Concentration is explicitly designed for this successful outcome, and the common pedagogy and strategically integrated design of its curriculum (with SLO's shared earlier in mind) are effectively preparing students for these internships and entry level career positions. -Rob

Clearly, the positive responses and comments reflect a strong PRSA program in regard to entry-level employment. The single "no" response from a Site Supervisor below is troublesome and will result in some tweaking in at least one of the PRSA courses, *Communicating Project Design*. The course, like other courses in this concentration, focuses on group work and collaboration. It has always been a challenge to ensure that everyone in a group contributes in the assembly of the final course deliverables. Either a required weekly journal or a brief oral report, student-by-student, or some other means to identify what they have been working on will become a part of this course in an effort to keep students engaged. Whether or not this will motivate students at internship sites remains to be seen. The goal will be accountability, and the approach to this will be something pondered prior to the next offering of this course. -Randy

Site Supervisor Comments (condensed)

Yes. "I was very impressed with (her), I was looking forward to engaging with her in challenging work, she asked good questions, and was an effective problem solver. She is sharp, and enthusiastic about the work. An excellent communicator. I relied on her in some high-pressure situations and she delivered in spades. I would urge MVP to make space for her to get hired." -Jean Dunoyer, Senior Editor/Producer, Special Projects

"(She) has demonstrated a high level of professionalism and ability to problem solve. I enjoyed working with her. She has a positive attitude and an excellent work ethic and can be quite independent. She left a positive mark on me personally and my department!!!" -Alex Sachs, Editor

“I have found (her) to be responsive to all requests and always friendly. Based on my impressions she appeared to be eager to learn and to do well.” -Brigitte Tersek, Financial Coordinator

“She has been a positive influence on everyone she comes in contact with.” -Rod Lindheim, Production Manager (MIT Video Productions).

Yes. “(She) has a wonderful attitude, takes guidance well, and will certainly be an asset to any team she's on!” (Another Age Productions).

Yes. (She) has been an invaluable asset to our company during her time with us at Joshua Allen Design. She has demonstrated exceptional videography skills both video and editing. She has been a contributing member of our team with clear and articulate thoughts and comments. We would not hesitate to hire (her) for a position at JAD! Thank you” (Joshua Allen Design).

Yes. “(She) has been an absolute joy to work with. We've asked her to extend her internship into the summer as she looks for a full-time role. If a full-time position became available at Vision we would strongly consider (her) for the role. (She) shows incredible work ethic and excellent communication. She is very mature for her age and is a go-getter. I know she will succeed wherever she lands” (Vision Advertising)

Yes. “(She) was an important member of our MOTT team these past months. From RTC grant management to TTR grant presentations, from PR/marketing communication projects with Brand USA, to web page updates for 50 under 50, and preparing information for media/tour operator inquiries and Canadian lifestyle magazine press inquiries, (she) was a great asset to many members of our team at the Massachusetts Office of Travel & Tourism. (Her) strong work ethic, enthusiasm, initiative, professionalism and time management skills were evident in all her assigned projects throughout the duration of her internship with MOTT” (Massachusetts Office of Travel and Tourism).

No. “Overall, (he) was a very competent intern and completed most tasks he was assigned competently. He has a great personality and I enjoyed working with him which is why I gave him positive scores overall. I do, however, think he needs to show more motivation when it comes to work. The university had myriad snow days this semester and he always asked if he could have the day off since it was a snow day (mind you it was not a snow day for me or my university). Maybe I don't understand your university's policies, but since he was working in a remote position, I was a bit confused as to why he couldn't work during a snow day since he was remote anyway. Maybe it was because he could not go to campus to get his work done and I will ask him in his exit interview to be clear but I would have liked for him to at least offer to work (which he did do on at least one occasion) even though it was a snow day. As I am a department of one, I rely heavily on my interns so this often hampered what I

needed to get done. Again, overall I was happy with (his) overall performance other than the myriad requests for days off. I will add I know he worked on some weekends and evenings so I think it all evened out in the end and it was a wash. But it is something I think needs to be made clear to interns and their supervisors that if there is a snow day, they are expected to be off. Thank you!” (Campbell University School of Law).

Yes. “Thanks for sharing (her)! She's been a joy to work with, and she demonstrates her talent and commitment to excellence everyday” (Peabody Essex Museum).

Yes. “(She) has been an OUTSTANDING intern and I have been thoroughly impressed with her professionalism, talent, dedication, and eagerness to learn! Without a doubt, one of the hardest working intern I've had the pleasure of working with” (MWCC).

Yes. “(He) took direction really well and was able to take that direction and run with it. Whatever project we gave him, he worked within the brand standards, while also looking at communications with a fresh eye” (Fitchburg State University).

“Yes! We ended up hiring (him). He is a great fit for our team. Hardworking and focused” (Studio Jade).

Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area’s approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.

Coordinator/Concentration Response: See above.

Portfolio Defense Evaluation

Reported **Portfolio Defense Evaluation** data for PRSA consisted of **8 students**. Forms were received between **October 18, 2023** and **February 28, 2024**.

