

# Assessment Activities, Findings, and Actions 2022-2023

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## Office of Academic and Administrative Assessment

*August 2023*

### Overview

This report, produced annually since 2016, summarizes some of FIT's most important assessment efforts, findings, and the use of results. Assessment activity happens at a variety of levels all around FIT, from faculty assessment of individual courses, assessment of goals by units, and assessments used at the divisional and institutional level. The focus of this report is on activities led by the Office of Academic and Administrative Assessment, including academic program review, administrative review, assessment of program learning outcomes, and assessment of general education outcomes. It highlights some of the key findings and notes changes made or planned based on assessment findings.

In the last year, the Office of Academic and Administrative Assessment (OAAA) was separated from the Office of Institutional Research and Effectiveness (OIRE). While the two areas overlap at points, the work is distinct. The assessment area develops and manages continuous improvement processes across administrative and academic units. Further, the assessment unit leads the development, organization, analysis and reporting of student learning program and general education outcomes and related activities. In addition to its crucial function of official reporting, OIRE fosters institutional effectiveness through the examination and reflection upon data, promoting the use of data for decision-making, often at the institutional level. The two units work closely together, sharing an office suite and an administrative coordinator.

### Administrative Review

Units that directly and significantly support student learning and development go through the administrative review process on a seven- to ten- year basis. These units are all located in the divisions of Academic Affairs and Enrollment Management and Student Support. This process slowed down under the Covid pandemic and losses of key staff members, and was paused for EMSS units for these reasons. For this reason, no reviews were completed in the past year. Several reviews are in progress, with self-studies drafted and reviewer recruitment for fall 2023 site visits underway. These include a combined review of Career and Internship Services and Internship Studies, both in Academic Affairs. In EMSS, Student Life and Athletics and Recreation will host site visits in the fall.

## Academic Program Review

FIT's academic programs go through academic program review every five to seven years. The academic program review process consists of three stages: in the first, a program develops a self-study in which it evaluates itself relative to its mission and goals; in the second, a team of external reviewers read the self-study and visit FIT's campus to speak with stakeholders; and finally, the program works with academic leadership at the school and institutional levels to review the findings and recommendations, and develop a plan of action. These components of the review process often straddle more than one academic calendar year.

### Site Visits, 2022-2023

| Program                           | Status of Review   |
|-----------------------------------|--|
| Illustration (Art & Design)       | Site visit in October 2022; wrap-up meeting held February 2023.    |
| International Trade and Marketing | Site visit in October 2022; wrap-up held March 2023                |
| Educational Skills                | Site visit in April 2023; wrap-up meeting held May 22, 2023.       |
| Technical Design                  | Site visit took place in April 2023; wrap-up to be held fall 2023. |
| Fine Arts                         | Site visit took place in May 2023; wrap-up to be held fall 2023.   |
| Jewelry Design                    | Site visit took place in May 2023; wrap-up to be held fall 2023.   |

### Other Wrap-Up and One-Year-Out Meetings, 2022-2023

This academic year, in response to a request by the deans, the OAAA has set up follow-up meetings approximately one year after the wrap-up meeting, in order to discuss progress on the action plan.

| Program                           | Meeting held                                  |
|-----------------------------------|---|
| Direct and Interactive Marketing  | Wrap-up meeting from site visit in April 2022 |
| Global Fashion Management         | One-year-out meeting, Nov 2022                |
| Cosmetics and Fragrance Marketing | One-year-out meeting, Dec 2022                |
| Production Management             | One-year-out meeting, Dec 2022                |
| Entrepreneurship                  | One-year-out meeting, March 2023              |
| Film & Media                      | One-year-out meeting, March 2023              |

Six academic programs held site visits in 2022-2023. This is fewer than should ideally be completed in an academic year (to ensure that all programs are reviewed within a 5-7 year period). Several programs are expected to be ready to host fall 2023 visits, including **Home Products**, **Packaging Design**, and **Art History and Museum Professions**. The **Fashion Design** (undergraduate) review has been stalled for

several years, in part due to the regular turnover of program chairs; however, it appears that the faculty appointed co-chairs are prepared to take this on next year.

