

# 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: English Studies

Department Chair: Aruna Krishnamurthy

Department Assessment Committee Contact: Ben Railton

*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: \_\_\_English Studies dept\_\_\_\_\_

### **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?
1.	<b>English Studies Department Shared Learning Outcomes:</b>  Students will be able to read and understand texts across genres, cultures, and periods.	<a href="https://www.fitchburgstate.edu/academics/academic-scholars/school-arts-and-sciences/english-studies-department">https://www.fitchburgstate.edu/academics/academic-scholars/school-arts-and-sciences/english-studies-department</a>	Annual	End of spring semester

	<p>Students will be able to write in various forms.</p> <p>Students will be able to critically analyze texts and contexts.</p> <p>Students will be able to communicate their perspectives and ideas.</p> <p>Students will be able to apply their skills in distinct settings.</p>			
2.	<p>Literature Concentration Learning Outcomes:</p> <p>Students will be able to closely read and interpret diverse texts.</p> <p>Students will be able to exchange critical viewpoints about literary and cultural topics.</p> <p>Students will be able to produce scholarly work that include critical readings and the use and citation of scholarly sources.</p> <p>Students will demonstrate knowledge about the scope, genres, and historical and</p>	<p><a href="https://www.fitchburgstate.edu/academics/programs/literature-concentration-english-studies-babs">https://www.fitchburgstate.edu/academics/programs/literature-concentration-english-studies-babs</a></p> <p><a href="https://www.fitchburgstate.edu/academics/programs/literature-minor">https://www.fitchburgstate.edu/academics/programs/literature-minor</a></p>	TBD AY 26	TBD

	critical contexts of literature			
3.	<b>Professional Writing Concentration Learning Outcomes:</b>  Students will be able to develop writing skills needed to address diverse audiences.  Students will be able to engage with the process and the products of other writers.  Students will be able to analyze rhetorical situations.  Students will be able to create and edit professional products in various genres.	<b>Professional Writing Concentration, English Studies, BA/BS</b> <a href="https://www.fitchburgstate.edu/academics/programs/professional-writing-concentration-english-studies-babs">https://www.fitchburgstate.edu/academics/programs/professional-writing-concentration-english-studies-babs</a>  <a href="https://www.fitchburgstate.edu/academics/programs/professional-writing-minor">https://www.fitchburgstate.edu/academics/programs/professional-writing-minor</a>	TBD AY 26	TBD
4.	<b>5-12 Initial Licensure in English Concentration Learning Outcomes:</b>  Students will be able to communicate and reflect on their pedagogical philosophy and practice in teaching 5-12 English.  Students will be able to develop curricula and lesson plans for 5-12 English.	<b>English Studies, Middle and Secondary Education with Initial Teacher Licensure, BA/BS</b>  <a href="https://www.fitchburgstate.edu/academics/programs/english-initial-license-5-12-babs">https://www.fitchburgstate.edu/academics/programs/english-initial-license-5-12-babs</a>  <a href="https://www.fitchburgstate.edu/academics/programs/middle-and-secondary-education-5-12-minor">https://www.fitchburgstate.edu/academics/programs/middle-and-secondary-education-5-12-minor</a>	TBD AY 26	TBD

	Students will be able to develop subject matter expertise for teaching literature in the 5-12 classroom.  Students will be able to receive initial licensure in 5-12 English			
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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.

The current Department Assessment plan uses “Approaches to English Studies” and “The English Studies Capstone” courses as our assessment tools. We do have a more detailed draft of assessment plan from our 2019 Assessment Workshop in development, (see attachment), but we plan to engage in a department-wide conversation about the use and value of that draft assessment plan following our program review last year (see Department Action Plan).