The form in AY24 has six categories. Data collection done by means of a Google *Form*, created by the department's assessment contact who gives access to all department faculty, further filled out by faculty at the portfolio interview.

PRSA Portfolios	Unacceptable	Needs Improvement	Acceptable	Exceeds Expectations	Excellent
Material Quality	1	0	3	1	3
Design Quality	2	0	2	2	2
Presentation Quality	3	1	2	1	1
Sequencing	1	0	3	2	2
Professional Usefulness	2	1	1	2	2

Theoretical Knowledge

	Imperceptible	Lacking	Some	Fair Amount	Extensive
PRSA	5	0	1	1	1

What conclusions, and/or potential actions, if any, can be made from this portfolio data?

Coordinator/Concentration Response: I continue to find evaluating evidence of theoretical knowledge to be challenging in our portfolio reviews. As a result, I am probably responsible for most if not all of the “Imperceptible” ratings. But interpreted differently, the results would be entirely different. In other words, if a student simply being able to talk about his or her work (why they did what they did) represents theoretical knowledge, then my “Imperceptible” ratings would automatically be reconfigured as “Some” or “Fair Amount.” I am probably guilty of expecting a higher level of discussion from our students than is reasonable, and need to readjust my standards. The portfolio review is essentially a “dry run” for students to master the skills needed in an interview for their internship. Internship supervisors, company CEOs, company owners would probably glaze over in an interview (or worse: eliminate the student as a candidate) if a prospective intern launched into what I think of as a truly theoretical analysis of his or her work. So, if I need to think differently about this section, it is probably necessary, and I can certainly do it. —Charles

The origin of the theoretical knowledge question applied during the *Portfolio Defense Evaluation* is from theory faculty, who are curious if any of the information covered in the freshmen-level theory courses (e.g., *Message Design, Introduction to Communication and Media Studies*); or Phase IV elective theory courses (e.g., *Media Criticism, Data & Society, Gender Communication*) surfaced during portfolio discussions. This is no doubt difficult to ascertain as those evaluating the portfolios are not privy to all that goes on in these courses. The goal of theory faculty, in-part, is for students to speak intelligently not only about the production of the contents of their portfolio; but also the concepts, themes, social, economic, political, cultural, regulatory, perceptual, and overall deeper qualities of their work. Results to this question will undoubtedly be discussed by theory faculty in AY25; which may result in some fine tuning of this question on the Portfolio Defense Evaluation form, or perhaps taking the form of a rubric of some kind or by some other means to see how students are doing in this regard -Randy

Based on Randy’s response, I am comfortable with how I am evaluating the theoretical knowledge question. Students almost never mention it during their portfolio defenses. – Charles

An additional assessment was initiated this year to look into **document software preferences and AI use** among writing professionals. Emails were sent to 32 site coordinators, each with a relationship to Fitchburg State in late-Spring. Six of these did not appear to go through as “Delivery Status Notifications” were sent back as not delivered. As of May 20, 2024, four of those sent surveys had responded. Results have been shared with PRSA faculty. Additional efforts to collect data are forthcoming.

Actions/Governance

In AY24, the Public Relations, Social Media and Advertising Concentration, one of several concentrations for the B.S. in Communications Media, submitted or was part of a proposal to campus governance, then the Departments Curriculum Committee (DUCC), then the All University Committee (AUC). This proposal was recommended by AUC and was approved by the President:

As part of the full department course offerings, the following proposal was made: “Based on NECHE guidelines, we propose to renumber courses in COMM, GAME, TETA, and THEA to align courses with the intended year (Freshman through Senior) and with prerequisites. COMM courses are also grouped by the hundreds digit to make it easier for students to find courses in their concentrations.”

Theater/Tech AY24 Annual Assessment Report

AY24 Summary. To the data below, the Theater and Technical Theater programs are strong. But there appeared a few illuminating observations.

It was recognized within the Internship Performance Appraisal data in terms of time management, that “we need to develop a category for assessing students regarding their promptness and reliability as a reason to deny Internship. One student Not being reliable is one too many.” It was later noted that this intern focused on Technical Theater. To address this, Theater/Technical Theater could have a benchmark or goal of 100% for students in COMM 4880 Internship, added to its Curriculum Map, attaching SLO-6 that references time management specifically. This can be discussed in the next year (AY25). If there is a desire to add it, the Assessment Office would need to add COMM 4880 Internship to the Theater/Technical Theater curriculum map as it is not mentioned currently.

Also, although interns were rated 100% to have acted with ethical integrity on internship, the Coordinator wrote that they “will seek to incorporate ethical questions/situations shared by interns while on internship.”

Based on Portfolio Defense data, the concentration will “introduce Portfolio skills earlier in their program/courses, activities/productions.”

Below is the form that coordinators were given to solicit feedback. Dr. Kelly Morgan completed this form. It relates to the 2019 department action plan coming out of the last program review in that year; *Internship Performance Appraisal Form AY24* data; as well as the *AY24 Portfolio Defense Evaluation* data. Below this, at the base of this document, are actions that went through campus governance as related to this concentration.