Academic programs that will begin their self-studies in 2023-2024, for visits either in spring 2024 or fall 2024, include

- Illustration MFA
- Footwear & Accessories
- Advertising and Marketing Communications
- Textile/Surface Design
- Photography
- Textile Development and Marketing

## Academic Program Review: Highlights of Findings and Planned Actions

The chart below provides highlights of the reviewers' findings, as well as items proposed in the action plan. It includes reviews that completed a wrap-up meeting in the past year, since the action plan is not finalized until after that meeting. The most common recommendations relate to curricular updates to ensure that programs remain up-to-date in covering new areas and technology.

| Semester of Site Visit   | Program, Degree(s), and School       | Highlights, Reviewers' Findings   | Highlights, Actions Proposed   |
|--|--------------------------------------|---|--|
| April 2022 (not reported on last year as wrap-up held fall 2022) | Direct and Interactive Marketing BS  | The program is poised for growth as the industry needs employees well-versed in direct response marketing. Alignment with AMC could benefit both majors. Professors and students both mentioned that a few classes/projects are too similar. Recommendation to decrease lecture and increase case studies and work for real companies. Consider a name change for the program.  | Propose name change to align with current technology; review and update curriculum and decrease duplication; incorporate more technology used in industry; identify relevant industry internships; identify competitions for students. Program will request dedicated full-time faculty to lead these efforts. |
| October 2022   | Illustration AAS and BFA             | In the last two decades, innovation has accelerated, and with the strong, informed leadership and dedicated faculty, program has the potential to set a national standard in illustration education. Some facilities could use renovation. Program needs more unified capstone year to create stronger portfolios. Program should consider facilitating student knowledge of diverse professional opportunities. Class sizes are challenge, and number of faculty has declined while students have increased. | Review first year courses to expand drawing curriculum; review third year courses to add more options for specializations; build more cohesive capstone year; consider moving Business of Illustration course to 5 <sup>th</sup> semester; integrate career preparation more into the AAS program.             |
| October 2022   | International Trade and Marketing BS | Faculty is highly engaged and committed to student success; students experience a high degree of personal attention; the program has  | Discuss how to increase data analytics content and integrate sustainability principles in courses. Encourage students to obtain external certifications;   |

|            |                       |  |  |
|------------|-----------------------|--|--|
|            |                       | strong capabilities in the operational aspects of international trade and valuable assets in the NYC business community. Career paths for students could be made clearer. Consider updating curriculum in several areas – data analytics; sustainability; supply chain resiliency; and management topics.  | enhance ITM’s presence in social media; encourage faculty to enhance professional development and promote their expertise.   |
| April 2023 | Educational Skills    | The merger of ES into English and Communication Studies has potential benefits, which can be maximized. Terminology of several courses should be reconsidered (i.e. native vs. non-native speakers). The placement process is not clear to students, nor is the credit structure. The registration process to ensure students are in both a class and a lab should be reviewed. Consider adding a summer jump-start program. | As all three full-time faculty are retiring, some changes will need to wait until a new full-time faculty member hired to begin in fall 2024. The ECS faculty member who will oversee the program in 2023-2024 will work to improve communication about placement and examine the Accuplacer process; make syllabi more consistent; and update language in the next year. Under a new faculty member, five-hour classes will be revised to four-hour classes, and other curricular issues will be addressed. |
| April 2023 | Technical Design BS   | Reviewers were impressed by the capstone projects and by the fact that all seniors had jobs in place upon graduation. Changes need to be made to the program to bring in line with the current industry; much less time should be spent on hand grading, tech packs should be created in Excel, and costing should be integrated. Program should consider adding other areas besides women’s wear.                           | TBD after wrap-up discussion   |
| May 2023   | Fine Arts AAS and BFA | The standout attribute of the program is clearly the dedication and quality of the faculty and the chair/assistant chair. Students have an extremely positive perception of the community and feel very supported. Class sizes are too large and more space, and storage space, is needed. Curriculum is   | TBD after wrap-up discussion   |