<b>PLO #</b> (from above)	<b>Assessment description</b> (exam, observation, national standardized exam, oral presentation with rubric, etc.)	<b>When assessment was administered in student program</b> (internship, 4 <sup>th</sup> year, 1 <sup>st</sup> year, etc.)	<b>To which students were assessments administered</b> (all, only a sample, etc.)	<b>What is the target set for the PLO?</b> (criteria for success)	<b>Reflection on the results: How was the “loop closed”?</b>
1	Read, understand, use and cite primary texts (Objective 1)	ENGL 2999 (taken at end of sophomore year) and in Capstone (ENGL 4999	All	Please see the chart that follows: Assessed on a scale of NA, 1	

		taken in senior year)		(does not meet standard); 1.5 and 2 (meets standard); 2.5 and 3 (exceeds standard).	
2	Critically analyze primary texts across genres, cultures, and periods using and citing secondary texts (Objective 2)	ENGL 2999 and ENGL 4999	All	Assessed on a scale of NA, 1 (does not meet standard); 1.5 and 2 (meets standard); 2.5 and 3 (exceeds standard).	
3	Be able to critically analyze texts and contexts. (Objective 3)	ENGL 2999 and ENGL 4999	All	Assessed on a scale of NA, 1 (does not meet standard); 1.5 and 2 (meets standard); 2.5 and 3 (exceeds standard).	
4	Be able to communicate their perspectives and ideas after engagement with texts. (Objective 4)	ENGL 2999 and ENGL 4999	All	Assessed on a scale of NA, 1 (does not meet standard); 1.5 and 2 (meets standard); 2.5 and 3 (exceeds standard).	

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

**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”?

We used the rubric below:

Rating → Indicator ↓	1 Does Not Meet Standard	2 Meets Standard	3 Exceeds Standard	N A	Score
Ability to use and cite hard copy primary texts	Demonstrates unclear or incomplete citation	Demonstrates basic use and citation	Demonstrates complex use and full citation		
Ability to use and cite hard-copy secondary texts	Demonstrates unclear or incomplete citation	Demonstrates basic use and citation	Demonstrates complex use and full citation		
Critical engagement with primary texts	Demonstrates no critical engagement (ie, summary)	Demonstrates basic critical engagement	Demonstrates sophisticated critical engagement		
Critical engagement with secondary texts	Demonstrates no critical engagement (ie, summary)	Demonstrates basic critical engagement	Demonstrates sophisticated critical engagement		

2024-25 English Studies Undergraduate Assessment: Results from the Assessment Committee

In April 2025, the English Studies Department Assessment Committee performed our annual assessment, focusing on two courses and sets of artifacts: seven final papers from the Fall 2024 section of ENGL 2999: Approaches to English Studies; and eight senior

portfolios from the Fall 2024 section of ENGL 4999: English Studies Capstone. All the artifacts were assessed by two committee members each, using a 3-point scale (with 1 as insufficient, 2 as sufficient, and 3 as exceeding sufficient) and for the same four criteria highlighted on the rubric above: Ability to use and cite primary texts; Ability to use and cite secondary texts; Critical engagement with primary texts; and Critical engagement with secondary texts.

The averages of the two assessors for those four criteria were as follows:

2999 Papers:

Use and cite primary: 2.39

Use and cite secondary: 2.25

Engage primary: 2.36

Engage secondary 2.07

4999 Portfolios:

Use and cite primary: 2.53

Use and cite secondary: 2.16

Engage primary: 2.44

Engage secondary 2.44

Overall, this data reflects that our English Studies Majors are becoming more proficient at the use, citation, and engagement with sources over time (Approaches is a sophomore-level course and Capstone a senior-level one). We are particularly happy to see that the Capstone portfolios reflect equally strong engagement with both primary and secondary sources, and thus that our Majors seem to be strengthening their ability to critically engage the works and voices of their fellow scholars during their time in the Department. There is an improvement in all areas but one (use and cite secondary in the Capstone) from the 2022-23 scores, which is encouraging.