Action Plan

Item	Any progress in AY24 (leave blank if no)?
Revise concentration Mission Statement.	Coordinator's comment: Still Good
Course map student learning outcomes.	Coordinator's comment: A course map of PLOs and SLOs added/started in Watermark in AY24.
Consider courses to fulfill LA&S requirements.	Coordinator's comment: Hope to add the following for FA: Acting 1, Stage Movement, Voice & Articulation. Integrated: Applied Acting and Production Implication
Consider the external reviewer's suggestion to revise the program structure to move to distinct majors.	Coordinator's comment: I do not agree with reviewer as we currently do not have the faculty for a major.

Internship Performance Appraisal

Reported **Internship Performance Appraisal** data for Theater/Technical Theater consisted of **9 students**. Forms were received between **August 3, 2022** and **April 17, 2024**.

The Internship Performance Appraisal form in AY24 consists of seven questions with spaces for comment.

Data collection done by means of a Google *Form*, distributed by the department administrative assistant to the internship site's site supervisor. There are times when multiple supervisors from the same site will respond to this questionnaire.

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

(Relates to PLO-1; THEA/TETA SLO-1, SLO-2; SLO-3; SLO-4; SLO-5; SLO-8; SLO-10; SLO-11)

Yes	No	%
9	0	100.00% positive
Site Supervisor Comments (condensed)		
There were no comments.		
Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.		
Coordinator/Concentration Response: No it does not. Ours is a strong program as is.		

2. Did the intern demonstrate acceptable knowledge of software and hardware required to be competitive with potential entry-level job applicants? (Relates to PLO-1)

Yes	No	%
9	0	100.00% positive
Site Supervisor Comments (condensed) There were no comments.		
Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.		
Coordinator/Concentration Response: No		

3. Did the intern demonstrate appropriate initiative to be competitive with potential entry-level job applicants? (Relates to THEA/TETA SLO-6)

Yes	No	%
9	0	100.00% positive
<p>Site Supervisor Comments (condensed)</p> <p>There were no comments.</p>		
<p>Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.</p>		
<p>Coordinator/Concentration Response: No</p>		

4. Did the intern demonstrate oral and written communication skills appropriate to your organization and/or profession? (Relates to PLO-3; THEA/TETA SLO-1; SLO-2; SLO-3; SLO-10; SLO-11)

Yes	No	%
9	0	100.00% positive
<p>Site Supervisor Comments (condensed)</p> <p>There were no comments.</p>		
<p>Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.</p>		
<p>Coordinator/Concentration Response: No. We have a very strong foundation for personal interaction and writing skills.</p>		

5. Did the intern demonstrate appropriate time management skills? (Relates to THEA/TETA SLO-6; SLO-11)

Yes	No	%
8	1	87.50% positive
<p>Site Supervisor Comments (condensed)</p> <p>No. “Throughout the semester, (this intern) appropriately notified DSO staff if they were going to be late, needed to shift their hours, or were feeling ill. Towards the end of the semester, these communications became more frequent, more informal, and often centered around mental/emotional health. I've explained that while our office can be flexible, future employers may not be as accommodating.”</p>		
<p>Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area’s approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.</p>		
<p>Coordinator/Concentration Response: No. We need to develop a category for assessing students regarding their promptness and reliability as a reason to deny Internship. One student Not being reliable is one too many.</p>		

6. Did the intern demonstrate appropriate ethical integrity? (Relates to PLO-5; THEA/TETA SLO-2)

Yes	No	%
9	0	100.00% positive
Site Supervisor Comments (condensed) There were no comments.		
Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area's approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.		
Coordinator/Concentration Response: No, but we will seek to incorporate ethical questions/situations shared by interns while on internship.		

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

Yes	No	%
9	0	100.00% positive

Site Supervisor Comments (condensed)

Yes. “(This intern) has been wonderful to work with - excellent creative thinking skills and always willing to take on new tasks. Although we cannot offer a paying job as a volunteer-based non-profit, I hope that (she) will consider volunteering at Brookfield Theatre after the internship is completed. We wish her all the best in the future!” (Brookfield Theatre)

Yes. “(He) did a great job for us this summer, and was a thoughtful member of his cohort and cast” (Commonwealth Shakespeare Company).

Yes. “(He) was a Rockstar Intern. Showed great communication, time management, and interpersonal skills. HE was able to take initiative and complete tasks before deadlines and was able to think on his feet when dealing with customers. We offered (him) a full time position and look forward to him joining the Granite team” (Granite Telecommunications).

Yes. “(She) is an excellent addition to our company and any employer would be luck to have such a articulate, detail oriented and self directed person in their midst. I would gladly recommend her for anything she wishes to do next. A++ in all things. It is a pleasure to have her with us.” (Thisbe Theater Company, Inc.).

Yes. “(He) was an excellent addition to our production staff. He is hard-working, polite, teachable, and capable. We will miss him here at Image 4.” (Image 4).