|                 |                               |   |                                     |
|-----------------|-------------------------------|---|-------------------------------------|
|                 |                               | <p>traditional; consider incorporating more collaborative and interdisciplinary modes of practice. Each degree should be revised to 60 credits, with classes of 3 hours each. Consider adding learning outcome related to reflection at AAS level and inquiry/research at BFA level.</p>  |                                     |
| <p>May 2023</p> | <p>Jewelry Design<br/>AAS</p> | <p>A two-year program is a great introduction to the jewelry world, and the student pieces after two years are impressive. The manufacturing shop is extraordinary, but heavily resourced in traditional tools and scarcely in emerging technologies. More could be done to leverage alumni; consider formalizing and internship program.</p> | <p>TBD after wrap-up discussion</p> |

## General Education Assessment

Thirteen general education areas are assessed on a three-year rotating cycle. While there are 12 SUNY general education requirement (10 course areas and 2 infused competencies), written and oral communication, included in the same SUNY requirement of Basic Communication, are distinct skills that are best assessed through separate projects. Under the new SUNY general education requirements that will be instituted for entering AAS students in fall 2024, there will remain 13 areas to assess, although some categories will change.

A faculty coordinator leads each general education assessment project and can choose to assess student work from either the fall or spring term. In order to offer space for faculty discussion, faculty coordinators are not required to complete the projects by the end of the term. Often, student work from very late in the term is used for assessment, and discussion of the work with faculty involved, as well as in departments and with the Faculty Senate Academic Assessment Committee, cannot take place until the following term. A faculty coordinator determined to complete all assessment work within the semester of course release can do so, as Kyunghye Pyun did with the Humanities assessment in this past year.

In the past year, four projects assessing student work in spring 2021 completed assessment reports: Critical Thinking, Natural Sciences, Social Sciences, and Oral Communication. In addition, student work in the Humanities was reviewed and reported on in spring 2023. Student work in U.S. History was assessed in spring 2023; reporting and wrap-up discussion will be held in fall 2024.

To assess Information Literacy, student artifacts were collected in fall 2022 and spring 2023. In early June, faculty and librarians met for a full day session to read, evaluate, and discuss student achievement of this competency. Librarians are continuing this work over the summer, and a report will be completed in fall 2023.

In **2023-2024**, assessment projects are planned for the areas of Mathematics, The Arts, and Written Communication. Assessment of Student Learning in Programs

## Completed General Education Assessments 2022-2023, Methods, Results, and Actions

| General Education Area | Semester Student Work Assessed | Brief Summary of Assessment Method  | Brief Summary of Assessment Findings  | Highlighted Proposed Actions   |
|------------------------|--------------------------------|---|---|--|
| Critical Thinking      | Spring 2022                    | Seven SLAS faculty each assessed an assignment in their courses using a rubric examining 5 aspects of critical thinking; three additional faculty members participated in discussions about student achievement of critical thinking. 122 student assignments were evaluated.   | A majority of students met or exceeded expectations in each of the five categories. Results were slightly lower than a few years prior, but this could stem from different sample groups and faculty, or from the remote learning environment. No substantial loss in learning was seen. Students were strongest at identifying and articulating their own arguments and a bit weaker at assessing the logic and evidence in others' arguments or in identifying objections to their own. Overall, findings were strong and faculty should continue to push students to think critically. | Publicize the critical thinking learning objectives to increase faculty awareness across FIT; offer CET events related to teaching critical thinking; encourage discussion of critical thinking between faculty across schools   |
| Natural Sciences       | Spring 2022                    | Two methods targeting different teaching styles were used. Option 1: a set of questions that could be integrated into final exams (instructors included only those relevant); Option 2: instructor application of rubric to class assignment. To develop the assessment methods, the faculty coordinator reviewed syllabi and exams from previous semester. | Overall, 80% of the 377 students demonstrated basic scientific literacy, an increase from 2016. Student ability to apply scientific data, concepts and models, assessed through lab classes, was even higher and showed more improvement. In addition, student achievement was high on the 6 FIT natural sciences outcomes as well.   | Speak with program chairs to update science requirements to include new classes; submit proposal for more lab space; submit critical needs request for more tech support; investigate sharing a wet lab space with others at FIT to provide more open lab time for students. |
| Oral Communication     |                                | Faculty evaluated student presentations using common critique sheet. To assess student ability to evaluate oral presentations, students evaluated   | The vast majority of students exceeded or met expectations in their ability to give presentations. Students were less successful in their evaluation of the recorded  | Update course of study for EN241, EN242, and EN 343; request for new full-time faculty in Communication Studies  |