We were a bit disappointed to see that the Capstone Portfolios were not as strong in their citation of secondary sources, however, reflecting that perhaps the central focus on such sources in Approaches does not carry through across our upper-level courses in the Major as much as would be ideal. As we move through a process of curriculum mapping and conversations about our course objectives, this data point will help us make the case for engaging with secondary/scholarly sources a bit more consistently in our upper-level literature courses in particular.

Reflection Prompt	Narrative Response
<p><b>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)</b></p>	<p>Successful completion of the Senior Capstone Course.</p> <p>Examination of writing samples (as stated above) in entering majors' work in foundational "Approaches to English Studies" class and in "Capstone" portfolio of materials (final senior level class.)</p> <p>For Initial Licensure concentration (aligned with Program Area for Secondary and Middle School PASM education), MTEL licensure exams and practica in area 5-12 schools are also utilized to determine whether students obtain licensure. <b>Last year, 2 students in the Licensure program graduated with successful completion of the MTEL Exams and Candidate Assessment of Performance.</b></p>
<p><b>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</b></p>	<p>The English Studies Departmental Assessment Committee, comprised of faculty members across the concentrations, who annually assess these papers, then report to chair and whole department.</p> <p>For the Initial Licensure concentration, the process also involves 5-12 English Studies PASM group; practicum supervising teachers in 5-12 schools, as well as Secondary-Middle education faculty and determination of students' MTEL exams completion as per the state requirements.</p>
<p><b>What changes have been made as a result of using the data/evidence? (close the loop)</b></p>	<p>Over the last few years we have articulated more clearly and purposefully the goals of English studies in our entry-level "Approaches to English Studies," and also the importance of preparing and maintaining a Senior portfolio that captures the learning of our students over the years. Instructors have been made aware of the outcomes of the courses and their significance in mapping our students' success in the program. There has been an increased emphasis on information literacy as it pertains to the discipline. Instructors have been adopting creative ways to enhance this goal due to the ubiquitous presence of generative AI tools.</p> <p>In "Approaches," students are given academic preparation in the form of introduction to theories, analytical and research methods to bring students into the discipline of English Studies. The course involves deep engagement with primary texts and a meaningful use of secondary sources, as well as frameworks for literary analysis. The other courses in the curriculum build on these</p>



	<p>initial frameworks of primary and secondary engagement throughout the four years of study. This course is constantly updated to reflect trends in the discipline.</p> <p>Capstone prepares students for professionalization, graduate work and employment in fields related to English.</p> <p>Our Licensure students have been greatly benefitted by the MTEL prep class offered by our full-time faculty each year. There is a tremendous amount of handholding offered by our Licensure faculty during advising and in the classes to ensure that students meet the criteria and maintain steady progress in the program. As a department, all our faculty offer tremendous support to all our students.</p> <p>In the last two years we have worked with career development services to place numerous students in paid internships to help build skills and experience. We were unable to offer alumni panels last year, but plan to do so next year.</p> <p>We have also revised our course titles, descriptions and course numbering to more accurately reflect the content of what we teach to encourage students to take and participate in our courses. New courses have been added to the program in all concentrations.</p> <p>Our plan for the next five years that includes revisiting the Core, assessment of the concentrations, revising our First year Writing program, enhanced focus on internships and other employment opportunities for our students, redefining the BA/BS programs, among other things.</p>
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### **English Studies Graduate Program Learning Outcomes:**

#### **PLO Learning Objectives**

- Students will produce graduate-level scholarship in the study of literature and culture.
- Students will research and respond to fellow literary and cultural studies scholars.
- Students will develop a wide range of literary knowledge, including a global perspective.

- Students will polish and expand their writing style and techniques.
- Students will explore major literary theories and the history of English Studies as a discipline, including key forms and genres.
- Students will have opportunities to refine and expand their pedagogical philosophies and practices.
- Students will have the opportunity to produce a culminating project, whether in the form of a researched MA thesis or an exit exam.
- Students will be able to complete the program in-person or online, as fits their needs.

