Periodic Review Report

Fashion Institute of Technology

June 1, 2007

Dr. Joyce F. Brown, President

Commission action which preceded this report:
Reaffirmation of Accreditation

Date of the evaluation team’s visit: April 7-10, 2002
## FIT Periodic Review Report (PRR)

### Committee Membership

<table>
<thead>
<tr>
<th>Co-Chairs:</th>
<th>Dympna Bowles, Dean for Curriculum and Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Robert Vassalotti, Associate Professor, Department of Fashion Merchandising and Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mark Blaifeder</th>
<th>Assistant Vice President, Finance and Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeffrey Buchman</td>
<td>Professor, Advertising &amp; Marketing Communications</td>
</tr>
<tr>
<td>Howard Dillon</td>
<td>Assistant Vice President for Academic Affairs</td>
</tr>
<tr>
<td>Judy Ellis</td>
<td>Chairperson, Department of Toy Design</td>
</tr>
<tr>
<td>Jean-Ellen Giblin</td>
<td>Assistant Dean, Assessment/Curriculum and Instruction</td>
</tr>
<tr>
<td>Christine Helm</td>
<td>Program Manager, Continuing and Professional Studies</td>
</tr>
<tr>
<td>Deborah Klesenski</td>
<td>Chairperson, Department of Photography</td>
</tr>
<tr>
<td>Yasemin Celik Levine</td>
<td>Assistant Professor, Department of Social Sciences</td>
</tr>
<tr>
<td>Diane Phillips</td>
<td>Director of Institutional Research</td>
</tr>
<tr>
<td>Shaya Phillips</td>
<td>Associate Vice President for Information Technology</td>
</tr>
<tr>
<td>Rosalyn Pier</td>
<td>Director of Budget and Purchasing</td>
</tr>
<tr>
<td>Shari Prussin</td>
<td>Deputy to the President</td>
</tr>
<tr>
<td>Robin Sackin</td>
<td>President of Faculty Senate and Chairperson, FMM Dept.</td>
</tr>
<tr>
<td>Thomas Thomas</td>
<td>Dean of Student Development</td>
</tr>
<tr>
<td>Michael Weingarten</td>
<td>Acting Associate Dean of Student Services</td>
</tr>
<tr>
<td>Patrick Yanez</td>
<td>Chairperson, International Trade &amp; Marketing Department</td>
</tr>
<tr>
<td>Steven Zucker</td>
<td>Dean of the School of Graduate Studies</td>
</tr>
</tbody>
</table>

*FIT 2007 Periodic Review Report*
# Table of Contents

Executive Summary

Section 1:  Response to Recommendations 1

Section 2:  Major Accomplishments and Opportunities 13

Section 3:  Enrollment and Finance Trends and Projections 28

Section 4:  Assessment Processes and Plans 38

Section 5:  Linking Institutional Planning and Budgeting Processes 49

FIT Institutional Profile: 2006-2007

Appendix (see accompanying volume)
List of Appendices

A. The FIT Challenge: **2020: FIT at 75**/ Strategic Plan

B. 1 The FIT Challenge: **2020: FIT at 75**/Strategic Operational Plan

B. 2 The FIT Challenge: **2020: FIT at 75**/Budget Planning Document

C. *Five-Year Investment Plan: 2000-2005*

D. Campus Master Plan

E. *FIT 2004 Follow-up Report* to Middle States

F. *General Education Assessment Plan for FIT*, Parts I, II, and III

G. *FIT’s Strengthened Campus-Based Assessment Plan*

H. Five-Year Program Review Cycle for FIT

I. FIT Performance Review Process and Assessment

J. Letter on Budget and Strategic Planning

K. Inventory of Relevant FIT Financial Documents
   K1. FIT Financial Tables
   K3-1. Audited FIT Financial Statements: FY2005
   K4-1. Management Letter: FY2005
Section 1: Response to Recommendations

Introduction

In April, 2002, the Middle States Commission on Higher Education evaluated FIT and made nine recommendations aimed at helping the College in its quest for excellence. During the past five years, FIT has advanced as an institution and – guided in part by those recommendations – has made significant improvements in key areas. FIT’s response to each Middle States recommendation is described below.

Recommendation 1: Bringing the FIT Mission to Life

Consider infusing all planning activities at every level with the tenets and goals of the revised mission statement.

FIT’s mission statement reflects its role as a career-focused educational institution that prepares students for careers in design, fashion, and business, and for a lifetime of continued learning in today’s global marketplace and community.

FIT Mission Statement

The Fashion Institute of Technology prepares students for professional excellence in design, fashion, and business by providing the premier educational experience that fosters creativity, career focus, and a global perspective.

To fulfill its mission:

- FIT develops students’ aesthetic, intellectual, analytical, and technological abilities through programs that integrate theory and practice.
- FIT offers students a rigorous and innovative curriculum taught by a faculty with outstanding academic and industry experience.
- FIT is committed to a broad-based education in the liberal arts.
- FIT exposes students to their chosen professions through internships, guest lectures, industry-sponsored projects, and other opportunities for experiential learning.
- FIT promotes student growth and self-development through student support services, programs, and activities.
- FIT provides students with a multifaceted educational experience that incorporates the vast resources of New York City.
- FIT, an urban institution of the State University of New York, provides an education of exceptional quality and affordability.
This mission informs nearly every aspect of the College and is promoted or reflected in all major official communications, such as the undergraduate and graduate catalogs, and on the FIT website (www.fitnyc.edu). The tenets of FIT’s mission are reflected in the College’s Strategic Plan, 2020: FIT at 75 (see also pages 3-4 below). Extensive discussions and conversations by the College community during this strategic planning process focused on FIT’s distinctive mission and programs, and the goals emanating from this plan reflect this mission.

Key segments of the College have created or revised their own mission statements, each reflecting FIT’s overall mission. These include FIT’s five schools, The Museum at FIT, the Gladys Marcus Library, and International Programs. The College’s Assessment Plan in General Education incorporates the tenets of FIT’s mission, as does the five-year review process in the majors, both of which provide a framework for assessing student learning at FIT.

In addition, the activities of the Office of College Relations (advertising, government/community relations, media/public relations, marketing, and Institutional Advancement) all reflect the values of the mission statement. These values are communicated and shared with various FIT constituencies, including potential students and parents, industry members, public and elected officials, alumni, the broader educational community, and the general public. The tenets of FIT’s mission also help shape the College’s widely publicized key messages about the value of an FIT education – the integration of theory and practice, a focus on liberal arts as the foundation for career-related education, the role of New York City, FIT’s industry-experienced faculty, and student exposure to their chosen careers through experiential learning.

Recommendation 2: Preserving Positive Change in Administration and Governance

We recommend clarification of the functions and authority of the deans.

In 2005, to enhance the workings of FIT’s administrative team during a time of rapid change and transition, the College instituted a Performance Evaluation Process for all administrators, including deans. As part of this process, deans meet individually with the President to define their goals for the coming year, and are evaluated on their performance in reaching these goals, including the College’s strategic planning goals. This formal process has helped the deans to clarify their roles and responsibilities, and enabled them to participate in defining objectives and establish metrics against which to evaluate successes. Also in 2005, deans began reporting directly to the President and serving as members of the President’s cabinet. This provides them with a college-wide perspective, ongoing feedback, and an open channel to the President. It enables them to advocate for the academic side of the institution and their respective schools. Conversely, they are able to communicate to faculty members about issues and initiatives that the President and Cabinet set as priorities.
Deans have played and continue to play a key role in FIT’s strategic planning process. They lead key committees and oversee the implementation of plans and programs. Early in the process, they were a united voice in calling for the addition of new faculty lines and budget initiatives to fund them. Deans set goals for their respective schools and work with faculty to achieve the schools’ goals. In their role as planners, they have tackled important college-wide issues such as improving registration, orientation, academic advisement, and campus communication. All of this – coming in addition to their regular duties of overseeing expenditures, allocating funds, supporting faculty initiatives, managing personnel, and reaching out to students – make the deans well-integrated elements of the FIT administrative organization.

Recommendation 3: Planning for the Future

A. It is recommended that consideration be given to the creation of a formal college-wide institutional planning process.

B. Consideration should also be given to implementing a mechanism that reports back on a timely basis to the various constituencies as to progress on specific initiatives and changes that are made.

C. Accountability, for both the purposes of evaluation and plan revision, should be acknowledged as crucial elements of the process.

A. Perhaps the most significant undertaking at FIT during the past five years has been the institution of a college-wide planning process and the development of the current Strategic Plan. This plan, 2020: FIT at 75, provides a roadmap for the College’s future (see Appendices A and B; and http://www3.fitnyc.edu/strategicplanning). It was developed to build upon the accomplishments of FIT’s Five-Year Investment Plan: 2000-2005 which had identified six key areas of improvement and associated initiatives and resources needed to realize those improvements (Appendix C). Both the College and Middle States reviewers recognized the need to revisit and update the Investment Plan, and as a result, in August 2004, the College engaged The Learning Alliance (TLA), a consortium of nationally known higher education researchers and consultants, to facilitate a college-wide comprehensive review and planning process. At the same time, the College launched a separate planning process to create a Master Plan for capital improvements, upgrades and campus expansion. For a fuller description of the Master Plan, see page 26 and Appendix D).

The strategic planning process was overseen by a 20-member steering committee chaired by President Brown and facilitated by TLA founding member, Dr. Robert Zemsky. The process eventually involved nearly the entire FIT community, including faculty, staff, students, administration, College governance, and members of the Board of Trustees and College Foundation.

In Phase One of the planning process (Fall 2004), five overarching institutional goals were developed. They emerged through interviews with a cross-section of the College
community, and focus groups and roundtable discussions with more than 200 FIT stakeholders. The following five goals were established:

- Strengthening the Academic Core;
- Committing to a Culture of Student Centeredness;
- Strengthening FIT as a Creative Hub;
- Engaging in Strategic Recruitment; and
- Establishing a Process for Administrative Support of the Plan.

In Phase Two of the planning process (Spring 2005), planning committees were formed to develop initiatives and tasks to support the five goals. Planning committees were established to focus on initiatives for each of the five schools (Art and Design, Business and Technology, Liberal Arts, Graduate Studies, and Continuing and Professional Studies), and another committee was formed to develop initiatives for the Division of Student Affairs. College-wide committees were also formed – one to address strategic recruitment and marketing needs and another to address future technology needs. Finally, a group of faculty and administrators was charged with performing an industry scan to identify and explore emerging trends within the industries that FIT serves. Planning committee reports were vetted through the steering committee and discussed at another series of roundtables in late Spring 2005. The Strategic Plan was finalized in Summer 2005 and approved by the Board of Trustees in Fall 2005.

In Phase Three of the planning process (Fall 2005 and Spring 2006), the College began to move from planning to implementation through the creation of an operational plan which merged all of the planning committee reports into one document and reflected completion dates, costs, and accountable administrators for each initiative and task (see Appendix B1: Strategic Operational Plan). At the same time, the President formed additional planning committees to further develop technology goals as well as plans for The Museum at FIT and the Library.

With the operational plan now in its second year of implementation, the College has completed the tasks scheduled for year one and is working on reviewing those tasks targeted for completion in year two. The operational plan remains a living document. It is revisited and updated on an ongoing basis and used to inform budget decisions (see Section 5, Linking Planning and Budgeting, page 49) and to establish annual performance goals for administrators.

Many factors have contributed to the success of the planning process, the most significant being the commitment of the President, the inclusion of the entire College community, and the collaboration fostered to achieve a common goal. The College community has a sense of ownership of the plan and is committed to a successful implementation.
Recommendation 4: Faculty and Staff Development

One critical area in which the faculty is unrepresented is the new Enrollment Management Committee, and the team hopes that the President will consider their inclusion.

Since 2002, the membership of FIT’s Enrollment Management Committee had included three faculty members, each representing one of FIT’s three undergraduate schools. However, with the College’s Strategic Plan now underway, and a major recruitment and marketing study being conducted by the consulting firm, Stamats, the College restructured this committee in Spring 2007 to focus on issues of strategic recruitment involving the vice presidents and deans. Faculty input will be provided through the deans of the respective schools.

Recommendation 5: Enhancing the FIT Library

A. FIT should consider increasing the library budget to upgrade its holdings.
B. Consideration should also be given to making more attractive and functional the library environment.
C. Student demand for using the library exceeds the 73 hours a week now provided. The institution should explore the possibility of extended hours during the evening.

A. Over the past three years, FIT provided an additional $145,000 to the library for new acquisitions and holdings. These funds, which supplemented the library’s base budget, enabled the library staff to upgrade physical holdings and to improve digital resources by adding more full-text online periodicals, digital reference sources, and digital fashion and trend forecasting services.

B. Much has been done to make the library more functional and to improve its appearance. In 2005, the President provided an additional $40,000 for furnishings, which, when combined with annual summer painting and maintenance work, substantially improved the appearance and usability of the library’s main circulation lobby, reference reading room, central staircases, exhibit area, and offices. In addition, new directional signage was added throughout the library.

Through the College’s ongoing Information Technology Computer Refresh Program, the library has installed more than 100 new computer workstations. Students’ magnetic identification cards can now be used to sign out books and to access new multimedia computer lab spaces. The library now provides wireless service for laptop Internet access.

The library also includes the FIT Graphics Lab, which provides digital reproduction and printing services for students and faculty. With the addition of this function, the library received a small annual budgetary increase of $5,000, as well as an additional $37,000 for a high-end printer. The Graphics Lab is a heavily used, fee-based service that enables students to produce high-quality graphics work without leaving the campus. Since
merging with the library, the lab – originally conceived for use by design students only – has become an increasingly important resource for the entire FIT community.

