Annual Program Report

Humanities/IDIS
2023-2024

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

Department: Humanities / IDIS

Department Chair: David Svolba

Department Assessment Committee Contact: Petri Flint

This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research and Planning by June 1, 2023.

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

Program: __IDIS (Humanities)_____

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

I.   List of PLOs and the timeline for assessment

| PLO # | PLO – Stated in assessable terms | Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. | Timing of assessment (annual, semester, bi-annual, etc.)

(Note: timing has changed since the last 5-year cycle) | When was the last assessment of the PLO completed?

(Note: timing has changed since the last 5-year cycle) |
|---|---|---|---|---|
| | | | | |

1.	Students will be able to identify and define a problem or issue which can be addressed from a variety of disciplinary perspectives, by doing the following:
	    1. Define the problem or state the research question
	    2. Justify using an interdisciplinary approach
	
	    3. Identify the relevant disciplines
			Year 1, 4
			
			(IDIS 3004: Capstone Project Proposal)
				2021-22

2.	Students will be able to conduct primary and secondary research in order to construct original interdisciplinary research questions/problems, and develop well documented, supported, reasoned, and informed conclusions to problems and issues, by doing the following: 1. Conduct a literature search 2. Create an annotated bibliography with well-chosen and properly cited sources, which identifies the perspective from which each source is written 3. Analyze and evaluate disciplinary insights into the problem 4. Create a research proposal		Year 1, 4 (IDIS 3004: Annotated Bibliography)	2021-22
3.	Students will develop their ability to apply and integrate methods, materials, and/or insights from different disciplines to the solution of a problem, the analysis of an issue, and ultimately the completion of an interdisciplinary capstone thesis or project informed by their previous work in different disciplines, by doing the following: 1. Demonstrate a working knowledge of content from at least two disciplines 2. Identify distinctions and correspondences among sources 3. Begin to integrate insights to produce an		Year 2, 5 (IDIS 4004: Capstone Project)	2021-22

	interdisciplinary understanding of the problem 4. Reflect on how the interdisciplinary research process has enlarged understanding of the problem			
4.	Students will be able to communicate ideas clearly, as demonstrated by the following: 　　　1. Capstone thesis and other written assignments that are clearly written, properly sourced and cited, well organized, and that contain few or no sentence-level errors, stylistic problems and/or formatting errors. 　　　　2. Oral presentations that are clear, focused, well organized, and professionally presented.		Year 2, 5 (IDIS 4004: Capstone Project)	2019-20
5.	Students will strengthen critical and creative thinking as the foundation for interdisciplinary habits of mind, including such skills as the ability to identify and engage with different perspectives, recognize one's own biases, tolerate ambiguity, discover common ground, and engage with the ethical implications of various arguments.		Year 3 (IDIS 1600: Test or other project)	N/A

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	When assessment was administered in student	To which students were assessments	What is the target set for the PLO?	Reflection on the results: How

	exam, oral presentation with rubric, etc.)	program (internship, 4th year, 1st year, etc.)	administered (all, only a sample, etc.)	(criteria for success)	was the "loop closed"?
PLO #4	Argumentative Essay (assignment prompt provided at end of this report)	Entry-level required class for IDIS majors (year varies based on point of entry to the major)	20 Day student papers	*75% sufficient or higher *25% proficient	See below

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

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

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

2023-24 Assessment:

Since this is the first time this particular SLO has been assessed, the Humanities Assessment Committee had a two-fold goal: firstly, to develop a rubric based on the outcome and assess whether the outcome accurately reflected the role of the course in the IDIS program core requirements; secondly, to assess the student work in relation to the outcome. To that end, all members of the committee read the same two student papers, applying a rubric based directly on the existing wording of the SLO, and met to discuss the results. In that discussion, we concluded that the SLO itself needed refining to more accurately reflect the role of IDIS 1600 in the core, and to focus on more clearly measurable results. The previous wording of the SLO was:

> Students will strengthen interdisciplinary habits of mind, such as the ability to recognize perspective, bias, think critically, tolerate ambiguity, discover common ground, and appreciate ethical concerns.