Yes. “I have had the pleasure of having (her) in several classes and working with them on numerous productions. In classes (her) dedication and focus was unmatched by most others in the class. Fearless, (she) was always willing to lean into an exercise or character, dig deeper, and take risks. As a result of her efforts (she) has developed a growing ability to analyze, conceive of and build the essence of a dramatic story arc through solid analytic skills.

Recently, (she) was cast as Ophelia in a Thisbe Theater Company production of a new work based on Shakespeare's Hamlet entitled, "Rot from Beneath". (She) brought to the role a unique delicate balance to Ophelia's dilemma of deciphering the contradictory expectations of being an obedient daughter and dutiful wife with that of a virginal sexual object ruled by her Renaissance sense of romantic love. (She) deftly created an Ophelia who was alternately in desperate need for a mother's guidance and that of a cool, collected, prim and at times disdainful but patient young woman handing out flowers as if in complete control of her faculties. (Her) interpretation made Ophelia's madness at the end that much more heartbreaking.

Driven to create, when not cast (she) volunteers to help in any capacity needed by the production. Highly organized, this past term (she) created the graphic designs for Thisbe Theater's New York City premiere production of a new work entitled, "Flight Delay", designed and costumed Fitchburg State University's production of "Raisin in the Sun", excelled in her classes and kept up with her outside performance and work schedule.

While multi-talented, (her) first passion is telling the story through acting. With an intimate understanding of the story, they exchange ideas and research with fellow performers and project team members with ease all the while encouraging everyone to contribute fully as creative partners even if they might have differing views. (The intern), time and again has demonstrated her ability to break down text, understand the dramaturgical structure and significance and conceive a unique and standout vision for presentation. (Her) projects are always creative, self-styled, skillful, and well researched.

Her work can be sardonic and quirky, but (she) is also quite capable at demonstrating their facility with formal analysis. I am impressed with the richness and diversity of their talents and that of their character. Needless to say, I would love all my students and colleagues to be so focused and dedicated. (She) attacks each project they undertake, and despite the sometimes enormous and conflicting pressures of school, work, and production, they maintain an uplifting sense of humor. In the time, I have known (her), never have I known them to embark upon any venture without excelling in it." (Thisbe Theater).

Yes. "(The intern) was outstanding in his ability to flex and be adaptable to live Theater operations and performance needs. We mounted two shows during his tenure with us, and he skillfully learned technical skills in lighting, sound and set/props. In addition, he was asked to create power point presentations which were ultimately used in the production. He was asked to do a final lighting plot conception for a new show we are mounting this upcoming season and we have hired him to work with us on that show. Finally, we even pivoted to acting/modeling, something

he wasn't initially interested in, but is now pursuing. Needless to say, he knocked it out of the park in every category. He will be a great team player for any organization and can balance the business aspects nicely with the creative pursuits” (4th Wall Stage Company).

Yes. “(He) has been doing very well and learning a lot along the way. There are many things that I can recall having to learn as an intern that he is in the same boat with. I believe by the end of this internship, (he) will have a much clearer idea of exactly where he want to take his career and grow as a filmmaker.” (Sky-Q LLC).

Yes. “It has been a pleasure to have (him) as an intern this semester. They enthusiastically completed assigned tasks and would assist students where appropriate. My only concern is around (his) attendance and letting their mental/emotional health negatively impact their performance and participation.” (Disability Services, Fitchburg State University).

Internship appraisal data response: Does/will the information above (i.e., data, comments, percentage) impact your area’s approach (i.e., teaching, curriculum) in any way? Yes. No. Maybe. Please explain.

Coordinator/Concentration Response: Proud of the feedback minus the punctuality and reliability issues of one intern who was a tech major but never worked in our program.

Portfolio Defense Evaluation

Reported **Portfolio Defense Evaluation** data for Theater/Technical Theater consisted of **9 students**. Forms were received between **February 9, 2024** and **March 20, 2024**.

The form in AY24 has six categories. Data collection done by means of a Google *Form*, created by the department’s assessment contact who gives access to all department faculty, further filled out by faculty at the portfolio interview.

Theater/Tech Portfolios	Unacceptable	Needs Improvement	Acceptable	Exceeds Expectations	Excellent
Material Quality	0	2	2	3	2
Design Quality	0	2	3	2	2
Presentation Quality	0	2	2	2	3
Sequencing	0	2	2	2	3
Professional Usefulness	0	2	2	2	3

Theoretical Knowledge

	Imperceptible	Lacking	Some	Fair Amount	Extensive
Theater/Tech Theater	5	0	0	0	4

What conclusions, and/or potential actions, if any, can be made from this portfolio data?

Coordinator/Concentration Response: Introduce Portfolio skills earlier in their program/courses, activities/productions

Actions/Governance

In AY24, the Theater and Technical Theater concentrations, two of several concentrations for the B.S. in Communications Media, submitted or was part of a proposal sent to campus governance, starting with the Departments Curriculum Committee (DUCC), then the All University Committee (AUC). This proposal was recommended by AUC and was approved by the President:

1. As part of the full department course offerings, the following proposal was made: “Based on NECHE guidelines, we propose to renumber courses in COMM, GAME, TETA, and THEA to align courses with the intended year (Freshman through Senior) and with prerequisites. COMM courses are also grouped by the hundreds digit to make it easier for students to find courses in their concentrations.”