The library has made great strides but more must be done to ensure that it continues to serve FIT’s needs for the future. Toward that end, a Library Strategic Planning Subcommittee was formed by the President in 2006, and charged with evaluating the library’s remaining needs, identifying its most immediate concerns, and recommending initiatives to further improve the library within the context of FIT’s Strategic Plan and Master Plan for capital improvements. The comprehensive study and planning document was completed on May 17th for review by the College.

C. To increase access to library facilities, operating hours have been extended by 11 hours – from 73 to 84 hours a week – during times of peak demand (see http://www3.fitnyc.edu/library/services/library_hours.htm).

Recommendation 6: Streamlining and Enhancing Student Services

A. **FIT might consider consolidating in one location all offices responsible for enrollment activities.**

B. **The institution should evaluate the faculty advising system that is currently being piloted, and, if satisfactory, adopt it in as many academic departments as possible so that students can obtain the career specific advice they are seeking from advisors knowledgeable in their professional areas.**

C. **FIT should continue to pursue technological improvements such as imaging, the improved degree-audit software, classroom scheduling software and Web services.**

A. As part of FIT’s Master Plan for capital improvements, the College retained the award-winning New York architectural firm of Sharples Holden Pasquarelli, or SHoP, in 2004 to assess the use of space throughout the campus and develop a comprehensive plan for improvements. Part of this plan calls for consolidating and clustering the high-traffic student services offices, including Enrollment, Admissions, Financial Aid, Registrar, and Bursar. The consolidation, to be completed as the Master Plan is executed, will provide greater efficiency and advance FIT’s goal of creating an increasingly student-centered environment.

In the meantime, the Student Affairs Office has moved ahead with changes to improve student services and increase efficiency. The Registration Center, the Academic Advisement Center, and Bursar’s Office have been physically upgraded to improve walk-in access and create a more student-friendly environment. They also have expanded their hours of operation.

B. In Fall 2003, the Dean of Liberal Arts established a General Education Advisement Center to assist students with their liberal arts requirements and, in particular, the new SUNY 30-credit general education requirement. In 2005, the Center was placed under the auspices of the Registrar and students can drop in during designated hours (see http://www3.fitnyc.edu/registrar/advisement). The Registrar generates and maintains
online degree audits that provide information on courses that remain to be taken for graduation. Students can meet with their registrar advisor for assistance with these audits, if needed. Students also can send e-mail to academicadvising@fitnyc.edu at any hour for help with course selection and graduation requirements. Also in Fall 2005, all academic departments began posting their advisement services on the FIT website.

In Fall 2006, the President convened an Academic Advisement Task Force charged with recommending improved methods for delivering advisement services to students. The results of the committee’s recently released report indicates that academic advisement is best carried out by the faculty in the major. It is recommended that additional support continue to be provided by the Registrar and Liberal Arts faculty. While faculty at FIT had been advising students directly for many years, students were never assigned a specific advisor, but would arrange to speak to an advisor who was on duty. Beginning with Orientation in Fall 2007, the Baker School of Business and Technology will begin to assign students to a specific faculty member who will be their major area advisor throughout their years at FIT. During this August’s Orientation Week, the incoming freshmen will meet their faculty advisor, under the revised advisement program. Training for faculty advisors begins in May 2007. The School of Art and Design, which has block programming for its students, will initiate this advisement process in Fall 2007 with one of its largest departments, Communication Design, and will have a full rollout for all of its departments in Fall 2008.

C. Technological advancements also have improved FIT’s Student Services (see also Recommendation 8, pages 9-10). The Registration Center now uses “Schedule 25,” a computerized course-scheduling program, which has substantially reduced scheduling errors. It also has reduced the need for the use of costly classroom space at the local high school for night course overload. In approximately one year, the Registrar’s Office will migrate to an advanced version of this system, called “Resource 25,” which will include more detailed information about specific classroom attributes and so enable us to better match courses to the appropriate classroom space.

In addition, FIT’s business and liberal arts degree students can now register online for their classes. While this does not yet include Art and Design students who are block programmed, they will be able to register online as soon as some remaining technical issues are resolved. Further, the Registrar’s Office now places student degree audits on FIT’s online Degree Audit Reporting System (DARS), a secure system that allows students to monitor their progress (and so reduces the number of student advisement questions). Finally, the Office of Admissions has incorporated a new online program through which students can access and track their admissions records and confirm that their documents have been received (see http://fitnyc.edu/html/admissions/index.html). Students also now submit their admissions essays and academic history online. Non-degree Continuing Education students, however, must still be admitted in person before they can register online, but within the next year this system will be streamlined to enable them to register directly online.
Recommendation 7: Improving Outcomes Assessment and Institutional Effectiveness

A. Where appropriate, it is recommended that attention continue to be given to finding ways to limit credit requirements for various degree programs to those in line with competitive conditions.

B. Carefully consider the possible impact on institutional mission of the development of new majors, particularly in non-traditional areas at FIT.

C. It is recommended that efforts be made to convince the faculty of the fact that outcomes assessment is an integral part of the educational process and not an “add-on” to an already busy schedule.

A. Over the last five years, the Faculty Senate Curriculum Committee and the Deans’ Council have worked to limit the credit requirements in new and revised associate and bachelor’s programs. The College has remained firm in its policy that curricular revisions cannot result in increased credits or hours. Indeed, some programs have reduced credits when undergoing major revisions, and newly developed programs also have lower credit levels.

B. FIT remains clearly committed to its specialized mission. A new Approval to Proceed process, adopted in 2002, helps guide the development of new FIT degree programs. Before a department can embark on curriculum development for a new degree program, it must document how the proposed program relates to FIT’s mission and responds to market needs. The department also must report on budgetary and space requirements for the new program. The Approval to Proceed report is reviewed by the academic deans, the Vice President of Academic Affairs, and the President. Since 2002, new FIT programs have all gone through this process. As an example, the Visual Art Management B.S. program, although housed in the School of Liberal Arts, is focused on FIT’s mission to “prepare students for professional excellence in design, fashion, and business.” The program prepares students for careers with museums and art institutions in such areas as collections management, development, and publications.

C. A description of FIT’s assessment activities was contained in the College’s 2004 Follow-up Report to Middle States (Appendix E). It focused on the integration of outcomes assessment, particularly as it related to student learning outcomes in general education and in the major. Resources for assessment, including faculty release time and payment, the cost of standardized tests, rubrics development and the expenses for external evaluators, have been included in the College’s base budget for the past four years. Some support is also provided by SUNY for portfolio reviews, and they also sponsor assessment workshops. The role of faculty coordinators and faculty development activities in relation to assessment (including the enhanced use of faculty mentoring) has become an intrinsic part of the institution’s assessment process. Further assessment support is provided by FIT’s Office of Institutional Research, which conducts surveys, analyzes results, and prepares data for use in improving student learning outcome. (See also Section 4, Assessment Processes and Plans, p. 38.)
**Recommendation 8: Strengthening Information Technologies**

A. Follow through with the CIO’s work on the network improvements and development of a plan to address the most critical needs of the campus.

B. The Student Affairs Division should be supported in its efforts to adopt technological improvements.

C. Continue to adopt new technologies for improving services for students and administrative efficiencies (imaging, Resource 25, DARS, Web services).

A. Internal strategic planning within the technology area has transformed the way technology is purchased, implemented, and supported at FIT. Since 2002, the College’s information technology infrastructure and services have undergone major improvements in its network. In 2003, this core technological backbone of the College was completely replaced with a new high-speed converged network capable of integrating and supporting high-speed data access, Voice over Internet Protocol, and video distribution. A second phase of this update – begun in 2006 and nearing completion in early June – will increase the network speed tenfold, from one to 10 gigabytes.

FIT continues to expand wireless capabilities on campus. The College now has more than 60 multimedia classrooms with projection and wireless capabilities, as well as more than 100 wireless “hotspots” on campus. A Technology Refresh program, now entering its third year, offers faculty and staff essential ongoing training in desktop/notebook computers, lab computers (both in and out of Information Technology), and infrastructure (network, server and storage) upgrades. Further, nearly 800 faculty and staff computers have been replaced in the past two years.

Because security remains a major priority, the new infrastructure includes elements to protect the campus from external and internal threats as well as a fully automated anti-virus scanning system. The new network includes personal and departmental file storage space for all students and staff. E-mail accounts now created for all FIT students remain with them beyond graduation and throughout their lives, enhancing contact with College alumni.

B and C. Significant Information Technology resources have been allocated to the Student Services area (see also Recommendation 6, page 7). Systems have been implemented to streamline staff workflow and improve services to students. Process engineering that is nearing completion will also yield further recommendations for improvement. New technical services and applications also are yielding administrative efficiencies for FIT. For instance, self-publishing and departmental web-page publishing have enhanced campus-wide internal and external communication and also enriched the FIT website.

In addition to the significant technological improvements in Student Services mentioned in Recommendation 6 on page 7, the following advances in the student services and administrative areas have been implemented:

- An Online Information System that provides students with immediate access to grades and unofficial transcripts.
Online grade submission, which has become the norm for all faculty since Fall 2006.

Online access (for viewing and/or printing) to images of all transcripts from the archives in the Registrar’s Office.

A secure faculty evaluation function that students in online courses can use to evaluate professors.

A computerized program (from Adirondack Systems) that allows students to manage their housing assignments online.

The capability for self-publishing to the FIT website, which enables students to create web space for campus clubs and organizations. Self-publishing is available as well to faculty, staff, and departments.

Scanning equipment and a workflow program used by Financial Aid to speed processing and reduce the amount of paper that must be used and kept on file.

Imaging solutions (including TADIS, NOLI, and SCT Xtender) that enhance the admissions process and other online services.

Capital FSA-Atlas, a software package that facilitates reporting the status of FIT’s international students to the Immigration and Naturalization Service.

Brio, a reporting tool that enables employees to create reports using data in Banner, thus providing the user with expanded control over the type, format, and timing of reports.

Banner Online Attendance system (replacing the older Legacy System) that tracks vacations, sick time, leaves and other absences for full-time employees.

FARS (Faculty Attendance Reporting System), a computer program that tracks absences for adjuncts and creates payroll forms for substitutes.

An online system for sending pay stubs to employees electronically.

The enhancement of large-group e-mail lists that have greatly improved campus-wide communications.

A new and enhanced campus-wide digital phone system (Automated Call Management System) that is being rolled out and will be fully in place by July 2007.

A new campus-wide FIT portal that provides centralized web access to all user systems with a single sign-on and can be accessed from any computer. (See https://myfit.fitnyc.edu.)

Recommendation 9: Sharpening Institutional Advancement and External Relations

The institution should continue to (A) develop a coordinated publication and branding program, (B) assess and upgrade the effectiveness of the FIT website, and (C) work closely with appropriate elements of the press.

A. Since the adoption of an overall identity initiative in 2001, FIT’s branding program has been fully integrated with the College’s external relations efforts. Most recent examples include the production of museum marketing and printed materials, and the coordination of the College’s fundraising materials.
In Spring 2004, College Relations retained Blur Advertising and charged the firm with developing an effective tagline, further integrating the College’s visual identity program into its advertising, and maximizing the impact of FIT’s media purchases. A new FIT advertising campaign – under the tagline, “Where Creativity Gets Down to Business” – was launched in Fall 2006, and provided FIT with an identity that integrates its unique programs in design and business.

Evidence of the success of FIT’s efforts includes the more than two dozen awards that FIT marketing materials have received since 2002 from such organizations as the Council for Advancement and Support of Education (CASE), the National Council for Marketing and Public Relations, the University and College Designers Association (UCDA), and the State University of New York’s Council for University Advancement.

B. FIT’s websites have undergone significant changes and upgrades. These include the universal website for public information, and the internal website, InsideFIT, (used for secure content. FIT’s external website (www.fitny.edu) has added dozens of self-published websites by departments, faculty, and student organizations. The launch of self-publishing by the Web Development Committee in Spring 2005 and follow-up training by the new Working with Electronic Information (WEI) group has yielded approximately 35 important new websites for the community. Examples include the new websites for Admissions, Freshman Orientation, Student Life/FIT Student Affairs (FITSA), The School of Art and Design, Distance Learning, the CET, Information Technology, Library, Career Services online job bank, and Academic Advisement.

Multi-year funding has been allocated to support planning for the complete redesign of the College website. The new website will further enhance the sense of community at FIT, provide a dramatic and dynamic interactive experience, and become an online destination in support of strategic planning goals, in particular the drive to strengthen FIT as a creative hub.

On FIT’s internal website, InsideFIT, numerous College departments have improved access to internal forms and documents for employees. Widespread use of InsideFIT’s departmental phone directory has rendered the printed version of the directory (last published in 2004) practically obsolete. InsideFIT also now is the source for numerous forms – including those requesting maintenance work, services by Buildings and Grounds, and requests for Information Technology and Telecommunications services. This system has helped to organize, expedite, and track the completion of work routinely performed on campus.

A major development has been the implementation of the new FIT portal, Luminis, which IT tested in Fall 2006 and launched in Spring 2007. Referred to as MyFIT, the portal provides central access to all frequently used systems and eliminates the need for the user to continually log in to various systems throughout the day (see http://myfit.fitny.edu). The portal is a new communication tool that enables members of the College community to more efficiently communicate with each other and with students.
C. During the period from 2000-2005, the College enjoyed significant press coverage in local, national, and international publications as well as the electronic media. In 2001-2002, a total of 3,695 articles were generated, with a cumulative circulation of more than 538 million. In 2002-2003, those numbers rose to 5,013 articles reaching a circulation of more than 717 million – for which comparable advertising space would have cost nearly $620,000. In 2004-2005, the number of articles increased again, to 5,540.