We reworded the SLO as follows (now included in the table above as well):

> Students will strengthen critical and creative thinking as the foundation for interdisciplinary habits of mind, including such skills as the ability to identify and engage with different perspectives, recognize one's own biases, tolerate ambiguity, discover common ground, and engage with the ethical implications of various arguments.

This edit emphasizes that the primary program objective of IDIS 1600 Critical and Creative Thinking is on developing critical thinking skills, which are a foundation for interdisciplinary analysis. The rewording also sought to more clearly state the objectives in measurable terms, for instance by replacing "appreciate ethical concerns" with "engage with the ethical implications of various arguments."

Also, we would note that the targets for student performance are less meaningful in a snapshot assignment from an introductory course. We'd **like** to see 100% sufficient and 50% proficient, but we are looking at work by students who are being introduced to these skills in this class, so it is to be expected that many are in need of improvement.

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

ARTIFACT TO BE ASSESSED - IDIS 1600 CRITICAL AND CREATIVE THINKING - ARGUMENTATIVE ESSAY

Argumentative Essay Papers – Primary Learning Outcome Score is based on the sum of the scores for the 5 specific skills below	Effective Exceeds Expectations (3)	Moderately Effective Meets Expectations (2)	Somewhat Effective Needs some Improvement (1)
Students will demonstrate critical and creative thinking as the foundation for interdisciplinary habits of mind	22 (21%)	58 (56%)	24 (23%)
Specific skills related to the primary learning outcome	**Effective** Exceeds Expectations (3)	**Moderately Effective** Meets Expectations (2)	**Somewhat Effective** Needs some Improvement (1)
Ability to identify and engage with different perspectives	7	10	3
Ability to recognize one's own biases	3	14	3
Ability to tolerate ambiguity	5	12	3
Ability to discover common ground	2	13	5
*Ability to engage with the ethical implications of various arguments	5	9	3

* Not all essay topics required the student to engage in the ethical implications of their topic, which is why there are only 17 out of a possible 20 scores for this skill; 3 were judged as n/a.

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)	None for this PLO
Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	The Departmental Assessment Committee (Petri Flint [committee chair], David Svolba [dept. chair], Jessica Robey, and Jane Fiske) reviews the student projects and interprets the evidence based on agreed-upon rubrics to assess the individual learning outcomes. Assessment is carried out annually, and the PLOs and artifacts are reviewed in specific years in the 5-year cycle described in our attached assessment plan.
What changes have been made as a result of using the data/evidence? (close the loop)	Since this was the first departmental assessment of this particular SLO using artifacts from IDIS 1600, we have a number of goals for follow up. This assessment focused on work from IDIS 1600 as offered by Jane Fiske in the Day program, and we plan to expand the discussion to include other faculty teaching the class through SGOCE, to discuss how their course objectives and assignments align with the role of this intro-level course as a core requirement in the broader IDIS program, and in particular to the SLO analyzed here. There are some inherent limitations to the program-level conclusions we can draw from assessment of products from this course, because while it is introductory in nature, it is not a prerequisite for our Capstone sequence and it also serves students as a Gen Ed course. Since we cannot meaningfully use the course in

	longitudinal analysis, one way that perhaps we could track its impact better would be for faculty to offer similar assignments near the beginning and end of the semester, which might help to better gauge student learning in the skills identified in the SLO. Again, this is a topic for discussion with all faculty involved in teaching the course.