Theory (Foundational) AY24 Annual Assessment Report

AY24 Summary. Theory was involved with two proposals that went before department and campus governance favorably (prerequisite change for COMM 4010 *Information Design* and course number changes); and addressed Action Items related to it re-writing its mission (currently in-draft) and the potential alignment of courses to LA&S requirements. Also, the data and information below attempts to follow the PLOs and SLOs that are most pertinent to Theory. With a faculty member on sabbatical and given the move to Watermark in the current year, an analysis and subsequent actions is therefore postponed. Specifically, and in the short term, an evaluation of the portfolio data collection process and the Google Form for this will require some close examination. There have been questions raised as to the process for data collection and the faculty understanding of the criteria to be used in assessing theoretical knowledge. Also, with 52% finding the theory knowledge of those interviewing for internship “imperceptible”, it is clear that this work needs to be done to figure out what is going on. Additionally, Theory faculty should make an effort to distinguish two PLOs that appear related to the portfolio assessment and theoretical knowledge, namely PLO-3 and PLO-4 in AY25. Given the importance of this to Theory faculty, they wish to set for theoretical knowledge ratings in the “Some”, “Fair Amount” and “Extensive” categories of those interviewing for internship to reach 80% by the end of AY26, a major shift from where it is now (41%).

Theory Overview. This B.S. in Communications Media report reflects on relevant information from the other five concentration reports, while also considering information when it becomes available, such as those courses required by all students in this degree program. For the record, students are required to take two specific courses at the onset, typically in the freshman year (i.e., COMM 1120 *Message Design*; COMM 1105 *Introduction to Communication and Media Studies*); as well as a two upper-level theory courses selected from a list of courses, namely THEA 3003 *Dramaturgy*, COMM 4000 *Writing in Aesthetics*, COMM 4007 *Data & Society*, COMM 4008 *Rhetoric in Greece*, COMM 4010 *Information Design*, COMM 4200 *Human Communication*, COMM 4205 *Seminar in Communication Theory*, COMM 4206 *Media and Society*, COMM 4220 *Organizational Communication*, COMM 4230 *Communication Law and Ethics*, COMM 4240 *Media Criticism*, COMM 4250 *Research Seminar*, COMM 4280 *Intercultural Communication*, COMM 4281 *Gender and Communication*, COMM 4300 *Critical Making*, and COMM 4400 *Creative Coding*. The department as a whole also requires students to fulfill an upper-level writing requirement, also chosen from a course list (i.e., COMM 2800 *Journalism*, COMM 3200 *Contemporary Cinema*, THEA 3035 *Playwrighting*, COMM 3430 *Writing for Advertising*, COMM 3460 *Public Relations*, COMM 3765 *Writing for Film and Video*, COMM 3860 *Writing for Organizations*, COMM 4010 *Information Design*, COMM 4211 *Writing for the Professional Artist*, COMM 4000 *Writing for Aesthetics*, and COMM 4240 *Media Criticism*). Many of these courses were mapped against program (PLOs) and student learning outcomes (SLOs) in AY24, putting Theory in a better position to consider what, if anything, is to be measured in AY25.

This works to fill in the blanks from the other BS in Communications Media reports, primarily offering an assessment of foundational courses as well as its upper-level, junior and senior, deeper learning courses, categorized as more theoretical.

Below is the form that coordinators were given to solicit feedback. It relates to the 2019 department action plan coming out of the last program review in that year; *Internship Performance Appraisal Form AY24* data; as well as the *AY24 Portfolio Defense Evaluation* data. Below this, at the base of this document, are actions that went through campus governance as related to this area.

Action Plan

Item	Any progress in AY24 (leave blank if no)?
Revise concentration Mission Statement.	Coordinator's comment: A draft Mission Statement has been posted for AY25 discussion in the <i>Bachelor Communications Media: Foundation Courses</i> space on Watermark. The draft was written in AY24.
Course map student learning outcomes.	Coordinator's comment: A course map of PLOs and SLOs added/started in Watermark in AY24.
Consider courses to fulfill LA&S requirements.	Coordinator's comment: Theory will discuss if a case can be made for COMM 1105 <i>Introduction to Communication and Media Studies</i> to be used to cover the Information Literacy requirement. It was discussed briefly in AY24, then tabled due to a colleague's sabbatical and the late in the year timing (i.e., When it was brought up, there was too little time to push a proposal through department and campus governance.).
Consider the external reviewer's suggestion to revise the program structure to move to distinct majors.	Coordinator's comment: No comment in AY24.

Theory Assessment

It has been mentioned that theory is treated separately from the concentrations, with its own committee devoted to address its own set of issues, curriculum development, course scheduling, and assessment. It is not a concentration in and of itself, although students can opt for it as a concentration if, and only if, they are also enrolled in one of the other five professional concentrations (i.e., they cannot add it to their transcript without one of the other concentrations). Otherwise, theory offers tangential, yet relevant courses to those offered by the professional programs. Curriculum maps related to theory courses, for the reader's information, can be seen under the Watermark heading, *Bachelor Communications Media: Foundation Courses*.