In 2005, the Office of College Relations was strengthened by the appointment of a Director of Media Relations, who is responsible for overall management of media relations programs for the College and The Museum at FIT. The director is charged with planning, directing, and implementing publicity to enhance FIT’s regional, national, and international visibility. The media relations operation was further enhanced by the appointment of a full-time press assistant.

With the creation of these new positions, the opportunity arose to review how the department has operated to date. A new media relations plan has been developed that will build upon the past successes of the Office of College Relations and help further the priorities and initiatives of the College’s key goals for the future.

In addition, the Office has undertaken several marketing and communications initiatives that support institutional strategic priorities. Working in partnership, the Office of College Relations and the Office of Admissions are leading a strategic planning initiative to engage in market research in order to develop a strategic recruitment plan and enhance institutional marketing communications. In Fall 2006, FIT retained the nationally-known research firm, Stamats, to conduct in-depth research, including analyses and presentation of data that will serve as the foundation for strategic decision-making (see also page 32).

To further enhance FIT’s image and strengthen its brand identity – and to solve ongoing problems with navigating the campus – College Relations is developing a campus-wide signage master plan. The project has brought together the College’s visual identity design firm, Pentagram, with SHoP, the architectural firm developing the College’s Master Plan for capital improvements. The goal is to develop a strategic signage program for all campus space, both interior and exterior. A signage committee was convened in Fall 2006 to review Pentagram’s initial proposals. Their work to date includes an inventory and assessment of current signage, the study of naming conventions, and the development of strategy. The completion of the signage master plan is scheduled for Fall 2007, with implementation to occur in multi-year stages.
Section 2: Major Accomplishments and Opportunities

FIT’s accomplishments in recent years have improved the College’s performance and strengthened its determination to meet the major goals it has set for the future. In a competitive and expanding marketplace, FIT’s role in career education will be increasingly important – and increasingly complex. Many challenges and obstacles lie ahead. As the College has always done, it approaches these as opportunities to grow and evolve, to better prepare FIT graduates for successful careers and lives, and to keep pace with the rapidly changing industries we serve. Since the Middle States evaluation team’s last visit in April 2002, FIT has recommitted itself to instructional and institutional excellence. The entire FIT community has worked hard to create a strategy for ongoing improvements and success and, in the process, has prepared the College for the challenges ahead. Section 2 addresses the following areas:

1. Strategic Planning
2. Educational Programs
3. Faculty
4. The Library
5. Information/Instructional Technology
6. Student Support Services
7. Continuing and Professional Education
8. The Museum at FIT
9. Facilities
10. Fundraising

1. Strategic Planning

Much institutional self-appraisal resulted from work on the College’s new strategic plan, 2020: FIT at 75. As mentioned in Recommendation 3 on page 3, the planning process initiated by the President in 2004 reflected input from a broad section of the FIT community, including faculty, staff, administrators, trustees, and students. Five broad goals emerged from these conversations, interviews, and roundtable discussions, and have been fully embraced by the College:

1. Strengthening the Academic Core;
2. Committing to a Culture of Student Centeredness;
3. Strengthening FIT as a Creative Hub;
4. Engaging in Strategic Recruitment; and
5. Establishing a Process for Administrative Support of the Plan

With more than a dozen committees and sub-committees contributing their specialized expertise, this work has allowed us to thoroughly review the present state of the College and to move forward with plans to strengthen FIT and better serve the needs of our students and industries. Issues of FIT identity, College mission, student aspirations for a four-year degree, changing realities in the fashion industry, and the effects of
globalization – all came to the fore in the planning process and have challenged our assumptions of who we are and where we are going. Part of the challenge has been to reinforce and preserve FIT’s historic mission of career education while at the same time developing advanced programs and initiatives designed to strengthen and extend the College’s reach.

The Strategic Plan has become a focal point for developing priorities and a means for ensuring that the FIT community is working toward common goals. This has been particularly relevant regarding the goals and initiatives that transcend traditional silos and school boundaries and apply across the board. (See FIT Strategic Operational Plan, Appendix B1, for a breakdown of goals, tasks, and completion dates). Going forward, the College is determined to maintain two very positive changes fostered by this process: improved communication between and among FIT’s schools and divisions, and the greater sense of a unified community with a common direction.

2. Educational Programs

FIT’s progress in strengthening its academic core is reflected in the College’s program offerings, which have been significantly enhanced in the past five years. Since the Middle States visit in 2002, 10 new programs have been approved and implemented – all building upon FIT’s unique market niche and strengths. These include

- Three BFA majors – Fine Arts, Accessories Design and Fabrication, and Photography and the Digital Image
- A BS program in Visual Art Management (the first interdisciplinary major located within the School of Liberal Arts) focusing on museum management
- Three master’s degree programs – Illustration, Exhibition Design (both MAs), and Global Fashion Management (MPS)
- Three certificate programs – Haute Couture, CAD for Fashion Designers-Art, and CAD for Fashion Designers-Apparel.

In addition,FIT’s evening/weekend programs were formally approved in 2006, and students can enroll in one of the College’s nine evening/weekend degree programs: Fashion Design and Communication Design (associate degree programs); Graphic Design, Illustration, and International Trade (bachelor degree programs); and Fashion Merchandising Management, and Advertising and Marketing Communications (both associate and bachelor programs).

Going forward, FIT will continue to strategically expand its offerings. Programs under development include a new BFA in Filmmaking, and two new BS programs – Entrepreneurship and Technical Design, and a certificate program in Patternmaking Technology. At the graduate level, programs in the planning phase include MAs in Sustainable Design and Fashion Design (online), and possible additional joint-degree programs in Fashion Design and Global Fashion Management with one or more international institutions.
In addition, extensive revisions were made in the curricula of a number of majors, largely in response to industries’ evolving needs and rapidly changing technology in the workplace. These majors include: Production Management, Textile Development and Marketing, Interior Design, Fashion Design, Textile Surface Design, International Trade, Fashion Merchandising Management, as well as in three master’s programs: Art Market, Fashion and Textiles, and Cosmetics and Fragrance. Revisions in the curricula of all the College’s degree and certificate programs are continually made to keep pace with industries’ changing needs and a rapidly evolving global marketplace.

Seamless Programs
In another programmatic innovation, the College has begun to offer students the opportunity to participate in what are called “seamless four-year programs.” Advertising and Marketing Communications (AMC) was the first FIT major to offer such a program. AMC students can now proceed from the first to the eighth semester without having to reapply for admission to the BS degree program, as has been the established process. Entering students can indicate their intention to seek a BS degree in AMC when they first begin the program. In their third semester, rather than reapplying, they indicate their intent to pursue the bachelor’s degree – assuming that they have met the academic standards of the program. The seamless program in AMC has been in effect for two years.

A number of other majors have completed the first step to becoming seamless four-year programs by aligning their curriculum to ensure that the associate and bachelor degree coursework is articulated and contains no unnecessary duplication. These majors include Fashion Design, Interior Design, Production Management, Textile Development & Marketing, and Textile Surface Design. Other departments now undergoing this curricular review include Fashion Merchandising Management, Accessories Design, and Photography. Still other departments have expressed interest in seamless programs and are exploring the concept as it applies to their major. FIT is working to ensure that while the College continues to develop student-friendly, seamless four-year programs, it also maintains the integrity of the stand-alone AAS degree and enables students to pursue other upper-division options if they wish.

Liberal Arts Concentrations
FIT’s Strategic Plan for the future highlights the School of Liberal Arts as a central player in strengthening the College’s academic core. The School has fully embraced this role and is making important strides. In February 2006, it held a successful retreat to formulate ways to make liberal arts more prominent in the College and included the participation of liberal arts and non-liberal arts faculty from across the College. A key outcome of this initiative was the creation of liberal arts “concentrations” – programs that enable students to study a field from various disciplinary perspectives while still meeting the general education and departmental requirements of their major. The concentrations offer students an interrelated group of liberal arts courses from which to choose. This adds coherence to their liberal arts studies and makes them a more meaningful part of their FIT education.

The initial implementation of an Asia concentration in Fall 2007 in six majors will enable students to take related courses in departments such as Foreign Languages, World Affairs,
History of Art, and English and Speech. Due to more limited liberal arts requirements in the School of Art and Design, we face a more difficult challenge as we attempt to make concentrations available to these students.

A second goal of the Liberal Arts retreat was to transform the pedagogic culture of the College to value critical thinking and communication skills. This is to help ensure that FIT graduates are effective problem solvers and skilled communicators. In training faculty to incorporate these skills into their teaching, FIT’s Center for Excellence in Teaching has held numerous workshops on critical thinking and writing across the curriculum, as well as summer institutes for adjunct faculty focused on writing and effective teaching pedagogies.

**Presidential and Baker Scholars**

The College continues to support the Presidential Scholars Program, which is FIT’s honors program. It provides motivated and gifted students the opportunity to take specially designed liberal arts courses, attend monthly colloquia, design group honors projects, and experience New York City as their campus. The program continues to thrive. It has added new honors liberal arts courses to its menu of offerings, and developed an alumni component with an annual dinner, alumni panels for the undergraduates, an Alumni Directory, a listserv, and a fundraising campaign.

A scholarship opportunity, the Baker Scholars, began in 2002 with seven scholars and has grown to a total of 39, as of Spring 2007. The program was named for Jay and Patty Baker who donated $10 million to the College. Students are identified based on their academic performance and financial need, and receive a scholarship of $2,500 a year for up to four years.

FIT also provides creative students the opportunity to participate in design competitions and projects sponsored by industry. In some cases these design competitions are integrated with coursework in the major. Among the sponsoring competitions won by FIT students this year are: Cone Bridal (Fashion Design-Art), Cosmo Girl! (Fashion Design), Cotton Inc. (International Trade), eurowellness and Home Shopping Network (Accessories), Marcraft (Menswear, TDM and AMC), Mattel (Toy Design) Barbie Design contest, Scotchgard (Fashion Design-Art), and Whole Foods (Packaging).

**Symposia and Conferences**

Symposia and conferences enhance both FIT’s programmatic offerings and its reputation as an industry resource. In October 2005, top industry leaders and executives participated in a college-wide symposium on trends in the fashion industries. The symposium was held in conjunction with Baker Day, celebrating the renaming of FIT’s business school to the Jay and Patty Baker School of Business and Technology in recognition of the Baker’s $10 million gift to the College. The College also held its first sustainability conference entitled “Sustainable Business and Design” on April 19, 2007, bringing industry representatives to campus, and highlighting sustainable student projects. In addition, the master’s program in Cosmetics and Fragrance Marketing and Management sponsored “Building an Innovative Business: The Future of Beauty,” in Fall 2006, through a generous grant from Target, with 300 executives from industry attending.
The deans of the schools also host speaker series, inviting writers and scholars, business leaders from the fashion industry, and design executives. These programs are complemented by the many speakers brought to campus by the academic departments.

FIT has also taken the lead within SUNY to organize three system-wide conferences in recent years. Two technology conferences – “Beyond the Slide Library” in 2004, and “Small Tools, Big Ideas: Integrating Technologies for Teaching Art and Art History” in 2005 – each brought to the campus some 200 faculty members and librarians from throughout the SUNY system to explore emerging technology in the area of visual resources. Another 200 participants from FIT and SUNY attended a third conference, called “Getting to Aha,” which explored the creative process from a variety of perspectives.

A Global Presence
FIT’s international presence is significant and the College is recognized globally. FIT’s overseas programs in Fashion Design and Fashion Merchandising Management in Florence, Italy, are complemented by numerous study abroad opportunities in Europe, Canada, China, Hong Kong, and Australia. In 2005-2006, almost 400 FIT students and 30 faculty members participated in international programs. Academic departments are encouraged to include a study abroad experience in their programs.

Since 2001, FIT has expanded its international offerings reflecting a variety of initiatives and relationships, including the following:

- Plans to offer an upper division component of the BFA in Fashion Design at the Politecnico in Milan, Italy, beginning in Fall 2007. We are also exploring a number of joint graduate programs with Politecnico and a possible second cohort of FIT’s Global Fashion Management MPS program in Italy and India.
- A collaborative MPS graduate program launched in 2003 in Global Fashion Management with Institut Français de la Mode in Paris and Hong Kong Polytechnic in the People’s Republic of China. Students spend two weeks at each institution and the international participants spend two weeks at FIT.
- A collaboration with Zhejiang Science-Technology University in Hangzhou, China, where FIT provides technical assistance for curriculum development and faculty training and engages in a faculty exchange program with this institution.
- An innovative dual baccalaureate degree program in Fashion Design and in Textile Development and Marketing with Istanbul Technical University, with Turkish students coming to FIT in Summer 2006 and Fall 2007.
- A collaborative project in 2005 with Chulalongkorn University in Bangkok, Thailand. FIT faculty assisted in the creation of Bangkok International Fashion Academy, and 12 FIT faculty taught in Bangkok and assisted in curriculum development for three post-baccalaureate programs.
- A recently-signed reciprocal exchange agreement in 2006 with Tecnológico de Monterrey (Mexico) involving the participation of a number of FIT departments, including International Trade and Production Management.
• The BS program in International Trade has successfully offered winter practicum opportunities in numerous locations around the world, including Costa Rica, Brazil, and Panama (in 2008).
• Study abroad opportunities exist in a number of academic departments, including AMC’s summer program in London, and Fashion Design and Fashion Merchandising and Management’s program in Florence, Italy, among others. (See www3.fitny.edu/internationalprograms.)