### **English Studies Graduate Program Learning Assessment:**

We offer a zero-credit exit exam or the option of a Masters Thesis as our capstone experience. Over the years we have successfully graduated many of our MA students with both these options.

#### **2024-25 English Studies Graduate program PLO Assessment:**

The ultimate measure of achievement for students in our English Studies MA program is that they complete their degree and do so with distinction, and that was very much the case for the student, Reed Piscopo, who completed their MA thesis and defense in 2025. Reed's thesis was rigorous and effective, and the defense successful.

If we examine the four objectives for students listed on the English Studies MA program's website, students in our 2024-25 graduate courses have also been able to achieve these objectives. Graduate-level courses during AY 24-25 included "Advanced Research in English Studies," "Literature in the Classroom," "The Oceanic Turn," and "American Art and Literature 1800-1860." Students in the Creative Writing Certificate program were able to take the following courses: "Exploring Creative Writing Pedagogy," "Writing the SFF Novel," "Art Writing and Creative," "Creative Writing," and "Creative Writing as Experience."

## **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).

Please see attachment for the current assessment plan.

- 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.

Following our Program Review last in 2023-24, we will be creating and implementing assessment of our three concentrations, starting 25-26. We have a draft of these assessment plans for 2019 that we plan to use as a starting point. The Literature concentration may also benefit from the Gen Ed assessment plan for the “Literary Inquiry” rubric. Similarly, we may also engage the Gen Ed assessment plan/rubric for our Freshman Writing and Speech courses.

- 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: 2024-24

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.

#### DEPARTMENT ACTION PLAN 2025

KEY OBJECTIVES	ACTIONS/METHOD	RESOURCES: EXTERNAL/INTERNAL	TIMELINE	MEASURABLE OUTCOMES	PROGRESS MADE THIS YEAR
MARKETING, PROMOTION AND COMMUNITY ENGAGEMENT  1. In partnership with Admissions and Enrollment	1. Create a department strategic plan that works with various stakeholders within and outside FSU to promote the unique value and	Marketing and admissions offices  Area high schools and community colleges.  Monetary support needed for events and materials.	AY 25 onwards	1. Increased publicity and community building events in the English Studies department.  2. Provide students across campus and	Participation in Open Houses, Major/Minor fair and other outreach activities.