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?   ___

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

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

I.   **Programs that fall under Program Review:**

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

Specific area where improvement is needed	Evidence to support the recommended change	Person(s) responsible for implementing the change	Timeline for implementation	Resources needed	Assessment Plan	Progress Made this Year

INTERDISCIPLINARY STUDIES MAJOR						
Assess effectiveness of the two required IDIS core electives in developing interdisciplinary habits of mind, a core program objective	Identified as an element in our Annual Assessment Report for the IDIS major	IDIS Assessment Committee	Begin by FA23, complete by SP24 **Note:** This has again been pushed back one year to AY 2024-25	n/a	Annual Assessment Report will examine artifacts from select courses that fulfill this requirement	To be completed AY 2024-25
Enhance visibility of the IDIS major to increase the number of first-year students selecting the major upon entering Fitchburg State 1. Complete Humanities role in Davis Grant, and have concise, well-designed materials that highlight our program outcomes for potential students. 2. Apply what we have learned from the Davis Grant process to the arts-based concentrations (or new majors) as well, to produce similar curriculum competency maps.	Institutional data reflects the fact that a very high percentage of students enter the IDIS major after their freshman year	Davis Grant active cohort year one – Jonathan Harvey will be point person, but process will require collaboration of department	Phase #1 in AY 2021-22 Phase #2 in AY 2022-23	SP22 course release that is built into the Davis Grant funding	1. Create the two-page graphic that highlights the professionally focused outcomes that IDIS provides to students in the major 2. Assess enrollment data in annual assessment reports at next self-study	#1 completed in SP22 #2 completed with BHE proposals for the two new arts-based majors, which were approved in SP24
Complete curricular proposal for new major in	IDIS Fine & Performing Arts	Working group of art, music, and	SP22 - Solid draft proposal	Once implemented,	Assess progress and implementation in	Curricular proposals

Expressive Arts Therapies, with concentrations in art, music, or theater	concentration has attracted only a modest number of students	theater faculty, with collaboration of Human Services & Psychology departments	AY 2022-23 - Submit to AUC and draft BHE proposal AY 2023-24 - Submit to BHE	program will require support for limited adjunct hiring to teach specialized courses in art therapy and music therapy. Support for faculty release time to develop the full BHE proposal.	annual assessment reports	approved by AUC in SP23; program approved by BHE in SP24
Complete curricular proposal for new major in *Arts Entrepreneurship & Management,* with concentrations in art, music, or theater	IDIS Fine & Performing Arts concentration has attracted only a modest number of students	Working group of art, music, and theater faculty, with collaboration of Business Administration & Comm Media departments	Solid draft proposal by SP22; submit to AUC in AY 2022-23 and BHE in AY 2023-24	Institutional support with BHE process	Assess progress and implementation in annual assessment reports	Curricular proposals approved by AUC in SP23; program approved by BHE in SP24
Develop curriculum in the Public & Applied Humanities: 1. New courses and initiatives to include: Public Art, Medical Spanish course and certificate program	IDIS Humanities concentration has attracted only a modest number of students	1 - Individual faculty to develop new courses: Sarah Bromberg – Public Art; Karina Bautista	1 - Begin AY 2021-22 2 - Solid draft of new	Institutional support for faculty to have time to develop innovative curriculum	Assess progress and implementation in annual assessment reports	#1 completed in SP22, with AUC approval of a new course in Public Art, as well as the Medical Spanish course and

2. New major or IDIS concentration in public humanities		Medical Spanish. 2 - Departmental working group to discuss larger initiatives.	major proposal in Ay 2022-23			certificate program
Develop public-facing opportunities for showcasing IDIS student work, to present capstone projects in digital forums.	Students in the IDIS major would benefit from seeing examples of previous projects, and showcasing student work would raise the profile of the major	IDIS working group of humanities faculty	Explore in SP22; implement in AY 2022-23	Support for implementing a web-based platform that is linked to the University website	Assess progress and implementation in annual assessment reports	No progress in 2023-24
Strengthen alumni relationships, enhance methods of communication, and find ways to better track alumni	Alumni surveys yield little data of value that is specific to the student experience in the IDIS major	IDIS working group of humanities faculty	Begin exploration in SP22, and develop systems in AY 2022-23	Support of the alumni office for alumni contact info as starting point. Support of Marketing to implement the use of social media platforms to help foster the connection with alumni.	Assess progress and implementation in annual assessment reports	No progress in 2023-24
ART AREA						
*Develop two new arts-based major programs: *Expressive Arts Therapies: Arts Entrepreneurship &*	*see specifics in IDIS major section					*See above