In moving forward, FIT’s Office of International Programs has developed a strategic plan for its international offerings. This includes further developing the College’s collaborations with qualified institutions in Latin America, Asia, and Europe, and increasing both the number of students who study abroad and the international teaching experiences for faculty.

One of the challenges we face is that the industry-specific courses in our curriculum are not typically offered at foreign universities. This makes it difficult to create opportunities for students to study abroad. Nevertheless, we are optimistic that we can find ways to offer students adequate flexibility and opportunities while maintaining FIT’s programmatic standards.

Graduate Education and the Creative Hub
As described earlier, the School of Graduate Studies has undergone substantial recent growth, having added two MA programs, in Illustration and Exhibition Design; a Master of Professional Studies degree in Global Fashion Management; and by becoming the new home for the Center for Executive Education. The School also is investigating the addition of an online master’s program in Fashion Design and a master’s degree in Sustainable Interior Design.

Along with The Museum at FIT and the Gladys Marcus Library, the School of Graduate Studies will play a leading role in ongoing efforts to strengthen FIT as a creative hub. The School plans to use strategic public programming to help strengthen FIT’s ties to industry, other cultural institutions, leading professionals, and between the School and its counterparts in FIT’s undergraduate programs. Graduate Studies already offers professional workshops, symposia, lectures, and exhibits. The School now has the opportunity to significantly expand this programming to reach a far broader audience so that FIT is more broadly recognized as a center for creative research and business education.

Distance/Online Learning
In 2004, the College appointed the first Director of Distance Learning and, more recently, added a half-time administrative assistant to support this rapidly growing program. The office promotes online learning, supports faculty who teach online courses, and works to ensure that online students are well served. The Director has developed a highly informative web page that helps to answer students’ many questions about taking an online course. She has also created an audio/visual orientation program that can be viewed online (see http://www3.fitny.edu/distancelearning/).
Interest in distance learning continues to grow among both faculty and students. In Fall 2001, FIT had 21 online credit courses, 31 sections, and 450 student enrollments. Five years later, in Fall 2006, these numbers had more than doubled, with 45 credit courses, 63 sections, and 1,200 enrollments. Each year, 12 to 14 faculty are trained in online learning, and as of Fall 2006 a total of 63 faculty members had been trained to teach online courses. Teaching online courses involves issues related to the terms and conditions of FIT employment, so the campus bargaining unit, the United College Employees of FIT, and the administration have addressed stipends and other policy issues in the current round of negotiations.

FIT’s learning management system for online courses is CourseSpace, which is used by SUNY but is being phased out. An alternative system, ANGEL, is recommended by SUNY as a replacement, which FIT has decided to adopt for its online and web-enhanced courses.

Going forward, the College intends to explore ways to market its unique distance learning curriculum nationally and internationally, and to consider the possibility of offering fully online degrees and/or certificate programs. It is expected that in the near future the Fashion Merchandising Management associate degree will be available as a fully online program. Distance learning offers enhanced opportunities for FIT to realize key aspects of its mission, to provide students with the scheduling flexibility they need, and to solve important space and enrollment management issues. However, given the different dimensions of this mode of teaching, a key goal in making this shift will be to ensure the continued quality of FIT’s online offerings.

3. Faculty

None of the accomplishments described above could have been achieved without the active participation of the FIT faculty. Their creativity, expertise, and curricular and pedagogical experience were essential ingredients in all these initiatives – whether new programs, global initiatives, or distance learning. Their record of accomplishment has been extraordinary considering FIT’s 1 to 4 ratio of full-time to part-time faculty. Currently, 36 percent of the course sections are taught by the full-time faculty members.

Significant strides have been made in building the full-time faculty ranks. Since Fall 2001, the College has added a total of 33 new full-time faculty lines, for a total of 246 full-time lines as of Spring 2007. This reflects a major initiative by the President and the Board of Trustees to add 20 additional full-time lines in 2006-2007, and 20 more in 2007-2008, bringing the total to 266.

These lines represent a significant refreshing infusion to FIT’s full-time faculty ranks. While the number of full-time faculty is still not optimal, these new lines are making a substantial improvement in addressing the teaching needs of the College. Further, the President has emphasized the importance of excellence, diversity, and mentoring for these new hires. This addition of new talent will have an enormous positive impact on FIT’s ability to fulfill the ambitious programming goals identified in its strategic plan. However,
it also places more demands on an already crowded campus and FIT must continue to find creative ways to accommodate the new faculty within the available space.

**Faculty Development**

FIT has provided significant and sustained funding for faculty development in recent years. The College’s state-of-the-art Center for Excellence in Teaching (CET), which began in 2003, has become a visible and popular resource. CET supports faculty in developing, using, and assessing effective instructional and curricular strategies, and also provides technology and pedagogical support. Each month, CET conducts a robust array of lectures, hands-on demonstrations, and panel discussions. These include orientation sessions for new faculty, and Faculty-to-Faculty (F2F) peer sessions on teaching and learning approaches. Over 600 faculty members, both full- and part-time, take advantage of these services each year.

CET has been especially effective in promoting the College’s technology-enhanced learning environments. It conducts programs and workshops to acquaint faculty members with new technologies such as podcasting, video streaming, and small web-based tools such as Flickr. It provides training in programs such as Blackboard, FIT’s current course management system adopted in 2001. By Spring 2007, 260 faculty had taught 528 face-to-face course sections with Blackboard components (ranging from an online syllabus and digitized course handouts to enriched courses using discussion, images, video, and sound). In a podcasting pilot project now under way, the CET is working with six faculty in exploring podcasting technologies for classroom instructional applications. CET also collaborates with FIT’s Working with Electronic Information Group, a joint effort also with Human Resources and Instructional Technology, to provide workshops to increase technology proficiency and information literacy across campus.

In addition, the College’s Teaching Institute (TI), a peer-review committee for evaluating faculty proposals for travel to conferences, training, and curricular projects, has expanded considerably during the last five years, providing support to more than 130 individual faculty members and teams. In 2005-2006, more than $90,000 was provided in support of these proposals and other faculty development activities. The TI also administers the selection of nominees for the SUNY Chancellor’s Excellence Awards. In 2006-2007, five FIT faculty received awards of Excellence – two for Teaching, one for Scholarship, and two for Faculty Service.

**Post-Tenure Review**

In Fall 2003, a significant change occurred with the implementation of post-tenure review for faculty. This requires all tenured full-time faculty and all part-time faculty with Certificates of Continuous Employment to undergo student evaluations every two years. If evaluation scores fall below the college-wide benchmark, the faculty member is required to meet with the department chair and/or dean to create a faculty development plan. The CET has worked with some faculty members in carrying out their development plans. A Committee was formed to make recommendations for strengthening this review process, and a review of its report by the College and the Union is expected shortly.
4. The Library

FIT’s Gladys Marcus Library has advanced significantly since 2002, and connection to its digital resources has now become the norm for faculty and students. By providing 24/7 access to information regardless of location, the library supports the teaching and research missions of both FIT and SUNY in new and enhanced ways. The library web page has been enhanced, as have its electronic resources, with more periodicals, full-text databases, and free access to numerous fee-based subscription services, such as *Women’s Wear Daily*, and *Worth Global Style Network*. Students can now access a web-based version of the library’s own guide, “How to Do Research: In the Library and Beyond.” As part of this, the library has added to its website an “Ask-A-Librarian” link to assist students from a distance with their research.

The library also has significantly expanded its access to holdings at other institutions. It migrated to a new web-based catalogue system (StyleCat), which is integrated into SUNY’s system-wide library management system, called Aleph. The library also now provides access to the Inter-library Loan System for all students, extending their reach to resources at other colleges and universities.

The FIT Digital Image Library (FITDIL) was launched in 2004 within the holdings of the Digital Library and provides students and faculty with remote access to thousands of images for their classes and research. FITDIL has received funding from FIT to grow from a development project to a more mature repository of digital images that can be shared across the curriculum in the classroom and via the web. CET staff have been instrumental in this transformation and will continue to work closely with faculty to take advantage of FITDIL’s capabilities.

The challenge for the Library will be to find the necessary funding to support the ever-increasing costs of existing database resources as well as to support many databases that we are yet to offer. Informational services are becoming more expensive with each passing year. Existing budget dollars do not adequately fund physical acquisitions, let alone digital acquisitions and holdings. Effective budget planning and outreach will be required for this entirely new form of holdings. By reaching out to industry, enhancing creative exhibits, and organizing events, the library can help garner additional support for its offerings and services.

Part of the library’s challenge is to promote and market the library and its unique holdings to the campus and the larger community. These holdings include trend reports, special collections, and special archives. As part of FIT’s effort to strengthen its academic core, the library continues to examine its connection to the classroom and works to integrate library instruction into the curriculum of the College. It also aims to improve content acquisition, expand its holdings, and improve as a center for information literacy.
5. Information /Instructional Technology

Infrastructure changes and technology enhancements noted in Section 1 have improved services across campus. High bandwidth internet connectivity, redundancy, increased in-house support, and maintenance of web servers and personal and departmental web space all have contributed to a more flexible and effective learning environment. In addition, in Spring 2007 the College appointed a new Chief Information Officer/VP for Information Technology, a position that had been vacant for about a year. The new CIO will develop a plan that continues to strengthen campus information technologies; build communication between IT, staff, and faculty; and enhance IT support services to all constituents.

In the area of Information Technology, a new IT governance structure was put in place in 2002. The Information Technologies Management Committee (ITMG), IT’s umbrella committee, meets monthly to focus on planning goals and objectives and brings its key issues to top administrators for discussion and decision-making. Much of its work since 2002 has focused on the campus-wide computer refresh program, improving classroom technology infrastructure, building wireless access throughout the campus, and improving behind-the-scenes support systems. The structure also has led to a more efficient way of entering projects into the ‘system’ for prioritizing and budgeting. New standards for computing were put in place and the benefits have been better technology availability and increased web-based resources.

IT’s Instructional Computing Committee (ICC), formed in 2004, includes representatives from various academic departments and support areas and a student representative. The committee’s work has led to the installation and widespread use of ceiling-mounted projectors in classrooms, smart podiums in about a dozen rooms, and the initiation of a student laptop pilot program for three majors (Home Products, Packaging Design, and Fashion Design-Art) in Spring 2007. This committee has also helped to improve services within the IT/Media Center, for instance by providing access to technology carts for classroom use by faculty and students.

In recognition of the growing importance of technology in teaching, the Instructional Technology Committee of the Faculty Senate was created as a regular standing committee in 2005 (after having been an ad-hoc committee for a number of years). This committee developed and administered a comprehensive survey to determine how faculty members use technology, what concerns them regarding technology, and what technologies, systems, and procedures they hope to adopt. One area of concern that emerged was the perception that technology needs of the academic faculty were not being adequately addressed and that communication between IT and the academic areas was less than optimal. Over the last year, this concern has diminished and communication improved as a result of the combined efforts of IT, the Faculty Senate, and the deans, who helped to facilitate technology improvements within their schools.
6. Student Support Services

Over the last five years, Student Services has made significant improvements in registration and admissions – both of which had been a considerable source of frustration for students (see Recommendation 6, pg 6-7; and Recommendation 8, pg 9-10). Improved technology has been a major ingredient in these upgrades, which include expanded online registration, a new degree audit system, online tutoring and advisement, the orientation website, and the Admissions web-status inquiry system – all of which have helped to better serve our student population. An improved large-group e-mail system has also greatly enhanced direct communication to students from administrators, directors, deans, and chairpersons.

In addition, FIT’s Office of Human Resources, working with an outside consulting group, TD Consulting, began a service initiative aimed at building a student-centered culture within the institution. This customer service training, conducted in 2004 and 2005, was provided to all employees serving within these departments, bringing new perspectives and a new vitality to these areas. More than 300 front line employees and external security guards participated in the training, and supervisors also received training in coaching for service excellence. Currently, this program continues to be delivered to all new employees.

The deans for Student Affairs and Academic Affairs have collaborated to resolve numerous issues affecting both areas, resulting in better service to students. In Fall 2005, the Division of Student Affairs re-instituted an annual Parents Day for the parents of all students new to the College. The program included faculty presentations, a fashion show, an intramural basketball game, and an afternoon social where parents met College faculty and Student Affairs staff members. Also, upper-division fairs held in Fall 2006 and sponsored by the deans of the Schools of Art and Design, and Business and Technology, served as excellent venues for guiding students into their upper-division majors. The Dean of Art and Design has worked with Student Affairs to facilitate student access to much-needed studio space using a computerized reservation system.

Some improvements have been made in the area of academic advisement (see also pages 6-7). The Academic Advisement Center has helped to counsel students about course selections, and a new Student Services guide for evening/weekend students has been distributed for the past three semesters to these students when they register.

The Student Affairs division also houses the Office of Student Development, which provides an extensive array of offerings for students, including clubs and extracurricular activities. With the opening of a new 1,100-bed, off-site residence hall in Fall 2006, FIT’s residential population has doubled. Student Development has successfully integrated the new off-site resident population into campus activities and also provides all the necessary services in the new 15-story residence.

The College recognizes that Student Affairs needs to conduct and evaluate student surveys to identify areas in need of improvement, while retaining a focus on advisement, customer
service, and effective services for evening/weekend students and distance learning students. Also, a greater effort needs to be made to develop new and improved sources of scholarships and financial aid for students.