<p>Offices, outreach to potential majors/minors.</p> <p>2.Continue to build sense of community with campus and North central MA through the following efforts:</p> <p>--Exploring the viability of launching a Speaking Center and/or Debate Club to help members of the campus community with presentation and interview skills.</p> <p>--Investigating ways to become a hub for creative writing for the local community, with outreach to area middle and high schools as well as the regional population in order to share our and student work as writers and scholars with the on-campus and broader community.</p> <p>--Working with PASM and Academic Affairs to expand our articulation and pathway agreements to other local institutions (i.e. community colleges)</p>	<p>identity of English Studies.</p> <p>2.Request a new faculty line in Speech to get Speech Center efforts going.</p> <p>3.Work with Tutoring Services to identify Peer tutors who can work at the Speech center.</p> <p>4. Utilize existing connections to Fitchburg Art Museum and Public Library to identify options for expanding joint programming</p> <p>5. Contact Veteran Services to identify student demographics and possible interest in more community and/or on-campus events.</p>	<p>Support for High School Writing contest and expanding its reach.</p> <p>Support for tenure-track hire in SPEECH</p> <p>Moot Court</p> <p>Career Services</p> <p>Academic Tutoring</p> <p>Fitchburg Art Museum</p> <p>Fitchburg Public Library</p> <p>Community Read events</p> <p>Theatre Block</p> <p>Veteran Services</p> <p>PASM Education Unit</p>		<p>members of the community with valuable high impact learning opportunities</p>	<p>Participating in Summer outreach activities such as the “Arts in Fitchburg” session this summer.</p> <p>Continued participation in <i>Perseverentia. The Point</i>, our college newspaper, as well our literary magazine, <i>Route 2</i> are valuable offerings that showcases the talent of our students but also meaningful to the campus and Fitchburg community.</p> <p>Hosted High School contest and sent out CFP in 3 languages.</p> <p>Held a fall English Studies rally and a Halloween themed event to provide opportunities for students to engage with faculty and each other.</p> <p>Held awards ceremony for Creative Writing contest.</p>
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					<p>Faculty offered ALFA courses.</p> <p>Dept faculty heavily involved in judging R. A. Salvatore Awards.</p> <p>Continued participation in the Early College program with ENGL and SPCH courses.</p>
<p><b>CURRICULUM AND PROGRAM DEVELOPMENT</b></p> <p>1.Consider revisions to the curriculum, especially to the Core.</p> <p>2. Update Vision Statement to reflect the needs of our students and trends in the discipline.</p>	<p>1. Address a range of issues, from including a global/diversity component in the core, to ensuring its usefulness across the concentrations.</p> <p>2. Curricular mapping (as needed) to identify gaps in our offerings.</p> <p>3. Work with other academic departments for curricular crossovers and collaboration.</p> <p>4. Create a process for updating Vision statement.</p>	<p>Faculty Curriculum committee</p>	<p>AY 25-26</p>	<p>1. Curriculum committee and department minutes and potential AUC proposals for new courses and revisions to the program.</p> <p>2. Updated vision statement.</p> <p>3. Department-specific advising guide with respect College Scheduler</p> <p>to ensure we offer a diverse schedule of courses at different times of the day and days of the week.</p>	<p>Core and other curricular conversations to start in AY26.</p> <p>Course renumbering proposal completed successfully.</p> <p>Course offerings for the Latin American Studies Major and Minor.</p> <p>New and revised courses added to Literature and Licensure concentrations.</p> <p>Brainstorming a new Speech and Communication minor</p>

					<p>with Comm department.</p> <p>Collaboration with EHPS and COMM to contribute to <i>Perseverentia</i>.</p> <p>BA/BS AUC proposal finalized, and has been put on hold pending a campus-wide conversation about these programs in the fall.</p>
<p><b>CAREER BUILDING AND PROFESSIONALIZATION EFFORTS FOR STUDENTS</b></p> <p>1. Build on opportunities for meaningful, competitive and remunerated internships.</p> <p>2. Support study abroad and professionalization opportunities with publications, conferences, and apprenticeship with organizations across a wide range of industries and locations.</p> <p>3. Gather and disseminate information about career</p>	<p>1. Create and distribute English Studies Internship handbook</p> <p>2. Expand internship partnerships</p> <p>3. Organize annual internship and alumni engagement event for majors,</p> <p>4. Create an internship coordinator role to help with these efforts.</p> <p>5. Promote student participation in local and national conferences and career-</p>	<p>Support for Internship coordinator position.</p> <p>Career and Advising Services</p> <p>Alumni Office</p> <p>English Studies Student Success Committee and English Honor Society.</p> <p>Financial support needed for these and other student-centered events.</p>	<p>AY 25-26 for Internship Handbook, and creating coordinator role.</p> <p>Student Success events each year for internship orientation and career-building with</p>	<p>1. Enhanced options for discipline-specific and meaningful careers in all concentrations.</p> <p>2. Enhanced career training, skills and network for opportunities after graduation.</p> <p>3. Preparation for graduate-level education after graduation.</p>	<p>Encouraged and facilitated students to take up internship opportunities on and off campus.</p> <p>Inducted students into the English Honor Society and sponsored their membership.</p> <p>Capstone course brought in a number of speakers within the discipline to showcase opportunities for students, and prepared them for career options.</p>