At this point in terms of assessment activities, Theory looks most closely at data collected with the *Portfolio Defense Evaluation* form. All concentrations, as well as the Game Design major, require those seeking an internship to undergo a pre-internship portfolio review. This form, which is present at this review, specifically asks reviewers to listen for and assess an internship candidate's theoretical knowledge. With one of the four faculty on sabbatical in AY24, the data analysis is tabled, to be discussed in AY25 with an eye for potential actions (i.e., to close the loop; although this may be premature given some testing problems, see below).

Of note is a sense that not all portfolios are reviewed with the intern present. If true, and it will be investigated in the Fall, it leads to a set of problems in that there is no opportunity to hear a potential intern relate theoretical concepts to their work during the interview. It may be why the imperceptible rating was so frequently made during these reviews (see Portfolio Defense Evaluation data below).

Also of note, Graphic Design did not report and may choose to assess portfolios differently from the other concentrations (see note in the Graphic Design concentration overview on Watermark, labeled *Bachelor Communications Media: Graphic Design*). Theory should keep an eye on how Graphic Design decides to handle this going forward.

Internship Performance Appraisal

Reported **Internship Performance Appraisal** data is most relevant to the professional concentrations. Still, and for future reference, Theory might (emphasis on might) consider looking at the following questions; and subsequent data and internship responses, to various degrees, given related PLOs and SLOs. The *Internship Performance Appraisal Form* in AY24 consisted of seven questions with spaces for comment. Data collection was done by means of a Google *Form*, distributed by the department administrative assistant to the internship site's site supervisor. There are times when multiple supervisors from the same site responded to this questionnaire. Again, PLOs and SLOs considered to be related to each question are presented below for Theory consideration (i.e., possible Theory review and assessment if found relevant in the future). It is presented only for discussion. There is no analysis nor plans to analyze at this point.

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

- Program Learning Outcome (PLO-1): Students should demonstrate proficiency in the core tools and skills of their discipline.
- Student Learning Outcome (Film/Video SLO-2): Students will learn and apply the fundamentals of cinematic structure, aesthetics and storytelling.
- Student Learning Outcome (Graphic Design SLO-1): Students should possess auto-didactic competency.
- Student Learning Outcome (Graphic Design SLO-3): Students should possess critical thinking toward visual form, content, and context.
- Student Learning Outcome (Photography SLO-1): Students will develop strong-problem solving skills through the completion of technical production assignments involving increasingly complex practical theoretical scenarios.
- Student Learning Outcome (Photography SLO-3): Students will be able to analyze and evaluate photographic works, both their own and others, for aesthetic qualities, both in contemporary and historical contexts.
- Student Learning Outcome (Photography SLO-4): Students will learn to create and evaluate work that functions within the critical context of a larger series of work, both for artistic merit and for the inclusion in a commercial portfolio.
- Student Learning Outcome (PRSA SLO-2): Plan, produce, and present a comprehensive plan (e.g., a proposal, plans book, or PR plan) for an integrated marketing communication campaign.
- Student Learning Outcome (PRSA SLO-4): Conceive, write, and design professional caliber Marketing Communication media (i.e., tactics) that embody a creative strategy, respond to a client's situational exigency, and communicate effectively with an intended target audience.

- Student Learning Outcome (PRSA SLO-5): Perform market research (e.g., surveys, focus groups, social media analytics, and KPI data analysis) that guide and inform Creative Advertising and Marketing Communication strategy development and media production for a professional client.
- Student Learning Outcome (Theater SLO-1): Theater and technical theater students will be able to analyze a play, performance work or production, using multiple communication skills.
- Student Learning Outcome (Theater SLO-3): Theater and technical theater students will be able to create a performance or production by synthesizing research.
- Student Learning Outcome (Theater SLO-4): Theater and technical theater students will be able to differentiate new developments in contemporary theater and performance from historical practices.
- Student Learning Outcome (Theater SLO-5): Theater and technical theater students will be able to design any component of a theatrical performance/production using an industry-standard skillset.
- Student Learning Outcome (Theater SLO-8): Theater and technical theater students will be able to differentiate the roles within a professional theater company to determine a career path in theater, including playwright, producer, director, performer, actor, technical director, dramaturg, scenic/lighting/costume/sound/projection designer, production manager, dramaturg, and stage manager.
- Student Learning Outcome (Theater SLO-10): Theater and technical theater students will be able to discuss their artistic practice and choices with reference to the standards of the profession.
- Student Learning Outcome (Theater SLO-11): Theater and technical theater students will be able to, through the fulfillment of the Capstone project, demonstrate critical thinking, writing, speech, and organizational skills.

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

- Program Learning Outcome (PLO-1): Students should demonstrate proficiency in the core tools and skills of their discipline.

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

- Student Learning Outcome (Film/Video SLO-3): Students will learn and apply the interpersonal skills necessary to collaborate effectively as a member of a filmmaking team.
- Student Learning Outcome (Graphic Design SLO-1): Students should possess auto-didactic competency.