|                 |             |  |  |  |
|-----------------|-------------|--|--|--|
|                 |             | a common recorded presentation using a rubric. 5 courses, with 79 students, were assessed.   | presentation, in particular in terms of whether the thesis statement and purpose were clear.   |  |
| Social Sciences | Fall 2021   | Eight courses were assessed, 4 that count for G4 and 4 others in the social sciences department that count in other areas (Philosophy and US History). In total, work from 177 students was evaluated. Faculty evaluated student work using a rubric with three categories: disciplinary methods; disciplinary knowledge; and critical thinking. | Students met or exceeded expectations over all. In discussion, faculty agreed that students could improve their ability to apply their knowledge to new situations in lower-level classes; students in upper-level classes were stronger in this area, and often showed innovation and creativity in creating interesting projects. Critical thinking was the lowest performing area, although overall, 80% of students met or exceeded expectations. Faculty expressed concerns regarding students' ability to identify reliable sources as evidence and think critically about them. | Organize social science faculty discussions around applying methodologies in both the lower-level and upper-level courses. Organize faculty discussions around critical thinking around facts vs opinions in the current media climate.  |
| Humanities      | Spring 2023 | Student work from 8 courses in 4 disciplines (186 students) was assessed using a newly designed rubric looking at 5 different aspects of learning in the Humanities, including student use of primary sources to develop arguments.  | The majority of students met or exceeded the expectations in the five rubric areas, ranging from 66% to 81%. 68% of students met/exceeded expectations in identifying primary sources; faculty would like this to be higher, as it is a relatively simple task. Faculty would also like to see students improve in interpreting primary sources in the discipline's methodology, as 34% of students approached/did not meet.   | CET faculty development events that showcase good teaching, and on assignment design. Develop more informal gathering opportunities for faculty to discuss teaching. More institutional support for experiential learning would help faculty teach about primary sources in the Humanities; negotiate institutional access to Met museum; improve JSTOR level so faculty can better teach in this area; more guest speakers to talk on their construction of disciplinary knowledge in their research. |

## Program Learning Outcome Assessment

The chart below summarizes assessment methods and findings from programs that submitted Program Learning Outcome (PLO) assessment reports in 2022. The subsequent chart summarizes use of past assessment results and planned use of this year's results. Some programs noted that the Covid period has continued to affect student learning, as student catch up on certain skills previously taught remotely, or because student learning styles and habits were affected by the pandemic. Overall, program faculty report strong student performance of learning outcomes.

