

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; J.J. Sylvia (DMI Coordinator); Kyle Moody (Interim DMI Coordinator—Dr. Sylvia on Sabbatical, Spr. 24)**

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: **Digital Media Innovation Major, B.A/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	Engage in concepts related to the humanities, contingent with critical thinking abilities, including - but not limited to - historiography, digital recreations of texts, interpolating messages between disciplines, and technologically-enhanced textual analysis.	The five program learning outcomes (PLOs) are listed on the university catalog website under Digital Media Innovation , which is linked to this URL: https://www.fitchburgstate.edu/academics/programs/digital-media-innovation-babs		

PLO-2	Integrate academic work with community engagement to produce tangible, engaging, audience-aware products.	See above.		
PLO-3	Evaluate and critique the impacts of data on society and how data can be used to address issues such as social justice and inequality.	See above.		
PLO-4	Analyze complex problems and apply learning to take responsible action in contemporary global contexts.	See above.		
PLO-5	Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	See above.		

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

Digital Media Innovation is a new major, which passed through governance in the last academic year.

Underlying the PLOs listed above are a set of SLOs. Here is the complete list: Students who complete this program will be able to:

- Engage in concepts related to the humanities, contingent with critical thinking abilities, including - but not limited to - historiography, digital recreations of texts, interpolating messages between disciplines, and technologically-enhanced textual analysis
 - Integrate and assess digitally driven research goals, methods, and media with discipline-specific inquiry
 - Assess information and information technologies critically
- Integrate academic work with community engagement to produce tangible, engaging, audience-aware products.
 - Produce engaging digital narratives using emerging tools (such as 3D printing, 360 degree video, augmented reality and creative multimedia coding)
 - Create social media strategies for outreach and content generation
 - Collaborate respectfully with diverse others to respond to community needs and assets through the process
- Evaluate and critique the impacts of data on society and how data can be used to address issues such as social justice and inequality
 - Explain the impact of data on their personal life, field of study, and future career
 - Create, collect, and analyze data for a variety of purposes
 - Design and create data visualizations
- Analyze complex problems and apply learning to take responsible action in contemporary global contexts
- Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways

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”?
	See comment below.				

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

DMI is a new major that passed through governance in AY22. No PLOs were assessed in this AY23, nor in AY24 with the program in its infancy, as one faculty member was on sabbatical, and another faculty member began a two year leave of absence. Curriculum mapping activities did take place in AY24.

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
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)	To be addressed in AY25.
Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	To be addressed in AY25.
What changes have been made as a result of using the data/evidence? (close the loop)	To be addressed in AY25.

B. Assessment Plan for Program/Department

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

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

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

I. Programs that fall under Program Review:

- i. Date of most recent Review: **NONE. Program was approved in FY 2022, so has no Action Plan**
- ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

Specific area where improvement is needed	Evidence to support the recommended change	Person(s) responsible for implementing the change	Timeline for implementation	Resources needed	Assessment Plan	Progress Made this Year
New program-no areas identified.						

Goals, Objectives, Assessments

Goal	Measurable Objective	Strategy for Achievement	Timetable	Assessment

<p>Perform a program review of the DMI Major after 7 years (AY29) and every 7 years thereafter</p>	<p>Using existing comprehensive program review criteria, the department will complete a self-study of the program and an expert external to the university will assess the program in 2029 and every 7 years thereafter. In order to support DEI based analysis, data on student success will be disaggregated by race, ethnicity and gender.</p>	<p>Office of Institutional Research will add DMI to the program review rotation. Director of Assessment to work with the department to establish assessment methods.</p>	<p>Initial Program Review in AY29 and every 7 years thereafter.</p>	<p>This assessment cycle is already required of all programs at the university. Director of Assessment will provide feedback on the program review. As part of the review process the program will set goals for the next review period.</p>
<p>Work-Ready Students</p>	<p>100% of majors will either complete an internship or engage in a community-based capstone project during their undergraduate experience.</p>	<p>Build on existing partnerships and develop new community partnerships that enable students to complete service learning capstone projects as part of their capstone experience.</p>	<p>AY26, the first-year students will graduate from the program.</p>	<p>Program coordinator will work with capstone faculty and internship coordinator to track student projects. A running database will be kept that notes the community projects and internship sites of all graduating students. These will be reviewed as part of the program review process. Graduating student surveys are currently used as part of the program review cycle and will additionally be used to assess student success.</p>

Identify, attract, retain, and graduate a diverse student body	Retention rate: 77%; Six-year graduation rate: 62%; BIPOC enrollment: 40%	Work with Associate Vice President for Enrollment to target outreach and recruitment efforts. Collaborate with the Center for Diversity	AY29, which will allow rates based on three years of	Program coordinator will communicate on a regular basis with the AVP of Enrollment to monitor BIPOC enrollment and brainstorm evolving
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		and Inclusiveness to build support systems into the major and advising process in order to better retain students.	graduating students.	recruitment strategies. The retention and six year graduation rates will be evaluated as part of the regular Program Review process.
Become a destination program that draws outstanding students from across the region	Reach 45 active majors	Create transfer pathways for students from community colleges; On-campus promotion of the ability to easily double major in DMI; recruit adult learners seeking a second Bachelor's degree; Work with AVP of Enrollment to develop marketing and outreach plans for major.	AY26, based on recruiting 5-15 students per year.	Program coordinator will monitor and keep track of enrollment, communicating regularly with the AVP of Enrollment to adjust marketing and outreach plans each year.