- Student Learning Outcome (Photography SLO-1): Students will develop strong-problem solving skills through the completion of technical production assignments involving increasingly complex practical theoretical scenarios.
- Student Learning Outcome (PRSA SLO-1): Lead and manage a complex Marketing Communication client project from inception to completion.
- Student Learning Outcome (PRSA SLO-2): Plan, produce, and present a comprehensive plan (e.g., a proposal, plans book, or PR plan) for an integrated marketing communication campaign.
- Student Learning Outcome (PRSA SLO-3): Collaborate successfully with a team to produce a complex Creative Advertising or Marketing Communication client project.
- Student Learning Outcome (PRSA SLO-4): Conceive, write, and design professional caliber Marketing Communication media (i.e., tactics) that embody a creative strategy, respond to a client's situational exigency, and communicate effectively with an intended target audience.
- Student Learning Outcome (PRSA SLO-5): Perform market research (e.g., surveys, focus groups, social media analytics, and KPI data analysis) that guide and inform Creative Advertising and Marketing Communication strategy development and media production for a professional client.
- Student Learning Outcome (Theater SLO-6): Theater and technical theater students will be able to use effective leadership skills, including collaboration, time management, problem-solving, effective communication, constructive critique, to perform key functions in a theatrical production.

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

Relates to:

- Program Learning Outcome (PLO-3): Students should be able to explain how their work fits in the historical and theoretical context of their discipline.
- Student Learning Outcome (Graphic Design SLO-3): Students should possess critical thinking toward visual form, content, and context.
- Student Learning Outcome (Photography SLO-3): Students will be able to analyze and evaluate photographic works, both their own and others, for aesthetic qualities, both in contemporary and historical contexts.
- Student Learning Outcome (PRSA SLO-3): Collaborate successfully with a team to produce a complex Creative Advertising or Marketing Communication client project.
- Student Learning Outcome (PRSA SLO-5): Perform market research (e.g., surveys, focus groups, social media analytics, and KPI data analysis) that guide and inform Creative Advertising and Marketing Communication strategy development and media production for a professional client.

- Student Learning Outcome (Theater SLO-1): Theater and technical theater students will be able to analyze a play, performance work or production, using multiple communication skills.
- Student Learning Outcome (Theater SLO-2): Theater and technical theater students will be able to reflect on the social relevance of any play, particularly in relation to issues of community engagement, inclusiveness, social justice, and historical context.
- Student Learning Outcome (Theater SLO-3): Theater and technical theater students will be able to create a performance or production by synthesizing research.
- Student Learning Outcome (Theater SLO-10): Theater and technical theater students will be able to discuss their artistic practice and choices with reference to the standards of the profession.
- Student Learning Outcome (Theater SLO-11): Theater and technical theater students will be able to, through the fulfillment of the Capstone project, demonstrate critical thinking, writing, speech, and organizational skills.

5. Did the intern demonstrate appropriate time management skills? Relates to:

- Program Learning Outcome (PLO-1): Students should demonstrate proficiency in the core tools and skills of their discipline.
- Student Learning Outcome (Film/Video SLO-3): Students will learn and apply the interpersonal skills necessary to collaborate effectively as a member of a filmmaking team.
- Student Learning Outcome (Graphic Design SLO-2): Students should possess effective use of design process and risk taking.
- Student Learning Outcome (Photography SLO-1): Students will develop strong-problem solving skills through the completion of technical production assignments involving increasingly complex practical theoretical scenarios.
- Student Learning Outcome (PRSA SLO-3): Collaborate successfully with a team to produce a complex Creative Advertising or Marketing Communication client project.
- Student Learning Outcome (PRSA SLO-4): Conceive, write, and design professional caliber Marketing Communication media (i.e., tactics) that embody a creative strategy, respond to a client's situational exigency, and communicate effectively with an intended target audience.
- Student Learning Outcome (Theater SLO-6): Theater and technical theater students will be able to use effective leadership skills, including collaboration, time management, problem-solving, effective communication, constructive critique, to perform key functions in a theatrical production.
- Student Learning Outcome (Theater SLO-11): Theater and technical theater students will be able to, through the fulfillment of the Capstone project, demonstrate critical thinking, writing, speech, and organizational skills.

6. Did the intern demonstrate appropriate ethical integrity? Relates to:

- Program Learning Outcome (PLO-5): Students should recognize and apply ethical perspectives to their work.
- Student Learning Outcome (Theater SLO-2): Theater and technical theater students will be able to reflect on the social relevance of any play, particularly in relation to issues of community engagement, inclusiveness, social justice, and historical context.

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

Portfolio Defense Evaluation

Reported **Portfolio Defense Evaluation** data for **98 potential interns**. Forms were received between **March 2023** and **March 2024**. Looking at portfolio data and the theory knowledge of those near ready for internship relates to PLO-3 and PLO4.