### Methods and Findings, Program Learning Outcomes Reports, 2021-2022; Report due November 2022

| Program Name                    | School and Degrees          | Brief Summary of Assessment Method  | Brief Summary of Assessment Findings  |
|---------------------------------|-----------------------------|---|---|
| Fabric Styling                  | Art and Design, BFA         | Program is drafting new program learning outcomes that better align with industry standards.  | N/A   |
| Footwear and Accessories Design | Art and Design, AAS and BFA | AAS: Exam used to assess anatomy of foot and hand knowledge; student work assessed with rubric in LD228 and LD293. BFA: Student work assessed with rubric in LD451 and LD491.   | AAS: Overall, students met or exceed expectations. Faculty noted that students are not using pen/paper to ideate their designs since Covid; program needs to continue to stress importance of hand drawing skills. BFA: Majority of students exceeded the standard; LD491 presentations have greatly improved. Needs improvement: student ability to complete cost and yield sheets for pricing.            |
| Interior Design                 | Art and Design, AAS and BFA | AAS: Three outcomes assessed in Studio IV by 3 faculty. 21 projects were randomly selected for review. BFA: Three learning outcomes assessed in Senior Thesis Studio by three faculty members. 22 projects were randomly selected for review. | AAS: There are areas in design fundamentals, regulatory requirements, and in presentation/ graphic proficiency that need to be strengthened. In the BFA, while many areas were satisfactory, there were some weaknesses to address; for example, scale issues were found in some projects and geometric executions were weak and not consistent. Many issues related to regulatory requirements were found. |
| Jewelry Design                  | Art and Design, AAS         | Faculty provided observations related to graduating student exhibition in a survey; first and second year students reported on learning in survey; chair observations   | Faculty found student work to be competent and sophisticated. Some deficits still lingered from remote learning period.   |
| Packaging Design                | Art and Design, BFA         | Student portfolios in the capstone course were reviewed with a rubric. In addition, industry professionals provided feedback at a virtual portfolio showcase event. In addition, internship sponsors evaluated skills of students.            | Overall, students exceeded or met faculty expectations. Strategic concept development and project execution are particular strengths. A 360-degree approach in dynamic branding and brand integration across consumer touchpoints was evident in most student work. Internship  |

|                                    |                               |  |  |
|------------------------------------|-------------------------------|--|--|
|                                    |                               |  | sponsors evaluated students' abilities and professional skills as exceptional. Nevertheless, some portfolios were not as strong, probably because of impacts of the pandemic on earlier learning. Faculty would like to continue to develop students' writing and presentation skills, as well as strategic design thinking and technological abilities.   |
| Photography and Related Media      | Art and Design, AAS and BFA   | AAS: Faculty review of AAS projects collected from capstone class PH252 and AAS portfolios. BFA: review of projects in the BFA exhibition installation with a rubric. Additional use of exit survey results.   | There are gaps in learning outcomes from the Covid remote period.  |
| Textile/Surface Design             | Art and Design, AAS and BFA   | The program assessed the learning outcome related to global and cultural issues in each degree level, which was not assessed in the capstone assessment last year. This learning outcome is currently not visually present in assigned course work, so it is assessed in discussion. Faculty reviewed courses to determine whether formal content is currently enough throughout the curriculum. | Faculty found that while the learning outcome is taught at both degree levels, the focus can be strengthened, especially with regard to diversity, cross-cultural awareness, design equity, cultural appropriation, and copyright.   |
| Toy Design                         | Art and Design, BFA           | All 6 senior students matched projects and assignments to each of the program learning outcomes. Faculty assessed student work with course rubrics and exams.  | Faculty find that students meet learning outcomes and that student learning matches standards expected by the industry.  |
| Technical Design                   | Baker School, BS              | Graduating seniors rated their achievement of program learning outcomes; unfortunately, response rate was low.   | Students rate their learning highly; lowest scores relate to familiarity with safety regulations.  |
| Art History and Museum Professions | Liberal Arts and Sciences, BS | Faculty assessed 2 of the PLOs using rubrics to rate student assignments   | Students met faculty expectations. Students also performed exceptionally well on presentations.  |
| Film and Media                     | Liberal Arts and Sciences, BS | To assess production learning outcomes, faculty rated student films using a rubric. All students were assessed.  | Overall, the AAS students were an exceptional class. Generally, stronger students scored high in all rubric categories, and weaker students lower in class categories. At the BS level, there was more variation -- a film could be strong in certain areas, and weaker in others. Performance was high and students met faculty expectations. Technical skills have improved since the last assessment. |
| Exhibition and Digital Design      | Graduate Studies, MA          | Student work presented at the thesis adjudication event was rated by 100 judges. Judges were given access to student's Design Development packages a week in advance, and access to digital rubrics. Faculty met to review judges' comments and scores.  | Students are meeting the required learning outcomes. Students receive more detailed and thorough feedback through the digital rubric. The comments confirm to the program that expansion from three semesters to four to incorporate additional topics will be in alignment with industry.   |