Management (both with concentrations available in art, music, or theater)						
Develop new course: *Foundations of Art Therapy*	New *Expressive Arts Therapies* program mentioned above would require such a class	Art faculty	Develop proposal in AY 2022-23	n/a	Assess progress and implementation in annual assessment reports	Decision was made to instead create a single broader course in Expressive Arts Therapies that includes music and drama
Develop community connections through new curriculum with public arts focus: 1 – Art + Nature course in collaboration with NLCT and its Biome Project 2 – Public Art course in art history that includes a focus on local contemporary public art in the community 3 - Arts in Community -new course to encompass a range of arts disciplines (art/music/theater), & connect w/ current practice of the arts in our communities,	This goal aligns with the university's mission, as well as our strategic plan for 2020-25	1 – Jessica Robey 2 – Sarah Bromberg 3 – Petri Flint (in collaboration with music & theater faculty)	1- Topics course to first run FA22 2 - Topics course to first run SP23 3 – Develop and propose through AUC in AY 2022-23	All courses would be enhanced by having paid guest lecturers who are active in the arts in our community and region, which requires funding.	Assess progress and implementation in annual assessment reports	#1 & 2 completed in SP22 #3 completed in AY 2022-23

bringing in arts professionals (curators, artists, performers, composers, arts therapists, etc.) as guests; also sends students out to museums, galleries, performances etc.						
Develop new shell course that could be used to teach about a range of regions and cultures: *Global Perspectives in Art*	"Create a culture of diversity to meet the needs of the region and enhance the personal and academic lives of the university community" (FSU Vision)	Art faculty	Develop course proposal by AY 2023-24	Funding to hire adjuncts with relevant specialization to teach about their research regions.	Assess progress and implementation in annual assessment reports	n/a
MUSIC AREA						
*Develop two new arts-based major programs: *Expressive Arts Therapies: Arts Entrepreneurship & Management* (both with concentrations available in art, music, or theater)	*see specifics in IDIS major section					*See above
Develop new course: *Foundations of Music Therapy*	New *Expressive Arts Therapies* program mentioned above would require such a class	Music faculty	Develop proposal in AY 2022-23	n/a	Assess progress and implementation in annual assessment reports	To be completed AY 2022-23
Continue the process of upgrading the inventory of musical instruments	Some instruments in the inventory are at or near the end of	Music faculty in collaboration	Ongoing process 2022-25	Funding	Assess progress and implementation in annual assessment	Significant strategic funding was

	their usable lifespan, and providing instruments to students is crucial to the University's commitment to the equity agenda	with the department chair			reports, and make strategic funding requests on an annual basis	granted for upgrading instruments and equipment, including a new concert grand piano for Weston
Professionally evaluate the acoustic fitness and backstage areas of the performance spaces, particularly Kent Recital Hall, and renovate as possible	Performance halls are public-facing spaces that showcase our musical performing ensembles, and as such should be evaluated by professionals.	Music faculty in collaboration with the department chair	2022-24	Funding to hire consultant, as well as for any improvements that are recommended.	Assess progress and implementation in annual assessment reports, and make strategic funding requests on an annual basis	n/a
Professionally evaluate the sound insulation and fitness of classroom spaces (especially the current Music Tech Lab/Piano Lab), and renovate as possible	Student learning in music is impacted by the clarity of the sound. Where classrooms or practice spaces are not well-insulated, students are not able to hear properly due to competing sounds from other spaces.	Music faculty in collaboration with the department chair	2022-24	Funding to hire consultant, as well as for any improvements that are recommended.	Assess progress and implementation in annual assessment reports, and make strategic funding requests on an annual basis	n/a
Reassess the music lesson program, explore ways to streamline registration process, and consider aligning the program with its natural academic	Students are not now able to take credited instrumental lessons without paying for the lessons externally. This is not	Music faculty in collaboration with the department chair	2022-24	Funding would be required to pay lesson instructors as adjunct faculty.	Assess progress and implementation in annual assessment reports	n/a

department, rather than having it run by CPS as a semi-external program.	in accordance with common best practices.					