7. Continuing and Professional Education

Non-credit continuing education at FIT is offered through three centers: the Center for Precollege Programs, the Center for Professional Studies, and the Enterprise Center. The Center for Precollege Programs provides opportunities for high school students to explore and prepare for art and design, and business and technology majors. Over the past five years, enrollment in pre-college programs has jumped from 2,109 in 2002 to 4,159 in 2006. Programs have also been developed for middle school students, including a series of spring recess workshops successfully implemented in 2005.

The Center for Professional Studies has developed new programs to help keep pace with industry, including a Product Development Essentials certificate. The Center partnered with the Educational Skills department to offer an ESL/Fashion Business program that has drawn more than 100 students from all over the world. External partnerships have generated programs at the Indian School of Business, the Institute for the Fashion Industries in Japan and the Instituto Superior de Empressa y Moda in Spain. A Wardrobe Technician Specialist certificate was developed in cooperation with Seedco, a national community development organization for employee training.

Over the last five years, all of the continuing education computer-based courses have been consolidated under the Enterprise Center, and four non-credit certificate programs have been developed. These include Computer Essentials for Fashion Design I and II, Computer Essentials for Graphic Design, and Computer Essentials for Web Design. Funded by grants, two new series of entrepreneurship seminars were developed: Tools of the Trade for the Artist and Tools of the Trade for Fashion Design. Over this period, enrollment in the Enterprise Center’s courses expanded dramatically, from 896 students in 2002 to 2,637 in 2006. Both the Enterprise Center and the Center for Professional Studies have begun to offer classes online.

Although new seminar rooms in FIT’s new conference center have enabled Continuing Education programs to expand into day sessions, further growth of the evening sessions is still a problem due to the larger population and limited classroom availability in the evenings. Lean staffing also has begun to limit new program development. FIT recently hired a new dean for Continuing and Professional Studies with extensive experience in corporate training, pre-college programs, and continuing education, and anticipates improvements in these staff and space areas.

The School of Continuing and Professional Studies also coordinates the marketing and advisement of students enrolled in FIT’s newly approved evening/weekend programs mentioned earlier in the report. A new Director of Evening/Weekend Programs, hired in April 2007, will coordinate advisement and services for this population of students who have typically not been well served in the past.
8. The Museum at FIT

In November 2005, the Museum established The Fashion and Textile History Gallery, the only permanent gallery of fashion history in the United States. Every six months, the Gallery features a new thematic exhibition, such as the recent show, “She’s Like a Rainbow: Colors in Fashion,” featuring approximately 150 objects from the Museum’s permanent collection of over 50,000 garments and accessories. Meanwhile, in the Special Exhibitions gallery, the Museum features two major exhibitions a year. Recent exhibitions have included “Love and War: The Weaponized Woman”; “Form Follows Fashion”; “Glamour: Fashion, Film, Fantasy”; and “The Corset: Fashioning the Body.”

The Museum also organizes seven student exhibitions each year in a third gallery, including one organized in collaboration with students from FIT’s School of Graduate Studies. The 2007 Graduate Student show focuses on the milliner Lily Daché. There is also the annual graduating Art and Design student exhibition, which occupies much of the Museum for a week every May.

In 2002, the Museum established an annual scholarly fashion symposium featuring noted scholars and curators from around the world, providing educational outreach to more than 300 attendees – and offered free to FIT faculty and students. This year’s symposium explored the topic, “The Art of Fashion,” with speakers from the Metropolitan Museum of Art, the University of Technology in Sydney, Australia, and the Polimoda in Florence – attracting more than 450 participants.

In 2006, the Museum established the Couture Council in order to raise money for exhibitions and programs. Currently, more than 60 individuals pay $1,000 per year to support the Museum. The Museum also established an annual Couture Council Award for Artistry of Fashion. The inaugural awards luncheon in October 2006 honored the designer Ralph Rucci, an FIT alumnus, raising $250,000 for the Museum’s exhibitions and programs. A special exhibit in Spring 2007 – entitled “The Art of Weightlessness” – featured Ralph Rucci’s designs.

In addition, the Museum has just completed its first strategic plan in support of FIT’s college-wide plan. Future challenges include seeking accreditation by the American Association of Museums, which will require significant improvements in the Museum’s physical environment, as well as refinements in the Museum’s policies and procedures. The Museum has provided increased opportunities for specialized training for its existing staff and has hired new personnel. It must continue to find avenues for fundraising that can support the exhibitions, programs, and appropriate archiving necessary for its world-class operation.

9. Facilities

Three new buildings have opened since the last Middle States visit, two of which were the last projects under FIT’s 1996 Master Plan. The first is the Conference Center at FIT, home to the School of Continuing and Professional Studies, which features state-of-the-art
conference and training rooms for continuing education classes, industry seminars, and workshops. The center, which opened in 2004, also houses the John E. Reeves Great Hall, a 6,400-square-foot venue for FIT’s spring fashion shows, lectures, exhibits, trade shows, and other large events. The College also built a new 17,000-square-foot student cafeteria. This ground-floor space also enabled Barnes and Noble to relocate and enlarge the campus bookstore. The old bookstore and student cafeteria in the A Building were converted to much-needed classrooms – most of them “smart” classrooms with state-of-the-art technology. In addition, a third facility, FIT’s new 1,100-bed residence hall on 31st Street, opened in Fall 2006, bringing the College’s student housing capacity to 2,300.

Perhaps the most exciting activity in this area has been the development of a new 10-year campus Master Plan by SHoP (Sharples Holden and Pasquarelli), the architectural firm that won FIT’s design competition for a concept to extend the C Building (see Appendix D). The 2003 competition was supported by a grant from the National Endowment of the Arts, the first ever received by the College. While SHoP was originally hired to design the C Building extension, as it began preliminary work on this extension, it became clear that – given FIT’s critical need for space and upgraded facilities – a more comprehensive facilities plan was needed.

FIT then directed SHoP to survey the entire College to evaluate space usage and possible expansion. The firm’s work – including extensive discussions with various constituencies of the College over the course of two-and-a-half years – produced the comprehensive new Master Plan. Unlike the previous 1995 plan, this Master Plan identifies specific projects and department-specific program requirements in order to provide new and renovated space for the College to expand enrollment.

An immediate and short-range goal of the Master Plan calls for the renovation of three floors in the A Building, as well as the C Building extension, now referred to as C². When the current 10-year Master Plan is fully implemented, approximately 943,000 square feet of space will have been modernized and 450,000 square feet of new space will be added to the campus. A major challenge going forward is to ensure that the priorities of the Master Plan remain consistent with and support the goals of FIT’s Strategic Plan.

Additional significant renovations at FIT have taken place over the last five years in computer labs, specialized facilities, studios, and classrooms. These include hybrid classrooms and/or dedicated labs in Communication Design, Production Management, Photography, Mathematics, Foreign Language, the Center for Excellence in Teaching, Home Products, and AMC, among others. In the meantime, the existing student lounge area and a café located on the ground level of the C Building have been refurbished to make them more inviting to students. In addition, office space on 27th Street has been rented for administrative offices of Information Technology, Human Resources, Purchasing, and other areas.

Despite these improvements, the need for additional classroom space remains. Faculty members sometimes still teach in rooms that do not meet the specialized needs of the course. Also, many classrooms still are not equipped with the technology that instructors need to support teaching and learning. Additional gallery and exhibition space is needed.
for displaying student and faculty work. A related challenge is to foster a stronger sense of community within the campus environment. Students still need more space to socialize in a safe environment, and faculty need a place to meet informally.

**10. Fundraising**

From 2001-2005, FIT’s total fundraising efforts yielded $28 million, achieved through bequests, various campaigns, special events and through corporate, foundation, family, and individual giving. Most significantly during this period, Phase I of FIT’s first capital campaign – *Dress for Success* – was completed three years ahead of schedule with the support of the first multi-million-dollar gift to the College. As a result, two new facilities (the new student dining hall and bookstore, and Conference Center) opened in Fall 2005. With the completion of Phase I, and Phase II being planned for development, the College launched *Endowing Excellence*, an interim campaign to increase the Educational Foundation’s endowment by raising $10 million in scholarship support. To date, $7 million has been raised.

In 2004, FIT retained its first Director of Government and Community Relations in order to build a presence and maximize institutional efforts to secure funding from government sources. An internal process for identifying and reviewing potential projects assures alignment with the College’s strategic objectives and budgeting processes. Since 2004, state and city funding to FIT has totaled $2.66 million. Most of this was for capital projects, including $500,000 for a Production Management Lab, $342,000 for a Broadcast Studio, $1.32 million for the Bill Blass Center for Innovative Design. A smaller amount of governmental funds – $400,000 – was earmarked for student scholarships.

In September 2006, in response to a strategic initiative to enhance relations with alumni and as part of an overall effort to strengthen FIT’s fundraising, alumni support, and other outreach activities, the Office of Institutional Advancement and Office of College Relations were consolidated. The timing of this reorganization dovetails with the imperatives of the Strategic Plan by addressing a theme that emerged repeatedly in discussions over the past two years: the need to cultivate and sustain better bonds with our alumni. At the same time, it provides a far stronger fundraising process, which will allow the College to attract the increased revenues needed to support its goals and initiatives. Currently, a search is being conducted for the College’s first Director of Alumni Affairs, whose early priorities will include the creation of a comprehensive alumni database and development of a plan to aggressively expand alumni programming. There is also a search for an Assistant Vice President for Development, who will also serve as Executive Director of the College’s Educational Foundation.
Section 3: Enrollment and Finance Trends and Projections

This section presents FIT’s enrollment picture over the last five years, as well as the College’s projections for the future. An overview of FIT’s budget picture is also provided, with trends in revenue and expenditures for the last five years, and projections for the future. Each area is addressed separately.

A. Enrollment

FIT is distinctive in that its admissions process is degree-specific, i.e., students interested in an associate degree apply for and are accepted directly into a major in their freshman year. Since class size, based on contractual guidelines agreed upon with the United College Employees, is set at a maximum of 25 students, each incoming cohort is limited to 25 students as well. This requires the College to carefully monitor the specific number of cohorts that a major degree program can accommodate, based on classroom and faculty availability.

FIT’s “big four” majors (Fashion Merchandising Management, Advertising Marketing and Communications, Fashion Design, and Communication Design), as well as all of the smaller, highly selective programs, are carefully managed this way. Additional factors affecting the size of the incoming class in a specific major include industry demand, job placement in the field, and emerging niches in the industry.

While FIT has become increasingly competitive, with many more applicants than can be admitted, the College has kept enrollment relatively stable over the last five years, largely because of limitations on space and facilities. This has been accomplished by the Enrollment Management Committee, which has placed caps on the number of entering cohorts, and by the careful monitoring by the Deans’ Council of the number and size of course sections to ensure maximum efficiency of classrooms laboratories and studios.

Additional constraints on classroom space will arise as the construction phases of the Master Plan are eventually executed. This will result in the necessary closure of entire floors of buildings and many classrooms as various stages of construction are rolled out across the campus. Any significant growth in enrollment, therefore, will be limited until such time as the new C-2 building is constructed (see Appendix D, Master Plan).

Trends. Consistent with our mission and Strategic Plan, FIT’s full-time undergraduate headcount enrollment has remained largely the same over the past five years. As can be seen in Table 1 on page 29, enrollment reached a historical peak of 10,855 students in Fall, 2002. At that time it became apparent that the College could not support a sustained increase in full-time degree enrollment due to the physical limitations of classroom and lab space. Full-time enrollment increased by 99 students, from 6,502 in Fall 2002 to 6,601 in Fall 2006. During this period, undergraduate part-time headcount declined, predominantly in non-degree students.
The Annual FTE (full-time equivalent) has also remained stable, in the range of 8,795 to 8,700 over the past five years, again as evidenced in Table 1 below.

<table>
<thead>
<tr>
<th>Table 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trends in FIT Enrollment (Headcount and Annual FTE)</td>
</tr>
<tr>
<td>Fall 2002-2006</td>
</tr>
<tr>
<td>Undergraduate</td>
</tr>
<tr>
<td>Full-time</td>
</tr>
<tr>
<td>Part-time*</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Graduate</td>
</tr>
<tr>
<td>Full-time</td>
</tr>
<tr>
<td>Part-time</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Grand Total</td>
</tr>
</tbody>
</table>
* Part-time enrollment includes both matriculated and non-matriculated students.

<table>
<thead>
<tr>
<th>Annual Average Full-time Equivalent Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8,795</td>
</tr>
</tbody>
</table>
*Annual FTE is the total official credits for the fiscal year and includes summer, fall, winter and spring divided by 30, as reported to SUNY. **Approved FTE funded enrollment, Fiscal Year 2006-07 budget.

Enrollment by School and Degree Level. The student enrollment within FIT’s two major undergraduate schools, Art and Design, and Business and Technology, has also been relatively constant over the last five years. However, a slight variation by degree level occurred as a result of planned activity in the School of Art and Design. As can be seen in Table 2 below, there was a small decrease in associate degree programs in this School, and an increase in its bachelor’s programs, reflecting the addition of three new BFA degree programs – Accessories Design in 2002, Fine Arts in 2003, and Photography in 2005. Two programs were discontinued in Fall 2005: an associate degree program in Patternmaking Technology in the School of Business and Technology, and a bachelor degree program in Restoration in the School of Art and Design. In addition, the first major in the School of Liberal Arts, a BS in Visual Art Management, was introduced in Fall 2004.

While small, there has been a consistent increase in graduate enrollment from Fall 2002 to Fall 2006, including enrollment in full-time graduate students. This increase can be attributed in part to the implementation of three new graduate programs: Global Fashion Management in Fall 2004, and Illustration and Exhibition Design in Fall 2005.

