Annual Program Report
2024-2025

(For programs not using Planning & Self Study software for the annual report)

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)**

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	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	Formative assessments for each PLO occur in individual courses. A summative assessment happens during the	

	disciplines, and technologically enhanced textual analysis.			
PLO-2	Integrate academic work with community engagement to produce tangible, engaging, audience-aware products.	See above.	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.	See above.	2024-2025
PLO-4	Analyze complex problems and apply learning to take responsible action in contemporary global contexts.	See above.	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.	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, 4th year, 1st 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	Students wrote materials to be included in an OER text about how data is impacting their future professions, with an emphasis on ethical reflection. Assessed based on rubric.	During Data & Society Class	DMI students (and all other students) enrolled in the Data & Society course in Spring 2025.	80% of students create materials of high enough quality to integrate into OER	Based on rubric evaluations, exactly 80% of students scored well enough on the project to have it included in the OER materials.

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

DMI is a new major that passed through governance in AY22. Beginning work on formative assessments has begun, but the continued leave of absence of a core faculty member is negatively impacting the major. Additionally, another frequent faculty collaborator in History is no longer with the university and has not been replaced. DMI faculty did complete curriculum mapping in AY24, and performed assessment on PLO-3.

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 AY26
Who interprets the evidence? What is the process? **(e.g. annually by the curriculum committee)**	To be addressed in AY26
What changes have been made as a result of using the data/evidence? (close the loop)	To be addressed in AY26

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.						

Fitchburg State University B.A./B.S. in Digital Media Innovation Goals, Objectives, Assessments

Goal	Measurable Objective	Strategy for Achievement	Timetable	Assessment
Perform a program review of the DMI Major after 7 years (AY29) and every 7 years thereafter	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	Office of Institutional Research will add DMI to the program review rotation. Director of Assessment to work with the department to establish assessment methods.	Initial Program Review in AY29 and every 7 years thereafter.	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.

	analysis, data on student success will be disaggregated by race, ethnicity and gender.			
Work-Ready Students	100% of majors will either complete an internship or engage in a community-based capstone project during their undergraduate experience.	Build on existing partnerships and develop new community partnerships that enable students to complete service learning capstone projects as part of their capstone experience.	AY26, the first year students will graduate from the program.	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.
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 and Inclusiveness to build support systems into the major and advising process in order to better retain students.	AY29, which will allow rates based on three years of graduating students.	Program coordinator will communicate on a regular basis with the AVP of Enrollment to monitor BIPOC enrollment and brainstorm evolving 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

Accomplished Initiatives AY24-25 Add more rows as needed	Corresponding Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 1.3	Indicate (X) if a DEI Goal
The establishment of a department Assessment Committee consisting of members from each program of study, including Digital Media Innovation.	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.	
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	Goal One. 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-	

major: DATA 2000 Principles of Data Analysis.	curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.	
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)	Goal One. 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.	
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.	Goal One. 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.	
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.	Goal One. 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.	
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.	Goal One. 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.	
Faculty worked with student to write materials to be included in an OER text about how data is impacting their future professions, with an emphasis on ethical reflection.		
Visions: honors exhibition of student work from the Communications Media department.	Goal Three: Be an engine of social, economic, civic, and cultural development in our city and region 3.6 Continue to provide educational opportunities and cultural programming that attract and engage members of the local community, including alumni.	
Faculty members awarded Academic Innovation Funds and MSCA Professional Development Funds for professional development courses and research/creative practice projects.	Goal Four: Establish inclusive excellence, innovation, and environmental stewardship as signature strengths Strategy 4.4 Provide faculty and staff professional development opportunities and appropriate tools, including technology, to ensure they can be effective in their roles.	X
Ran monthly department Admissions tours and participated in shadow programs for accepted students. Faculty planned and participated in Open Houses in Fall 2024 and Future Falcon Days in Spring 2025.	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.	
In collaboration with the Admissions Director, planned and ran Digital Media Innovation Expo in April 2025, with the goal of reaching prospective new students or internal transfer students	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.	
Created a draft of an exit survey for DMI Capstone students (https://forms.gle/5qQGY3MYUzNdXHFY7) and DMI 1200 students (https://forms.gle/iDzqHKAofsmRcNWa6).		

Planned Initiatives for AY 25-26 **Add more rows as needed**	Associated Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 1.3	Indicate (X) if a DEI Goal
Through the formed Department Assessment Committee, establish a DMI Assessment Plan that is accepted by the Department.	Goal One. This addition will continue to help us to forge 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.	
Continue to map SLOs to the curriculum.	Goal One. This addition will continue to help us to forge 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.	

B. Departmental Accomplishments and Reflection:

Take this section to reflect on--

1. *24-25 Accomplishments not captured above*

2. *Initiatives that you may be considering for 25-26 academic year that you did not already capture above*

3. *Any other thoughts or information that you would like to share*

Proposed a change to the following PLO to be voted on next AY:

FROM:

- 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
  - o Integrate and assess digitally driven research goals, methods, and media with discipline-specific inquiry
  - o Assess information and information technologies critically

TO:

- Engage in concepts related to digital media, contingent with critical thinking abilities, including - but not limited to - historiography, discourse analysis, sentiment analysis, digital recreations of texts, interpolating messages between disciplines, and technologically-enhanced textual analysis
  - o Integrate and assess digitally driven research goals, methods, and media with discipline-specific inquiry and abilities
  - o Assess information and information technologies critically, with a focus on integrating those lessons into developing new literacies regarding information and media