All Potential Interns (theoretical knowledge)	Imperceptible	Lacking	Some	Fair Amount	Extensive
Film/Video	40	2	11	7	5
Game Design	0	3	15	0	0
Photography	1	1	1	3	3
PRSA	5	0	1	1	1
Theater/Tech Theater	5	0	0	0	0
TOTAL	51 (52%)	6 (6%)	28 (28%)	0	13 (13%)

Coordinator/Concentration Response: This analysis appears to relate to the following PLOs, which have been established by all Communications Media faculty:

- Program Learning Outcome (PLO-3): Students should be able to explain how their work fits in the historical and theoretical context of their discipline.
- Program Learning Outcome (PLO-4). Students should apply core theoretical principles to the analysis and critique of media.

In AY25, Theory faculty should work together to distinguish these two PLOs, further determining how best to look at them in its data collection and assessment analysis.

Clearly, and as mentioned, the high number of imperceptible ratings is noteworthy and will undoubtedly be discussed. For the record, as reported in the PRSA report, the origin of the theoretical knowledge question applied during the *Portfolio Defense Evaluation* is from theory faculty, who are curious if any of the information covered in the freshmen-level theory courses (e.g., *Message Design*, *Introduction to Communication and Media Studies*); or Phase IV elective theory courses (e.g., *Media Criticism*, *Data & Society*, *Gender Communication*) surfaced during portfolio discussions. It's been mentioned that there is a possibility that some reviewers may not have actually sat down with the internship candidate at the point of the review. That is troublesome if true. However, even if untrue, theoretical knowledge may be difficult to ascertain as those evaluating the portfolios are not privy to all that goes on in these courses. The goal of theory faculty, in-part, is for students to speak intelligently not only about the production of the contents of their portfolio; but also, the concepts, themes, social, economic, political, cultural, regulatory, perceptual, and overall deeper qualities of their work. Some fine tuning of this question, or perhaps resulting in a rubric of some kind or by some other means may be in order. This will be discussed.

Actions/Governance

In AY24, the Theory component of the undergraduate programs in Communications Media, Digital Media Innovation, and Game Design, submitted or was part of two proposals to campus governance, then the Departments Curriculum Committee (DUCC), then the All University Committee (AUC). Each of these proposals were recommended by AUC and either approved or awaiting approval by the President:

1. The Creative Arts Enterprise (CAE) major, offered by the Humanities Department, and the Digital Media Innovation (DMI), offered by the Communications Media Department, have chosen to use COMM 4010 *Information Design* as an elective. This proposal sought to change COMM 4010's prerequisites from the current COMM 1105 and COMM 1120 (i.e., dropping these prerequisites) to ENGL 1200 (i.e., making this the only prerequisite). This would open up the course to the whole campus, not just Communications Media, further allowing DMI and CAE students to take COMM 4010 with ease.

2. As part of the full department course offerings, the following proposal was made: “Based on NECHE guidelines, we propose to renumber courses in COMM, GAME, TETA, and THEA to align courses with the intended year (Freshman through Senior) and with prerequisites. COMM courses are also grouped by the hundreds digit to make it easier for students to find courses in their concentrations.”

Portfolio Defense Evaluation Form

Required *

* Indicates required question

1. Student's Name (Full Name) *

2. Student's Concentration or Major: *

Check all that apply.

Communication Studies

DMI

Film/Video

Game Design

Graphic Design

Photography

PRSA

Technical Theater

Theater

Other: _____

3. Name of Faculty Evaluator *

Mark only one oval.

- Charles Sides
- Jon Amakawa
- Mary Baker
- Rob Carr
- Cap Corduan
- Rachelle Dermer
- Jason Flynn
- Bob Harris
- Randy Howe
- Jon Krasner
- M. Zachary Lee
- Viera Lorencova
- Kevin McCarthy
- Xiaoying Meng
- Kyle Moody
- Kelly Morgan
- Jo Nazro
- Les Nelken
- Charlie Roberts
- Britt Snyder
- J.J. Sylvia
- Don Tarallo
- Sam Tobin
- Mary Vreeland
- Jeff Warmouth

4. Current Semester and Year (e.g., Spring 2023) *

*Mark one checkbox per row **

	Unacceptable	Needs Improvement	Acceptable	Exceeds Expectations	Excellent
Material Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sequencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Usefulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Mark one oval (perceived theoretical knowledge) *

Mark only one checkbox.

	Imperceptible	Lacking	Some	Fair Amount	Exceptional
Theoretical Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Internship Performance Appraisal Form

* Indicates required question

1. Date *

Example: January 7, 2019

2. Intern Name *

3. Internship Organization *

4. Internship Organization Address *

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

Mark only one oval.

Yes

No

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

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

Mark only one oval.

Yes

No

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

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

Mark only one oval.

Yes

No

10. If NO, what areas need improvement?

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

Mark only one oval.

Yes

No

12. If NO, what areas need improvement?

13. Did the intern demonstrate appropriate time management skills?

Mark only one oval.

Yes

No

14. If NO, what areas need improvement?

15. Did the intern demonstrate appropriate ethical integrity?

Mark only one oval.

Yes

No

16. If NO, what areas need improvement?

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

Mark only one oval.

Yes No

18. Additional Comments

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