Also, as seen in Table 2 below, there has been a substantial decline in enrollment in non-degree students over the last five years – from 3,340 in Fall 2002 to 2,447 in Fall 2006.
Table 2
Trends in Enrollment (Headcount) by Degree Level and School
2002-2006

<table>
<thead>
<tr>
<th></th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate Degree</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>2,685</td>
<td>2,653</td>
<td>2,627</td>
<td>2,620</td>
<td>2,417</td>
</tr>
<tr>
<td>Business &amp; Technology</td>
<td>2,032</td>
<td>2,023</td>
<td>2,032</td>
<td>2,008</td>
<td>2,031</td>
</tr>
<tr>
<td>Associate Total</td>
<td>4,717</td>
<td>4,676</td>
<td>4,659</td>
<td>4,628</td>
<td>4,448</td>
</tr>
<tr>
<td><strong>Bachelor Degree</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>1,152</td>
<td>1,212</td>
<td>1,288</td>
<td>1,303</td>
<td>1,323</td>
</tr>
<tr>
<td>Business &amp; Technology</td>
<td>1,549</td>
<td>1,552</td>
<td>1,511</td>
<td>1,593</td>
<td>1,567</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>Bachelor Total</td>
<td>2,701</td>
<td>2,764</td>
<td>2,799</td>
<td>2,912</td>
<td>2,930</td>
</tr>
<tr>
<td><strong>Non-Degree</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-degree Total</td>
<td>3,340</td>
<td>3,213</td>
<td>2,920</td>
<td>2,659</td>
<td>2,447</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Total</td>
<td>97</td>
<td>112</td>
<td>135</td>
<td>182</td>
<td>185</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>10,855</td>
<td>10,765</td>
<td>10,513</td>
<td>10,381</td>
<td>10,010</td>
</tr>
</tbody>
</table>

This table contains official figures reported to SUNY reflecting census date enrollment.

Trends in Student Applications. Enrollment planning at FIT is supported by a healthy applicant pool, placing the College in the fortunate position of being able to strategically shape its student body. As seen in Table 3 below, the College currently receives more than 10,000 associate degree applications a year. In Fall 2002, there were 8,866, compared to 10,809 in Fall 2006, an increase of 22 percent over the five-year period. The yield, i.e., the percentage of accepted students who enroll, has remained relatively constant over the past five years – at around 70 percent.

Table 3
Trends in Associate Degree Applications: 2002-2006

<table>
<thead>
<tr>
<th></th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>8,866</td>
<td>8,944</td>
<td>9,011</td>
<td>10,961</td>
<td>10,809</td>
</tr>
<tr>
<td>Accepted</td>
<td>3,417</td>
<td>3,098</td>
<td>3,128</td>
<td>3,123</td>
<td>2,961</td>
</tr>
<tr>
<td>Acceptance Rate</td>
<td>39%</td>
<td>35%</td>
<td>35%</td>
<td>28%</td>
<td>27%</td>
</tr>
<tr>
<td>Enrolled</td>
<td>2,325</td>
<td>2,243</td>
<td>2,261</td>
<td>2,255</td>
<td>2,098</td>
</tr>
<tr>
<td>Yield Rate</td>
<td>68%</td>
<td>72.4%</td>
<td>72.3%</td>
<td>72.2%</td>
<td>70.9%</td>
</tr>
<tr>
<td>Enrolled/Accepted</td>
<td>68%</td>
<td>72.4%</td>
<td>72.3%</td>
<td>72.2%</td>
<td>70.9%</td>
</tr>
</tbody>
</table>
Enrollment Projections. Table 4 below presents FIT’s Enrollment Projections for 2006 through 2010. The enrollment projections below reflect the following assumptions:

- **Overall undergraduate degree enrollment will be held stable.** As mentioned earlier, any significant enrollment growth is constrained by the College’s existing classroom and lab/studio facilities. While the College is fortunate in its healthy applicant pool, it cannot absorb large increases in students until additional facilities are built.

- **A slight growth in graduate students is anticipated with the addition of new programs.** Investing in the School of Graduate Studies reflects FIT’s strategic planning goal, “Strengthening FIT as a Creative Hub.” As an academic unit with its own mission and organizational structure, the Graduate School is expected to achieve its full potential as a creative hub for programs, research, and development, in partnership with industry and other academic institutions. It is anticipated that new programs will be developed within the near future.

- **Enrollment plans allow for changes within the mix of the undergraduate population while keeping enrollment stable.** FIT's objectives are to develop an enrollment strategy that would enable the College to continue to build on the success we have had at the undergraduate level and expand enrollment at the graduate level. Our future enrollment strategies are to examine and define the mix of students that the College sets as priorities. The College will be assisted in this effort by the consulting firm, Stamats.

- **Growth in new programmatic areas will continue to be fostered as new emerging markets and new career paths develop within industry.** Recent examples of this changing market are the addition of three new graduate programs and four undergraduate programs. Alternatively, we will continue to effectively manage majors with declining enrollments. As the demand shifts for career opportunities within industry, we will address majors that may need to be restructured or phased out, as with the recent examples of Restoration and Patternmaking, the latter of which will be replaced by a certificate program. At the same time, the College will continue to manage its entering cohorts of students by major and its enrollment in course sections, with the goal to ensure that classroom space has reached its maximum utilization.
### Table 4
FIT Enrollment Projections: 2006-2010
Fall Headcounts & Annual Average FTE

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006 (actual)</th>
<th>Fall 2007 (planned)</th>
<th>Fall 2008 (planned)</th>
<th>Fall 2009 (planned)</th>
<th>Fall 2010 (planned)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>6,601</td>
<td>6,676</td>
<td>6,676</td>
<td>6,676</td>
<td>6,676</td>
</tr>
<tr>
<td>Part-time</td>
<td>3,224</td>
<td>3,438</td>
<td>3,438</td>
<td>3,463</td>
<td>3,463</td>
</tr>
<tr>
<td>Total</td>
<td>9,825</td>
<td>10,114</td>
<td>10,114</td>
<td>10,139</td>
<td>10,139</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>97</td>
<td>128</td>
<td>146</td>
<td>146</td>
<td>146</td>
</tr>
<tr>
<td>Part-time</td>
<td>88</td>
<td>74</td>
<td>74</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>Total</td>
<td>185</td>
<td>202</td>
<td>220</td>
<td>220</td>
<td>220</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>10,010</strong></td>
<td><strong>10,316</strong></td>
<td><strong>10,334</strong></td>
<td><strong>10,359</strong></td>
<td><strong>10,359</strong></td>
</tr>
<tr>
<td><strong>AAFTE</strong></td>
<td><strong>8,700</strong>*</td>
<td><strong>8,716</strong></td>
<td><strong>8,730</strong></td>
<td><strong>8,741</strong></td>
<td><strong>8,741</strong></td>
</tr>
</tbody>
</table>

Source: SUNY Planned Enrollment 2005 to 2010.
Annual FTE is the total official credits for the fiscal year including summer; fall, winter and spring divided by 30 as reported to SUNY.
*Approved FTE funded enrollment, Fiscal Year 2006-07 budget

**Strategic Recruitment:** In accordance with initiatives and goals set forth in the Strategic Plan, FIT’s Enrollment Management Committee will study further the way in which the College will actively seek students and develop a comprehensive enrollment strategy using both academic and demographic criteria.

The consulting firm, Stamats, an integrated marketing communications company, has been hired to conduct research into the awareness and image of the College among a variety of constituencies – including prospective students, parents, teachers, guidance counselors, alumni, and industry partners. Stamats has completed most of its field work, including an extensive recruitment audit of current FIT activity and a competitor analysis. These findings will serve as the basis for a comprehensive recruitment and communications plan to be presented to the College in Summer 2007. The plan will be used to redefine our recruitment and marketing activities to meet the goals of the College's Strategic Plan. This is the first time in more than two decades that FIT has conducted research with external audiences.
B. Fiscal Trends and Projections

1. Financial Condition of the College

The financial condition of the College can be demonstrated in multiple ways. FIT has received unqualified opinions on all certified audits performed during this period. It has met all of its obligations and has expanded programs, faculty, and technology to further meet the needs of students. The College has been able to do so, in part, by instituting cost-containment measures in order to achieve additional efficiencies. FIT’s enrollment remains stable. To further demonstrate the fiscal health of the College, a review of key areas is presented. The following presents a summary of the revenue and expenses for FIT over the last five years.

2. Revenue

As a community college within the State University of New York (SUNY), FIT receives revenue from four primary sources: (1) The State of New York provides funds using a statewide formula that is driven primarily by statewide appropriation authority on an FTE basis; (2) The City of New York (as local sponsor) provides funds based on historical funding levels; (3) New York State counties, outside of The City of New York, provide funding on an FTE basis according to county-specific census data applied to a statewide formula; and (4) the College's Board of Trustees sets tuition rates within a rate structure promulgated by SUNY. Each is addressed below.
In the five-year period from FY2002 to FY2006, overall revenue has grown, as seen in Table 1 below.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$39,522,550</td>
<td>$42,428,426</td>
<td>$48,978,505</td>
<td>$49,566,650</td>
<td>$52,475,876</td>
<td>33%</td>
</tr>
<tr>
<td>New York State Appropriation</td>
<td>$19,526,880</td>
<td>$20,402,230</td>
<td>$20,339,870</td>
<td>$19,757,840</td>
<td>$21,069,860</td>
<td>8%</td>
</tr>
<tr>
<td>NYS Appropriation-Member Item</td>
<td>$0</td>
<td>$0</td>
<td>$87,500</td>
<td>$0</td>
<td>$0</td>
<td>N/A</td>
</tr>
<tr>
<td>Local Sponsor/New York City</td>
<td>$31,622,955</td>
<td>$30,626,136</td>
<td>$31,249,336</td>
<td>$31,898,965</td>
<td>$31,779,479</td>
<td>0%</td>
</tr>
<tr>
<td>Charges to Other Counties</td>
<td>$8,461,742</td>
<td>$8,539,979</td>
<td>$11,143,984</td>
<td>$12,881,447</td>
<td>$12,795,712</td>
<td>51%</td>
</tr>
<tr>
<td>Local Grants</td>
<td>$0</td>
<td>$19,050</td>
<td>$1,470</td>
<td>$144</td>
<td>$4,280</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Fees</td>
<td>$1,150,065</td>
<td>$1,158,567</td>
<td>$1,202,296</td>
<td>$1,834,125</td>
<td>$1,880,679</td>
<td>64%</td>
</tr>
<tr>
<td>Non-Credit</td>
<td>$1,150,065</td>
<td>$1,158,567</td>
<td>$1,202,296</td>
<td>$1,834,125</td>
<td>$1,880,679</td>
<td>64%</td>
</tr>
<tr>
<td>Tuition</td>
<td>$746,736</td>
<td>$1,299,660</td>
<td>$1,892,009</td>
<td>$2,264,155</td>
<td>$2,720,899</td>
<td>264%</td>
</tr>
<tr>
<td>Other</td>
<td>$2,150,200</td>
<td>$1,611,479</td>
<td>$1,876,646</td>
<td>$2,018,140</td>
<td>$3,068,532</td>
<td>43%</td>
</tr>
<tr>
<td>Total</td>
<td>$103,181,128</td>
<td>$106,085,527</td>
<td>$116,771,616</td>
<td>$120,221,466</td>
<td>$125,795,317</td>
<td>22%</td>
</tr>
</tbody>
</table>

State Aid Revenue. State Aid revenue increased during the five-year period. The state aid rate is set annually through the New York State Budget. Early legislation mandated a one-third funding responsibility for the state, along with stipulations for the local sponsor. However, the State has funded less than this, with the result that students shoulder an increasing portion of their college costs. The state funding formula is based on a state reimbursement rate per FTE and has increased slightly from $2,250 in FY02 to $2,350 in FY06. (See also Appendix K1).

Local Sponsor Support. Local sponsor support is provided to FIT by the City of New York. The amount of city support in dollars has remained essentially the same. In addition to baseline funding, the City provides additional funding toward the College’s collective bargaining costs.

Tuition. Tuition revenue has grown, due largely to an increase in the tuition rates. The tuition rates for lower-division students have remained the most stable. Tuition rates for non-NYC residents are significantly higher and within the permissible rate allowed by SUNY. Traditionally the College has charged upper-division and graduate students the same rates that SUNY sets for its four-year colleges.

County Chargebacks. These are costs to other New York State counties and are based on a state formula that provides funding from the NYS student’s county of residence. Non-
NYC residents who live in NY State can secure from their home county a certificate of residence to qualify for the in-state tuition rate. This subsidy of the student’s tuition enables the student to pay the resident tuition rate (1/3 of the non-NYC resident rate).

In summary, the College monitors revenue streams closely for deviations from expected outcomes and changes in economic conditions. The level of state aid remains an unknown well into the budget process each year. Over the five-year period reviewed, there was a year with a reduction in the state aid rate, a year without increases to the rate, and a year with modest increases to the rate. The only increases that the city has provided relates to those stipulated by the collective bargaining agreement. Tuition rate increases were imposed with caution in order to maintain an affordable education for students. These revenue shortfalls were offset as needed by limiting the number of new faculty hired, the amount of new programming, and technological growth.