opportunities for students across all concentrations.	oriented events in English Studies		speakers and alumni.		
PROGRAM ASSESSMENT  Assessment and analysis of data for concentration-specific learning outcomes.	1.Create concentration-specific rubrics  2. Implement an assessment plan for all concentrations	Department faculty  Assessment Office	Plan and rubrics will be shaped AY 25-26.  Assessment to follow in the years after.	Better understanding of the effectiveness of our curriculum.	Assessment plans for concentrations to be shaped in AY 26.
FIRST YEAR WRITING ASSESSMENT AND DEVELOPMENT  1.Conduct an evidence-based evaluation of the First Year Writing sequence (ENGL0100: College Writing Essentials; ENGL1100: Writing I; ENGL1200: Writing II; HON1200: Honors English II) to align with changing student demographics.	1. Collect and evaluate input from students, faculty, and staff stakeholders regarding strengths and potential areas of support for first-year writing students, including both informal and structured means via faculty governance.  2. Develop plan with PAGE and library representatives for	AIF grant through AY 25-26  HEIF grant review (AY 24-25)  Student Affairs, Disability Services  ACT Center  General Education Program Area  ESCC	Input gathering AY24-26.  Input evaluation AY26  Implementation AY27	1. Increase retention and recruitment through supporting success in FYW.  2. Create upper-level student involvement in possible support structures.  3. Impart critical skill of Information Literacy, especially in an AI-infused world.	AIF grant continued through AY24-25.  Department faculty have contributed to the creation of Gen Ed rubrics for first year writing, speaking and listening assessments.

<p>2. Work with PAGE and librarians to develop more robust understanding of and tools to support the Information Literacy learning outcome in Writing II.</p> <p>3. Develop a system to integrate the Gen Ed assessment reports into departmental assessment efforts, or via another mechanism to identify areas of effectiveness as well as those where additional support may be needed.</p>	<p>identifying needs for materials and then plan for drafting them (S24)</p> <p>3. Report results to department faculty and coordinate with the Curriculum Committee to determine implementation rollout of new materials.</p> <p>4. AY 24-25: Formalize Departmental Assessment Committee procedures to consider PAGE assessment data and determine future changes.</p> <p>5. AY 24-25: Based on Departmental Assessment Committee recommendations, consider if a new standing committee for FYW advising and coordination is warranted.</p>	<p>ESFYWC (currently ad hoc)</p> <p>General Education Program Area</p> <p>Library representatives</p> <p>Faculty who teach Writing II</p> <p>Department assessment and curriculum committees</p>		<p>4. Student success via assessed artifacts for better understanding of the effectiveness of our contributions to the General Education curriculum.</p>	
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<b>Specific area where improvement is needed</b>	<b>Evidence to support the recommended change</b>	<b>Person(s) responsible for implementing the change</b>	<b>Timeline for implementation</b>	<b>Resources needed</b>	<b>Assessment Plan</b>	<b>Progress Made this Year</b>
See dept action plan above	See dept action plan above	See dept action plan above	See dept action plan above	See dept action plan above	See dept action plan above	See dept action plan above

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

## **II. Programs with external Accreditation:**

- i. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
- ii. Date of most recent accreditation action by each listed agency.
- iii. Date and nature of next review and type of review.

<b>List key issues for continuing accreditation identified in accreditation action letter or report.</b>	<b>Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.) (If required.)</b>	<b>Update on fulfilling the action letter/report or on meeting the key performance indicators.</b>