PHILOSOPHY AREA

Given the sudden retirement of Dr. Jeffko in March 2022, it is crucial to replace his faculty line with a forward-looking faculty hire in philosophy	Our new Gen Ed program includes an Ethical Reasoning outcome, but with Dr. Jeffko's retirement, we now have only one faculty member in philosophy, who also teaches interdisciplinary courses that are partly outside the philosophy area. Philosophy will not be sustainable without hiring additional faculty.	Dr. David Svolba in collaboration with faculty in the humanities department	AY 2022-23: FA22 - Conduct research to assess data and current directions in philosophy that would best position the area for our students in the future. SP23 - submit formal request for a FT faculty hire	Administration's support for a faculty hire	Assess progress and implementation in annual assessment reports	No progress in AY 23-24
Revisions to catalog course offerings	Too many courses listed that no longer run	Dr. David Svolba	Make changes to catalog by AY 22/23	none	Review catalog in AY 22/23	Completed in AY 2022-23
Pedagogy	Declining enrollments	Dr. David Svolba	Redesign existing in-demand courses by AY 23/24	technical training; software purchases	Dr. Svolba will compare his courses in their current form to these same courses in AY 23/24	No progress in AY 23-24
Development of interdisciplinary courses	Success of initial efforts; university-wide call for	Dr. David Svolba	Submit two new interdisciplinary courses for	book purchases; online courses	Review catalog in AY 23/24	No progress in AY 23-24

	interdisciplinary course offerings		approval by the end of AY 23/24			
WORLD LANGUAGES AREA						
Develop a new Public Humanities Major that prominently features the role of world languages in working across cultures	IDIS Humanities concentration has attracted only a modest number of students	Departmental working group to discuss larger initiatives.	Solid draft of new major proposal in AY 2022-23	Institutional support for faculty to have time to develop an innovative curriculum	Assess progress and implementation in annual assessment reports	n/a
Identify and develop community partnerships that would foster opportunities for students to engage in high impact practices related to world language courses	World language learning is most effective when applied in real world situations. Community engagement is central to. the University's strategic plan	World language faculty	2022-25	n/a	Assess progress and implementation in annual assessment reports	n/a
Work with areas on campus to lift barriers to student participation in world language classes. For instance, with world languages now having a place in the first-year foundation, the process of course registration for incoming first-year students needs to be refined to allow for the choice of a language upon entry to the university	For world languages to be an effective element in the Gen Ed curriculum, students should not have barriers to entry that inhibit them from accessing languages that interest them	World language faculty; collaboration of other academic departments, as well as areas such as admission and enrollment management	2022-23	n/a	Assess progress and implementation in annual assessment reports	Work is ongoing

Continue to develop interconnections with other programs, such as the developing relationship between Spanish and nursing with the medical Spanish course	World language learning is most effective when students see how it can be applied in real world situations.	World language faculty; collaboration of other academic departments	2022-25	n/a	Assess progress and implementation in annual assessment reports	n/a