3. Expenses

Table 2 below provides a listing of the College’s expenses over the five-year period.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$47,296,970</td>
<td>$50,248,266</td>
<td>$50,168,718</td>
<td>$53,037,474</td>
<td>$54,012,339</td>
</tr>
<tr>
<td>Academic Support</td>
<td>$11,895,766</td>
<td>$13,130,086</td>
<td>$13,342,752</td>
<td>$14,260,087</td>
<td>$15,190,041</td>
</tr>
<tr>
<td>Student Services</td>
<td>$8,426,892</td>
<td>$9,435,534</td>
<td>$9,221,302</td>
<td>$9,914,975</td>
<td>$10,096,766</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>$25,042,310</td>
<td>$24,609,068</td>
<td>$23,922,572</td>
<td>$27,498,271</td>
<td>$28,615,726</td>
</tr>
<tr>
<td>Plant Operating and Maintenance</td>
<td>$9,592,544</td>
<td>$10,526,442</td>
<td>$14,582,331</td>
<td>$14,907,998</td>
<td>$16,176,240</td>
</tr>
<tr>
<td>Total</td>
<td>$102,254,482</td>
<td>$107,949,396</td>
<td>$111,237,675</td>
<td>$119,618,805</td>
<td>$124,091,112</td>
</tr>
</tbody>
</table>

Note: Security Services were reclassified from Institutional Support to Plant Operating and Maintenance in FY2004.

The portion of the budget dedicated to each of the College’s major functional areas has remained relatively constant. As would be expected in the higher education sector, the largest category of the College’s expenses is Instruction.

4. Long Term Financial Planning

Routine long term financial planning (Table 3) evolved from the 2000 Five-Year Investment Plan (Appendix C). Each year, typically in concert with its annual budgeting process, the College updates this financial plan, which reflects any significant external or internal condition changes. The earlier Investment Plan laid the groundwork for the new financial planning process.
Table 3
New Initiatives and Dollars Spent between FY 02-FY 06

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty &amp; Curriculum Development</td>
<td>$17,116,031</td>
</tr>
<tr>
<td>Academic &amp; Administrative Technology</td>
<td>$19,589,847</td>
</tr>
<tr>
<td>Student Recruitment &amp; Services</td>
<td>$1,897,179</td>
</tr>
<tr>
<td>Campus Improvement &amp; Expansion</td>
<td>$4,374,460</td>
</tr>
<tr>
<td>HR Development</td>
<td>$3,557,956</td>
</tr>
<tr>
<td>Institutional Advancement &amp; External Relations</td>
<td>$1,492,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$48,027,473</strong></td>
</tr>
</tbody>
</table>

New Initiatives that are consistent with the Strategic Plan are presented to the President each year as the budget is being developed. These initiatives may be recurring or one-time expenses.

5. Current Financial Plan

The Financial Plan (FY07-FY10) was last presented to the Audit Committee of the Board of Trustees on June 13, 2006, along with the FY 2007 Budget Proposal (Appendix K2).

Table 4
Budget Projections: FY07 to FY11

<table>
<thead>
<tr>
<th></th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$130,787,000</td>
<td>$137,088,000</td>
<td>$140,271,000</td>
<td>$146,188,000</td>
<td>$163,373,000</td>
</tr>
<tr>
<td>Expenses</td>
<td>$135,957,000</td>
<td>$140,265,000</td>
<td>$144,736,000</td>
<td>$149,923,000</td>
<td>$164,915,000</td>
</tr>
</tbody>
</table>

Available reserves will be used to fund the annual deficits over the next five years, after which time it is anticipated that revenues will equal expenditures.

The assumptions underlying the current financial plan allow for the following:

- Growth of city funding due to continued partial funding of projected bargaining costs
- State funding continuing to have modest rate increases
- Tuition rate increases in FY08 and FY10
- Continued funding of county “chargebacks” based on the current funding formula
- Overall expense increases are due to contractual salary increases, inflationary increases for the upkeep of the plant, and additional costs related to the increase in campus space.
- Additionally, the financial plan has been able to fund “New Initiatives” such as new faculty lines, new academic and administrative technologies, maintenance and improvement of the physical plant, improved signage, and workplace and environmental safety.
6. Capital Spending

Over the last five years approximately $20 million has been spent by the College, the City of New York, and the State of New York for design and construction costs associated with implementing the College’s Master Plan, including the construction of a new Conference Center and a new student dining facility and bookstore.

Over the next five years, the College anticipates spending $22 million to renovate three floors in the A building to accommodate new and expanded laboratory facilities. FIT also expects to complete design and possibly commence construction on an $86-million extension of the existing C building that will be dedicated to instruction and student activity space.

7. Conclusion

The College has successfully optimized revenue streams, managed baseline costs, developed new programs, infused technology into day-to-day operations, and hired additional full-time faculty. Each of these accomplishments has been achieved through a collaborative work environment that involves the College community in the planning and delivery of instruction and services to students.

Audited financial statements and letters for this section are provided in Appendices K3 and K4.
Section 4: Assessment Processes and Plans

Introduction and Overview

This section focuses on FIT’s assessment plans and processes in two broad areas: (1) the assessment of student learning incorporating Middle States’ accreditation standard 14, and (2) institutional assessment, reflecting standard 7.

Since its last Middle States review in 2002, FIT has made major strides in the assessment of student learning outcomes in general education and in the major. This has been documented in the College’s March 2004 Follow-up Report to Middle States (see Appendix E, pages 3-10) and is described below.

The College’s progress in institutional assessment is ongoing. Assessment activities have been carried out for a number of aspects of college life and provide useful information on our institutional performance. FIT’s Strategic Operational Plan serves as the framework for our institution-wide assessment plan, and we are continuing to strengthen this plan by incorporating additional metrics and assessment activities into it. This is addressed below in section II.

I. The Assessment of Student Learning Outcomes.

The assessment of student learning at FIT falls into two broad categories: 1) the assessment of general education, and 2) assessment in the major. Each area incorporates the six guiding principles for assessment provided by Middle States. What follows is an overview and discussion of each area, including a description of developments that have taken place since 2004, when FIT’s assessment activities were included in its report to Middle States.

A. General Education

The framework for FIT’s assessment in general education is contained in the College’s 2002 Assessment Plan in General Education, which incorporates the College’s mission statement and its student-oriented objectives (see Appendix F). This Plan was approved by the college-wide Curriculum Committee in 2002 and by the Faculty Senate in 2003. It has served as the basis for FIT’s review of 12 areas of general education. Over the last five years, FIT completed its first full cycle of assessments in these 12 areas, and began cycle two in 2005-2006, as follows:

- 2005-2006  Natural Sciences; Social Sciences; Western Civilization
- 2006-2007  Arts; Writing; Information Management; Speech
- 2007-2008  Foreign Language; Humanities; Other World Civilizations; Critical Thinking, National Survey of Student Engagement (NSSE)
- 2008-2009  Mathematics; and cycle three begins
FIT’s earlier assessment activities were carried out in response to a broad mandate from SUNY. As part of its General Education Assessment Initiative, SUNY established a set of learning outcomes for 12 knowledge and skill areas in general education. These outcomes were developed by SUNY’s General Education Assessment Review (GEAR) committee, composed of faculty from a number of SUNY colleges.

At that time, many in the FIT community believed that too much control was being exerted by SUNY in mandating the actual outcomes to be assessed. However, since most of these outcomes were consistent with FIT’s broad mission and student-oriented objectives, over time FIT’s assessment became institutionalized – with faculty involvement, assessment activities, and resources all part of its normal ongoing business. While FIT’s initial efforts in assessment predated the College’s Strategic Plan, these initiatives are fully consistent with and reinforce the major goal of “strengthening the academic core.”

**FIT Committee on Assessment.** FIT faculty play a crucial role in assessment, both as leaders in the assessment process within their own disciplines and also as members of the college-wide Ad Hoc Committee on Assessment. The Faculty Senate Executive Committee created the ad hoc committee in 2003, giving the faculty a college-wide role in the assessment process (including the review of assessment plans and results). The Executive Committee, which is chaired by an elected faculty member, selected faculty representatives from FIT’s three undergraduate schools and the Student Services division. In addition, student representatives are invited to participate on the Committee, which serves as a central hub for institutional assessment issues, both internal and external. In particular, the Committee approves FIT assessment plans and coordinates institutional assessment mandates and concerns to and from SUNY Central.

**Measures and Standards of Assessment.** The assessment measures used to evaluate student learning outcomes reflect a combination of faculty-designed multiple-choice tests, rubrics to assess student work, and commercial standardized tests. The selection of the particular measure reflected in part the specific general education area being assessed, as follows:

- Natural science and critical thinking both used nationally normed tests from ACT’s Collegiate Assessment of Academic Proficiency (CAAP) – the Science methodology instrument and the Critical Thinking Test, respectively.
- Mathematics used a locally developed departmental multiple-choice test.
- Five areas – Social Sciences, Western Civilization, Other World Civilizations, the Humanities, and American History – all used departmentally prepared tests. In at least one instance, American History, the faculty is considering the option of using rubrics in its next assessment.
- The English Department faculty has developed rubrics for basic written and oral communications.
- The Arts area developed common rubrics which were then adapted to the needs of each discipline in the assessment of student portfolios.
Each of the 12 discipline areas (see Appendix F, Attachment A) used a common framework for evaluating the results, placing them into one of four categories: 1) exceeded standard, 2) met standard, 3) approached standard, and 4) did not meet standard.

Most of the measures are course-embedded, with assessment carried out within the context of a specific course. About 20 percent of the students were evaluated in each area, typically reflecting the participation of 200 or more students. In some areas, such as critical thinking or information management where no specific course existed, the Office of Institutional Research identified particular course sections in which students would be assessed.

**Using the Assessment Results.** Each of the participating departments identified follow-up actions based on the results of the implementation. Following are examples of the results of General Education Student Learning Outcomes Assessment and subsequent recommendations and implementation:

- The 2004 assessment of the Social Sciences indicated that students were not covering the same core material in all sections of the introductory sociology and psychology courses, and that the methodology area in social sciences needed to be strengthened. As a result, the curricula in both disciplines were revised, and the scores for methodology showed significant improvement in the follow-up assessment in 2005-06.

- The 2004 assessment of the Natural Sciences led to peer reviews of final exams to ensure that the appropriate curriculum was being covered by all instructors in each of the core science disciplines: biology, earth science, and the physical sciences. The 2006 review used the CAAP in science to assess one of its outcomes, and faculty are considering the option of using this standardized exam as part of the final exam in these introductory courses. Results of the assessment indicate that consistency within the department has improved, and faculty are considering strengthening the faculty mentoring program to encourage both full-time and adjunct instructors to share best and worst practices.

- The 2004 assessment of Western Civilization conducted by the History of Art Department raised questions regarding the instrument as well as the desired core competencies. As a result, the instrument was revised, and there has been department-wide curriculum revision, which continues with a review of HA 112 (History of Western Art and Civilization: Renaissance to Modern Era), which is required of all FIT matriculated students.

In addition to their departmental review, the assessment results and follow-up recommendations are reviewed by the Faculty Senate’s Ad Hoc Committee on Assessment. This consists of a brief report to the Committee and a discussion of the results with Committee members. Starting in 2005, the Assessment Committee requested follow-up reports a year or two after submission of the recommendations. The mandate of this Committee is to widen faculty involvement in the dissemination of assessment results.
and in the use of results to improve the quality of student learning. Issues of institutional assessment are then coordinated by the Executive Committee of the Faculty Senate through its 13 standing committees. The Assessment Committee functions as the Faculty Senate’s communicator and principle advisory council on issues of assessment.

*Resources for Assessment.* The College has allocated budgetary resources from the time the initiative began in 2003. For the 12 areas in the first assessment cycle, faculty coordinators were granted release time for two semesters – three hours in the fall for planning, and three hours in the spring to coordinate the implementation. For cycle two, three hours of release time for each area are provided for implementation. In addition, resources are provided for the scoring of student portfolios in writing, the arts, and in foreign language. SUNY has also provided some funding in support of this assessment process using rubrics. The College has also provided resources to faculty to attend conferences and workshops on assessment, and they have taken advantage of these opportunities. The College also arranged on-campus presentations by speakers and consultants with expertise in assessment best practices. The assessment function is carried out in the Office of the Dean for Curriculum and Instruction and supported by an assistant dean position.

*The Future: Strengthened Campus-Based Assessment (SCBA).* In Fall 2006, FIT began to implement Strengthened Campus-Based Assessment, a SUNY initiative intended to provide uniform measures of assessment across the SUNY system. FIT’s SCBA Plan was approved by SUNY in 2006 (see Appendix G).

Three specific competency areas are targeted for SCBA – critical thinking, writing, and mathematics, as well as student satisfaction. Since FIT assessed each of these areas previously and, in the process, used measures that were either similar or identical to those being required by SUNY, the implementation of SCBA is not expected to duplicate efforts. For the critical thinking area, the CAAP Critical Thinking exam will be used. FIT used this same exam in its assessment in Spring 2006. In the area of writing, FIT used rubrics that have been approved by SUNY’s General Education Assessment Review Committee (GEAR). Finally, for the mathematics area, FIT will use a SUNY-selected test, which is expected to be a commercially produced, nationally normed instrument still under development and planned for Spring 2009.

In addition to the three competency areas, FIT’s assessment of student engagement will be carried out using the National Survey of Student Engagement (NSSE) to assess the academic environment (see p. 46 and 47 on institutional assessment).

The SCBA timetable for FIT is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>Writing</td>
</tr>
<tr>
<td>2007-08</td>
<td>Critical Thinking; NSSE</td>
</tr>
<tr>
<td>2008-09</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>
At the same time, the remaining nine general education areas will continue to be assessed every three years according to the College’s timetable using a combination of faculty-designed rubrics and locally based instruments along with national tests.