## **Section II - Departmental Outcomes**

### **A. Departmental Strategic Initiatives**

<b>Accomplished Initiatives AY24-25</b> Add more rows as needed	<b>Corresponding Strategic Plan Goal &amp; Strategy</b> Goal # followed by Strategy # ex: 1.3	<b>Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal</b>
Renumbering courses across all concentrations to better communicate the level and content of courses.	Goal 1 and 2	
New courses in Literature concentration.	Goal 1	
BA/BS differentiation proposal finalized.	Goal 1 and 5	
PASM course and curricula changes to reflect new DESE rules	Goal 1 and 2	
Early College initiative and Dual Enrolment—expanded to 5 high schools	Goal 3 and 5	
Participation in Latin American Studies Major and Minor and contributions to other programs across campus, such as Sustainability Studies, DMI, and Creative Arts Enterprise, among others.	Goal 1 and 5	
Student-centered events to create inclusivity and retention	Goal 2	
Internship placement for students	Goal 1,2, 3, 5.	
<i>The Point</i> and <i>Route 2</i> publications	Goals 1,3 5.	
Continued participation in the ALFA program	Goals 1,3, 5, 6.	

<b>Planned Initiatives for AY 25-26</b> Add more rows as needed	<b>Associated Strategic Plan Goal &amp; Strategy</b> Goal # followed by Strategy # ex: 1.3	<b>Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal</b>
Increase visibility for program and faculty to attract more students to the program.	Goal 5.	
Curricular and course development and assessment	Goal 1,2, 5.	
Increase internship and career building opportunities	Goal 1, 2, 3, 5	
Develop further collaborations with programs on campus.	Goal 1,3, 5.	

## **B. Departmental Accomplishments and Reflection:**

*Take this section to reflect on--*

### *1. 24-25 Accomplishments not captured above*

Our faculty continue to be key contributors to the campus across a range of initiatives. Balancing their teaching and scholarship (which is considerable), faculty have engaged in the following activities:

- Scholars on Tap event on May 6 included presentations from Dr Ben Railton, Dr Kisha Tracy, Dr Heather Urbanski, Dr DeMisty Bellinger-Delfeld and Dr Covino.
- Dr Kisha Tracy gave her keynote Harrod lecture, “Decolonizing the Study of Disability in the Middle Ages.”
- Dr Tracy presented “The Epic Story of Prosthetics,” at the Fitchburg State University Community Read was an invited Co-Presenter for “Engaging Students in Coursework During Their First Year” and “Using Pedagogy and Assessment to Foster Student Engagement” at the CTL.
- Dr Tracy held two student-centered events: Literature Fair for her ENGL 3030 Global Middle Ages class, and "What If? The Power of Afro Science Fiction and Fantasy Workshop" for her HON 2100 Honors Seminar Literature.
- Drs Kisha Tracy and Katy Covino were appointed in the inaugural group of Presidential Fellows (2024-2025)

- Dr Covino taught Banned Books Club for ALFA (Fall 2024) and offered programming around banned books in September
- Dr Covino offered the following on-campus presentations and programming at the CTL: Using Pedagogy and Assessment to Foster Student Engagement; Faculty Speaker's Series – Interrogating the Implicit Bias of AI: Teaching Educators to Use Critical Literacy to Complicate and Contextualize the Myths of Columbus; and Inclusive Assessment Workshop.
- Dr Collin Syfert participated in the AI/OER Community of Practice and served as General Education Ambassador for World Languages Speaking and Listening and General Education Assessment Group Chair for CV, DP, and WLSL.
- Dr Syfert also was an Organizer and Presenter for the Summer Institute for Journalism and News Literacy
- Dr Aruna Krishnamurthy helped in shaping the assessment of DP in the Gen Ed program.
- Drs Lisa Gim and Michael Hoberman planned the English Rally event in fall
- Drs Wendy Keyser and DeMisty Bellinger-Delfeld held the High School Writing contest in spring.
- Drs Diego Ubiera, Katy Covino and DeMisty Bellinger-Delfeld held the English Honor Society Induction and Creative Writing Awards Ceremony in Spring.

Our two new courses—"Classic Films and Classic Texts" and "Latin American Cinemas," as well as a revised version of "Intro to Teaching" have been approved through the governance process.

We offered a Study Abroad course with students visiting Argentina, but it got canceled due to low enrolment.

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

BA/BS proposal.

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