|                           |                       |   |   |
|---------------------------|-----------------------|---|---|
| Fashion Design            | Graduate Studies, MFA | Three learning outcomes (research, translation, and making) were assessed by 8 of 11 faculty members in their courses using a rubric; all first and second year students were evaluated. Data was gathered, summarized, and discussed at a faculty meeting. | Overall, students met faculty expectation. Faculty saw improvement in the three areas, and an increase in the number of students who exceeded expectations. They attribute this to a combination of stronger students, curricular changes, and faculty efforts. Faculty had worked to improve "research," lowest in the first assessment, and have seen marked improvement.   |
| Global Fashion Management | Graduate Studies, MPS | Two of the program's five learning outcomes were evaluated by the two FTF. Faculty reviewed group capstone projects from fall in GF503, as well as two performance measures related to a simulated business strategy game.                                  | On the first outcome, most students met or exceeded standards; nevertheless, two teams (5 students) needed work on research sources. For the second outcome, the learning assurance report provided information to compare FIT students to other graduate business students around the world. FIT students were pretty competitive in categories like analytical skills and strategic analysis and planning. There were low scores in human resource management, not surprising as the program does not have a course dedicated to HR |
| Illustration              | Graduate Studies, MFA | The program revised its PLOs and identified where each could be assessed. Student work in Visual Thesis I and II was assessed with rubrics by the faculty teaching the course and chair.  | Overall, students met or exceeded the learning outcomes. Almost all students experienced a significant increase in sophistication of technique and artistic concepts over the program, and could articulate their concepts verbally and in writing. After three years of graduate students, a handful of students remain hindered by English language comprehension skills.   |

## Use of Results, Program Learning Outcomes Assessment Reports

| Program Name                    | School and Degrees          | Past use of assessment results reported   | Planned use of assessment results  |
|---------------------------------|-----------------------------|---|--|
| Fabric Styling                  | Art and Design, BFA         | New format for capstone course, found to be successful in previous year, was permanently incorporated. New course, VP402, was added to the curriculum to support collaborative and interdisciplinary projects.  | Program will institute revised program learning outcomes.  |
| Footwear and Accessories Design | Art and Design, AAS and BFA | Not reported.   | Program would like to add midterm or final reviews with broader group of faculty to better understand student work in the context of the program. The program is updating its curriculum and ensuring that it is aligned with program learning outcomes.   |
| Interior Design                 | Art and Design, AAS and BFA | Not reported.   | Results will be shared with course coordinators with recommendations to address areas requiring improvements. For both degrees, faculty need to reinforce code requirements and graphic proficiencies.   |
| Jewelry Design                  | Art and Design, AAS         | Not reported.   | Academic program review in spring will provide additional feedback.  |
| Packaging Design                | Art and Design, BFA         | The impact of previous use of findings was evident in student work, such as the added related area electives of CT303 and CT331. In addition, revisions to PK343, Explorations in 3D improved learning outcomes and fostered student success in competitions.   | None reported. The program will continue to use these assessment methods and a program review in fall 2023 will offer additional feedback.   |
| Photography and Related Media   | Art and Design, AAS and BFA | Program has noted the success of major curriculum changes made in 2014.   | Not reported.  |
| Textile/Surface Design          | Art and Design, AAS and BFA | The program is working to rewrite TD202 but this has been delayed; the course will be finalized in Fall 2022. The department has discussed and created unified language terminology to promote consistent language in the department; a slide deck presentation with vocabulary and visual examples has been created. | The program identified ways to strengthen many classes at each degree level, such as adding in lectures, readings, or assignments to courses. For example, readings and a group discussion/activity regarding the concept of cultural appropriation will be formally added to TD138; in TD 313, in the BFA program, a lecture on copyright that reviews the concept of cultural appropriation will be added. |
| Toy Design                      | Art and Design, BFA         | From last year's findings for the capstone course, in this year, TY332 remained a course in which students build working prototypes in the machine shop, while TY421 changed to focus on digital sculpting. This allowed students to work in both modalities equally  | An event with students and alumni advisory board members will be planned to discuss PLOs in terms of the program and in relationship to the industry.  |