M.ED. IN ARTS EDUCATION – ART & MUSIC CONCENTRATIONS

Increase program enrollments, with a particular emphasis on growing the music concentration, since the Art concentration has already seen some growth over the past 5 years.	The program needs to grow in order to thrive, because we cannot offer the curriculum if course enrollments are not sufficient to run the classes reliably.	Amy McGlothlin & Petri Flint	2021-25	Funding for advertising budget	Assess progress and implementation in annual assessment reports	This is an ongoing project, and there have been recent withdrawals from the program as some students have opted to leave the field of K-12 teaching altogether.
Develop a comprehensive alumni contact list, and do outreach to foster alumni relationships and solicit their stories.	Teacher programs such as this rely on word-of-mouth among colleagues, and alumni can best speak to the value of the program in advancing their career goals.	Amy McGlothlin & Petri Flint	2022-24	Support from the Alumni office for student contact information.	Assess progress and implementation in annual assessment reports	Process begun in AY 2021-22 by creating an alumni email list. Ongoing process to update and utilize contacts
Find a solution to issues with rotation of CRAR 9060	The course needs to be offered often enough to set students up for their Capstone course, but	Amy McGlothlin & Petri Flint	2020-21	Collaboration of Education department	Process completed in SP21 through a Grad Council proposal.	Resolved through a Grad Council proposal

	offering it too frequently does not yield sufficient enrollment					
Develop plan to conduct annual program assessment, as broader university practices for graduate assessment are developed	There is a need to carry out assessment of programs to ensure that they meet expected outcomes	Amy McGlothlin & Petri Flint	2022-23	Collaboration of the Office of Assessment	Assess progress and implementation in annual assessment reports, once university-wide practices for graduate assessment are established	To be completed AY 2024-25
CAGS INTERDISCIPLINARY INDIVIDUALIZED						
Develop an action plan and timeline to address issues such as the following: 1. Staffing and rotation of the 2-course capstone sequence, IDIS 9000 & 9400 2. Examine advising practices for students doing the program via remote campus partners	There was a recent change in program chair from Jessica Robey to Rala Diakité, and up to now the program has not had a process of assessment or a formal action plan	Rala Diakité, in collaboration with the Humanities Graduate Committee	Action plan first steps to be defined by Summer 2022	n/a	Assess progress and implementation in annual assessment reports, once university-wide practices for graduate assessment are established	Oversight of this program was transferred to the Education Department in AY 2023-24

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

Accomplished Initiatives AY23-24 **Add more rows as needed**	Corresponding Strategic Plan Goal & Strategy **Goal # followed by Strategy # ex: 1.3**	Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal
Creative Arts Therapies (concentrations in Art, Music, and Theater) received AUC approval in SP23 and was approved by the BOT and BHE in 2023-24	1.2, 1.3, 1.4, 3.3, 5.2	
Creative Arts Enterprise (concentrations in Art, Music, and Theater) received AUC approval in SP23 and was approved by the BOT and BHE in 2023-24	1.2, 1.3, 1.4, 3.3, 5.2	
Dr. Jessica Robey received a course release for F23 to begin developing a Sustainability Studies program, and the minor and related new courses were approved in SP24	1.2, 1.3, 1.4, 3.3, 5.2	
Dr. Karina Bautista will receive a course release to work on further developing a Latino/a/x Studies minor.	1.2, 1.3, 1.4, 3.3, 5.2	Yes
Expanded upon civic engagement through the arts, building upon current initiatives by adding new arts programming in	1.2, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	

collaboration with the Fitchburg community partners ● music performance ensembles, collaborative performances, ● art gallery development, public art initiative, etc.		
Music performances continued to emphasize works by underrepresented composers; also continued building a collection of sheet music for the ensembles that reflects that commitment to diversity through grants and departmental funding	1.2, 2.1, 4.2, 5.1, 5.2	Yes

Planned Initiatives for AY 24-25 Add more rows as needed	Associated Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 1.3	Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal
Grow graduate M.Ed. in Arts Education program enrollments, as both Music and Art concentrations currently have low enrollments	1.5, 1.6, 5.3, 5.4	

B. Departmental Accomplishments and Reflection:

Take this section to reflect on--

1. *23-24 Accomplishments not captured above*

    In addition to the BHE approving our two new majors–Creative Arts Enterprise and Creative Arts Therapy–our AUC approved a new minor, Sustainability Studies. The development of these new programs is evidence of how responsive our department has been to the University's strategic initiative to develop new, innovative programs.

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*