We have addressed the Board of Higher Education and external evaluators' comments in this section as well:

- The addition of one or two core Theory and Methods courses required of all DMI majors would help provide an orientation to the major early on, create an opportunity for students to form connections with peers through a common experience, and ensure consistent (if interdisciplinary) preparation in theory and methods. **[THIS WAS DONE -- Issues in Innovation]**
- The expansion of the capstone experience from 3 credits to 6 would allow students to prepare more thoroughly for the capstone project and would facilitate more effective synthesis and application of prior skills and knowledge. **[THIS WAS ALSO DONE -- Issues in Innovation]**

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

Section II - Departmental Outcomes

A. Departmental Strategic Initiatives

<p>Accomplished Initiatives AY23-24 Add more rows as needed</p>	<p>Corresponding Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 1.3</p>	<p>Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal</p>
<p>The establishment of a department Assessment Committee consisting of members from each program of study, including Digital Media Innovation.</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>Continued adjustments made to the new Digital Media Innovation major, such as adding a course to the Data Studies Pathway for the Digital Media Innovation major: DATA 2000 Principles of Data Analysis.</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>Based on external feedback, DMI continues to work on its expansion of the 3-credit capstone into a two-course capstone sequence of 3-credit each (Digital Media Innovation Capstone and Digital Media Capstone Fieldwork)</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>Created a new course prefix, DMI, and applied it to courses that are only open to DMI majors. This will help students to find relevant courses for this 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>Based on NECHE guidelines, renumbered courses in to align them with the intended year (Freshman through Senior) and with prerequisites, grouped by the hundreds digit to make it easier for students to find courses in their concentrations.</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>Based on external feedback, DMI created a new 1-credit course, Issues in Digital Media Innovation, which can be taken up to three times for credit, which is now running in the program's course rotation.</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>Visions: honors exhibition of student work from the Communications Media department.</p>	<p>Goal Three: Be an engine of social, economic, civic, and cultural development in our city and region</p> <p>3.6 Continue to provide educational opportunities and cultural programming that attract and engage members of the local community, including alumni.</p>	
<p>Faculty members awarded Academic Innovation Funds and MSCA Professional Development Funds for professional development courses and research/creative practice projects.</p>	<p>Goal Four: Establish inclusive excellence, innovation, and environmental stewardship as signature strengths Strategy</p> <p>4.4 Provide faculty and staff professional development opportunities and appropriate tools, including technology, to ensure they can be effective in their roles.</p>	X
<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.</p>	<p>Goal Five: Adding this committee helps us to assert our distinctive value proposition and institutional learning outcomes boldly and widely.</p> <p>5.3 Proactively reach, engage, and recruit prospective students through marketing efforts whose reach extends regionally, nationally, and globally.</p>	

<p>In collaboration with the Admissions Director, planned and ran two Open House events in Fall 2023 and two Future Falcon Day events in Spring 2024.</p>	<p>Goal Five: Adding this committee helps us to assert our distinctive value proposition and institutional learning outcomes boldly and widely.</p> <p>5.3 Proactively reach, engage, and recruit prospective students through marketing efforts whose reach extends regionally, nationally, and globally.</p>	
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<p>Planned Initiatives for AY 24-25</p> <p>Add more rows as needed</p>	<p>Associated Strategic Plan Goal & Strategy</p> <p>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>Through the formed Department Assessment Committee, establish a DMI Assessment Plan that is accepted by the Department.</p>	<p>Goal One. This addition will continue to help us to forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning.</p> <p>1.2 Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.</p>	
<p>Continue to map SLOs to the curriculum.</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>	

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*

Digital Media Innovation is a new major, which passed through governance in the last academic year. Our first incoming Freshman class began in Fall 2023. The Coordinator for this major was on an approved sabbatical in Spring 2024, and another core faculty member began a two-year leave of absence. We therefore plan to address assessment in AY 2025. We are developing student and faculty surveys for the two courses that all DMI students must take, which will be the Capstone and the 1-credit Issues course. We will also assess student portfolios from the Capstone course. The first two students (transfers to the major) completed their capstone in Fall 2023 and Spring 2024. More activity in this area is expected in AY25.