|                                    |                               |   |   |
|------------------------------------|-------------------------------|---|---|
| Technical Design                   | Baker School, BS              | None reported.  | Survey will be given to seniors at the beginning of the 8th semester, so that any areas where students report feeling unprepared can be addressed during their last term.   |
| Art History and Museum Professions | Liberal Arts and Sciences, BS | None reported   | AMHP is working to develop teamwork and collaboration, about which students express concerns, as these are important in museum and art gallery contexts. The program is developing a variety of collaborative activities.   |
| Film and Media                     | Liberal Arts and Sciences, BS | Due to developments in program's admissions, curriculum, and pedagogy, student films have improved.   | Rubrics for the BS production courses will be reconsidered; a more nuanced rubric will offer better ways to identify and describe various levels of quality.  |
| Exhibition and Digital Design      | Graduate Studies, MA          | Earlier assessments indicated that improvement was needed in presentation of exhibit models and prototypes. The project in ED651 was lengthened and tied to additional courses. In 2022, a new model/prototype instructor was hired. Prototypes and models are improving in concept and quality, but student work is hindered by lack of dedicated studio space.  | The assessment supports the program's plan to expand from three semesters to four to incorporate content in sustainability; social justice and inclusivity; management and business development; and integrated technology  |
| Fashion Design                     | Graduate Studies, MFA         | Faculty efforts to improve the "research" area have resulted in better results this year. Using last year's assessment findings, faculty increased emphasis on research in first semester course MF501, adding several new class components, such as a guest lecture on research methodology and a visit to special collections. In addition, increased support from the Writing and Speaking Studio has been incorporated. | Faculty are discussing how to improve foundation-level skills, as skillsets of students entering the program are uneven; they are considering introducing prerequisites or holding a boot camp. To improve making skills, faculty are considering reordering courses so that MF601 moves from 3rd semester to 2nd, which may be beneficial for students earlier in the program, so they can have more time to incorporate this learning into thesis work.   |
| Global Fashion Management          | Graduate Studies, MPS         | A new program curriculum was introduced in fall 2020, when the program expanded from 3 to 4 semesters, and the program recently went through Academic Program Review. It is still processing the impact of these curricular modifications.  | To improve the first learning outcome, the program will more widely share the grading rubric with students and adjuncts to emphasize the importance of credibility and reliability of sources; have students submit a reference list at the midpoint of their research so they can receive feedback on the quality of resources. To address the second learning outcome, the program will look for opportunities to introduce human resource management and corporate social responsibility topics in a variety of GFM courses, and to better tie GFM's learning to the GF552 simulation. |
| Illustration                       | Graduate Studies, MFA         | None reported.  | None reported. The department plans to include more faculty members in future review of student work to provide a broader perspective.  |

All academic programs are required to report on student learning outcome assessment annually. Instead of reporting through the OAAA process, the seven B&T programs (Fashion Business Management, Advertising and Marketing Communications, International Trade and Marketing, Home Products Development, Production Management, Textile Development and Marketing, and Cosmetics and Fragrance Marketing currently report through the ACBSP accreditation structure.

**Not Submitted:**

|  |      |          |  |
|--|------|----------|--|
| Advertising Design                               | A&D  | BFA      | Not Submitted*   |
| Animation, Interactive Media & Game Design       | A&D  | BFA      | Not Submitted*   |
| Communication Design Foundation                  | A&D  | AAS      | Not Submitted*   |
| Fashion Design                                   | A&D  | AAS, BFA | Not Submitted  |
| Fine Arts  | A&D  | AAS, BFA | Not Submitted  |
| Graphic Design                                   | A&D  | BFA      | Not Submitted*   |
| Illustration                                     | A&D  | BFA      | Not Submitted  |
| Menswear   | A&D  | AAS      | Not Submitted*   |
| Spatial and Experience Design                    | A&D  | BFA      | Not Submitted*   |
| Direct & Interactive Marketing                   | B&T  | BS       | Not Submitted*   |
| Entrepreneurship                                 | B&T  | BS       | Not Submitted*   |
| Cosmetics and Fragrance Marketing and Management | Grad | MPS      | Not Submitted*   |
| Fashion and Textiles Studies                     | Grad | MA       | Exempted; chair retired and left FIT, new chair began in fall 2022 |

*\*Report not submitted for two or more years.*

**Assessment Faculty Fellows Program**

The Assessment Faculty Fellows program continued for its second year. One fellow from the first cohort (Meg Joseph, SGS) served a second time, in order to provide leadership and continuity. The three additional fellows included Subh Gooptu (SLAS), Ajoy Sarkar (Baker School), and Sarah Mullins (A&D).

As Assessment Faculty Fellows review reports, they evaluate them on a rubric in order to determine what aspects of the assessment process need strengthening through further faculty development or resources. This year, reports for 13 programs were evaluated. In most cases, programs with two degree levels will usually report on both in a single report, leading to fewer reports than the degrees assessed. These ratings are for the purpose of evaluating and improving assessment at FIT and are not shared with programs; the rubric helps share the written feedback

given to all programs to encourage their assessment efforts. The rubric included seven categories, each rated on a 3-point scale (3= exemplary, 2=accomplished, and 1=emerging).

The mean rating declined, to 1.88. This may be due to the natural variability from a small number of reports, or because the faculty fellows from this cohort applied the rubric more stringently, or other reasons. Ratings for individual program reports varied, with some programs scoring 2s or 3s in most areas, and a few with 1s in most areas. The lowest rate area was on assessment tools; for some programs, while the assessment method of assessing student work using a rubric was strong, the rubrics may have been poorly designed – a tool that needs improvement.

| <b>Rubric Area</b>                 | <b>Mean</b> |
|------------------------------------|-------------|
| Assessment Methods                 | 1.88        |
| Focus on Program Learning Outcomes | 1.79        |
| Validity of Sample                 | 2.17        |
| Assessment Tools                   | 1.67        |
| Presentation of Results            | 1.79        |
| Interpretation of Results          | 1.75        |
| Plan for Improvement               | 2.08        |

## Surveys

The Office of Institutional Research and Effectiveness and the Office of Academic and Administrative Assessment work collaboratively in the area of surveys, with OIRE coordinating survey activity across the College. OIRE implements and reports on the major, institution-wide surveys, while the OAAA is involved in unit-level surveys, as offices seek to assess their work and determine stakeholder satisfaction, using that information for continuous improvement.

In the past academic year, OIRE administered SUNY’s Sexual Violence and Prevention survey, which is given every two years to both employees and students; the annual alumni surveys (for both the AAS and bachelor’s degrees, with separate reporting for the Baker School); and the National Survey of Student Engagement (NSSE). OIRE will be sharing reporting across the institution in the fall.

The OAAA administered the orientation survey each term as well as a survey for Contracted Services, to gather feedback from students on dining, vending, the bookstore, and laundry at FIT.

Finally, the OAAA collaborates with academic programs on exit surveys to gather student feedback regarding their learning. The Baker School administers an exit survey to last-term bachelor’s students as part of the Peregrine Exam, given to assess student learning for the ACBSP accreditor. The OAAA administers an exit survey for programs in Art & Design in their 4<sup>th</sup> and 8<sup>th</sup> terms. This year, the OAAA worked with Art History and Museum Professions on a student survey to gather program feedback for the academic program review this fall.



## Conclusion

In this past year, assessment efforts continued to recover from the remote Covid period. Academic Program Reviews resumed in-person site visits and many programs were able to return to more typical assessment methods.

This report provides information on assessment methods, findings, and use of results to the FIT community. For additional information on assessment, please contact the Office of Academic and Administrative Assessment.