**B. Assessment in the Major: Five-Year Program Reviews**

Since the last Middle States visit in 2002, a total of 16 degree programs at FIT have been evaluated as part of the five-year program review process (see Appendix H, Five-Year Program Review Cycle). Four additional programs are being reviewed this year, bringing to 20 the number of programs evaluated by the end of 2006-07. Each of these programs was reviewed by two external consultants – a new element added in 2002. Three or four degree programs are typically assessed each year.

Each five-year review consists of the following elements:

- **A Self Study Process.** Each program undergoing review prepares a self study using the “Self Study Guidelines,” which provides a series of questions to be addressed and the type of data to be collected. Areas covered include program goals and objectives; and their relation to FIT’s mission, student learning outcomes, assessment processes, curriculum coherence, faculty, students, and graduation and retention data.

  In addition, surveys of current students and alumni are conducted to explore their perceptions of the program. This information comprises an important element of the report. The Office of Institutional Research provides data-collection services and analysis. Three to four departments’ programs are reviewed each year. The self study is usually completed in the fall semester.

- **Assessment of Learning Outcomes in the Major.** In addition to the self study, each program being reviewed submits a summary of the assessment of the student learning outcomes for the major. The measures used in these assessments vary, depending upon the particular major. They include the review of student projects, portfolio reviews using departmentally formulated rubrics, and final capstone projects, among others. Recommendations for follow-up action are provided.

- **External Consultant Visits.** For each program assessed, two external consultants – one an academic and one from industry – spend two days on campus reviewing the program. Before leaving campus, they participate in an exit interview with the department chair and school dean, the Dean for Curriculum and Instruction (who oversees the process), and the Vice President for Academic Affairs. The consultants prepare their report and submit it before the end of the spring semester to the department, deans, and Vice President for Academic Affairs.

  In early fall, the Vice President for Academic Affairs meets with the department and deans to review the recommendations, after which the department prepares an
Action Plan, submitted in November. The Action Plan is reviewed a year later to assess the status of the implementation of the recommendations.

To assist in the process, the Dean for Curriculum provides a timetable that is intended to help the department structure the process and meet all deadlines. The use of this timetable makes the tasks of collecting, assembling, and interpreting data more manageable.

In addition, visiting consultants meet at a luncheon with department faculty, students, alumni, deans, and members of the program’s Industry Advisory Board. This provides an opportunity to share perspectives with individuals from within and outside the College regarding the program, the relevance of its curriculum, and emerging trends in the industry.

_Using the Data to Enhance Student Learning_. The self-study process, together with consultants’ reports, provides a wealth of data from which to draw for improving student learning at the course, program, and institutional level. As mentioned above, after the consultants’ review is concluded, and after a meeting with the Vice President and deans in early fall, each department prepares an Action Plan during the following semester, indicating how the agreed-upon recommendations will be addressed. This Plan includes the specific follow-up actions for each of the recommendations and the timetable for implementing them. The Plan is then reviewed a year later to assess the status of the recommendations.

The recommendations emanating from the five-year reviews address many areas, including student competencies such as critical thinking, working as a member of a team, writing, verbal presentation, technology abilities, and software knowledge.

Examples of curricular changes resulting from the five-year reviews include:

- The Packaging Design program incorporated newly written courses in the major, including an environmental packaging course, and a specialized English course, EN 322, Professional Writing in Art and Design.
- A strengthened History of Art course was added to Menswear Design.
- A liberal arts course is being added to the Illustration major to fulfill its general studies category in the curriculum.
- A new technology course, “CAD for Presentation Design,” will be incorporated into the Display and Exhibit major (and a recommended new name for the program, “Visual Presentation and Exhibition Design,” has been formally approved).
- The assessment of Fashion Merchandising Management (FMM) students’ math skills led to the development of a new math prerequisite course (MA005) for FMM students in need of remedial mathematics skills.
- The Cosmetics and Fragrance Marketing program has developed two new courses recommended by the reviewers – one in Financial Management and a second in Strategic Brand Management, both of which are going through the curricular approval process.
In addition to curricular changes, new full-time faculty lines were allocated to some departments following recommendations in their five-year reviews. These include Fashion Merchandising Management, Illustration, Cosmetics and Fragrance Marketing, Advertising and Marketing Communications, Visual Presentation and Exhibition Design, Fashion Design, and Textile Development and Marketing, among others.

The reviews also led to enhancement of resources and facilities consistent with the recommendations of the five-year review process – including additional improvements in Advertising and Marketing Communications’ digital Broadcast Studio; smart classrooms for Fashion Merchandising Management and Home Products; dress forms for Fashion Design; and upgraded spaces for Fashion Design-Art and Packaging Design.

**Assessments by Industry**
While considerable follow-up has been carried out after the five-year reviews, other forms of assessment also have led to significant improvements in FIT degree programs. Most notable is the input from the Industry Advisory Boards that play a significant role in reviewing the revised curriculum and ensuring that current expectations are communicated to the programs and students.

Many of FIT’s design programs reap the benefits of the expertise of industry professionals who provide external evaluations for student final projects in capstone courses. Members of various Industry Advisory Boards also assist in the review of graduating students’ portfolios, providing much-valued feedback to students. In addition, numerous industry-sponsored student competitions are used as a way to judge the quality and innovation of student work in both Art and Design, and Business and Technology majors.

Most major departments at FIT maintain memberships in prestigious professional organizations, such as the Society of Illustrators, Graphic Arts Club, Art Director’s Club, American Society of Media Photographers, American Marketing Association, American Apparel and Footwear Association, Public Relations Student Society of America, American Association of Textile Chemists and Colorists, and the National Retail Federation. Members of these associations often serve as guest lecturers, advisors, mentors, and often provide internships to FIT students.

The National Association of Schools of Art and Design (NASAD) and the Council on Interior Design Accreditation (CIDA, formerly FIDER), both provide additional oversight for FIT’s programs in art and design. NASAD accredits every 10 years, and FIT’s next review is scheduled for 2012. Three new BFA programs were accredited this year by NASAD. CIDA reviewed FIT’s Interior Design program very favorably this year, serving as the external component of its five-year review.

In recognition of the value of these assessments, FIT commits to continue using assessment results to make changes in curricular programs and course delivery as appropriate.
II. Institutional Assessment

As mentioned earlier, The Strategic Plan’s five goals, outlined earlier in this document, provide the foundation for FIT’s institutional assessment plan. The Strategic Operational Plan, in particular, serves as the framework for the College’s assessment plan to evaluate its overall effectiveness. Following is a brief overview of this process as well as a description of some existing assessment activities that are part of this overall plan.

A College-Wide Assessment Plan. The Strategic Operational Plan (Appendix B1), which is the action plan for achieving the five goals, is an essential tool in this assessment process (see also page 4). It identifies tasks and actions, sets priorities and timetables, and coordinates initiatives with the budgetary process. A specific administrator(s) is assigned responsibility for each of the five overarching goals and for each individual action and task. Some actions in the plan transcend school, program, and divisional boundaries, and these “cross-cutting” initiatives are assigned oversight by two or more administrators. Progress toward meeting these goals is assessed periodically by the administrators who have responsibility for their respective area(s). The Vice President for Academic Affairs, for example, meets at regular intervals with the academic deans to monitor progress to date and determine the status of each of goals and tasks. In some cases, implementation issues are addressed and target dates revised, as appropriate.

An essential component of the assessment plan is the development of metrics for evaluating the success of each of the five goals outlined under the Strategic Plan. FIT does quite well on existing metrics for assessment. The number of qualified applicants to the College, for example, exceeds that for which the College has space. On other performance indicators, such as retention and graduation rates, FIT is above the norm: its retention rate after one year is 80.8 percent compared to 62.7 percent for SUNY; and its associate degree graduation rate after four years is 57.4 percent, compared to 30.9 percent for SUNY. These metrics are important indicators, and their findings will be reviewed within the context of the overall institutional plan, especially to assess the extent to which FIT’s performance meets the College’s expectations.

A next step in the assessment process is the identification of additional metrics tied to the strategic planning goals. To this end, in Fall, 2007, FIT will engage a consultant to facilitate the development of such measures in support of the Strategic Plan. Once completed, these metrics will constitute the final component of FIT’s institutional assessment plan.

Administrative Assessment Initiatives. Two important assessment initiatives already underway relate directly to institution-wide assessment.

FIT Performance Review Process and Assessment. A new performance review process for FIT administrators was begun in 2005 and ties their performance to the achievement of strategic planning goals (see Appendix I). At the beginning of the academic year, the President meets individually with each member of the Cabinet to define his/her goals and
priorities and their relevance to the strategic planning goals. These agreed-upon goals and performance measures constitute the heart of the review process. At the end-of-the-year performance review, the President assesses progress toward the achievement of these goals and evaluates the administrator, whose salary increments are tied in part to these achievements. The goals and objectives set by the administrator for his/her staff are, in turn, consistent with the strategic planning goals. This process is an important tool for enabling the College to assess the extent to which the strategic planning goals are implemented.

*Administrative/Business Process Review and Assessment.* One of the five overarching goals emerging from the strategic planning process focuses on our ability to maintain and manage effective policies, procedures, and systems required to administer the plan successfully. The goal “*Establishing a Process for Administrative Support for the Plan*” is intended to ensure that FIT policies and procedures follow best practices and are streamlined in order to:

- Improve service to students,
- Create efficiencies, and
- Increase productivity.

Two major initiatives are planned to achieve this goal. The first is a business process reengineering effort. As of the writing of this report, the College has issued an RFP to engage a consultant(s) who will facilitate the review of College policies, processes, and procedures and recommend changes where appropriate. At the conclusion of this effort, FIT plans to adopt a continuous process improvement model which will ensure that our policies and procedures remain current and effective. In addition, during the past few years, Student Services has spearheaded this effort by engaging a consultant to assist them with their reengineering efforts. It has effectively streamlined the admissions process resulting in improved service to prospects and applicants as well as faster processing of applications.

The second initiative planned for further down the road is a five-year assessment of administrative services that mirrors the five-year academic program reviews currently in place.

*Student Perceptions of College Life.* Another significant assessment tool is the Student Opinion Survey (SOS), administered at FIT every three years as part of a SUNY initiative and comprising an important element of the assessment plan. Its intent is to assess students’ perceptions of a broad range of items – from campus culture to academic programs and student services – enabling the College to evaluate how well it is doing.

In the 2003 survey, students reported a relatively high level of dissatisfaction with a number of areas, including campus facilities, access to instructors, social activities, recreation programs, and student support services. Students reported dissatisfaction with the availability of academic advising, the value of information provided by academic advisors, student orientation, financial aid services, and the course registration process.
In response to its low ranking in these areas (and to further the goals of FIT’s 2000-2005 Five-Year Investment Plan, which was in effect at the time), the College began to address these issues in several ways:

- A workflow analysis of a number of Student Services processes was carried out with the assistance of an outside consulting firm. This resulted in a number of improvements, including capabilities for electronic scanning and submission of materials for Admissions, Financial Aid, and the Registrar’s Office.

- A Registration Task Force was formed in Fall 2005 to explore student dissatisfaction with course registration noted in the SUNY Student Opinion Survey. Follow-up actions included a streamlined online registration process, and greater access to web-based information such as degree audits, and other student records and information.

More recently, within the context of FIT’s strategic goal of committing to a student-centered culture, the following improvements were implemented:

- In 2006, as mentioned earlier, the Registration Center was renovated to make it easier to use and more student-friendly. Additions included 13 self-service computer stations students can use to perform web-based class searches, and nine registrars who assist students face-to-face.

- In response to student dissatisfaction with the quality of personal interactions while seeking service, FIT’s Human Resources Department instituted a customer-service training program for all staff and faculty who participate in these interactions. (See also page 23.)

Because the student opinion survey assessed areas across the entire campus community, its results provide useful data for making improvements. These findings were consistent with earlier recommendations from Middle States in 2002, and they created a roadmap for the design of services and better allocation of resources. As reported above, major changes in the business practices in some areas have already taken place. An Advisement Task Force was formed in Fall 2006 to investigate student dissatisfaction with academic advisement. This task force has already recommended changes to make academic advisement more readily available, informative, and consistent. Advisement processes and capabilities also are being seriously examined by the academic major departments in conjunction with the Liberal Arts faculty and the Registrar. More improvements are scheduled for implementation in Fall 2007.

The student opinion survey was again administered in 2006, with a total of 1,071 students responding. The results, compared with those of the 2003 survey, indicate improvements in most of the problem areas. However, it also is clear that much remains to be done in moving FIT toward its goal of being a student-centered institution. In 2007-2008, FIT will conduct another student survey – the National Survey of Student Engagement (NSSE) – as part of SUNY’s Strengthened Campus-Based Assessment initiative.
Other Institutional Assessments. A number of other surveys have been conducted to assess various aspects of the institution. They include surveys of faculty, employees, and students, and their findings will be incorporated into the institutional assessment process. Among these are the following:

- A Library Survey was conducted in Spring 2007 to assess its services, including the adequacy of its hours and days of service.

- The School of Business and Technology surveyed 1000 of its students in Spring 2007 to determine their level of satisfaction with their programs and College services. Areas of dissatisfaction centered largely on the areas of advisement and registration.

- The Center for Excellence in Teaching (CET) assessed the effectiveness of its offerings through a web-based survey of faculty in 2005, and its results guided the development of programming for CET seminars and workshops.

- The Faculty Senate Committee on Instructional Technology used an online survey to evaluate the technology needs of the faculty, leading to more targeted recommendations for the allocation of funds in the technology budget. The survey was administered in Spring 2006, with 166 faculty responding.

- Residential Life assessed the effectiveness of the orientation services for residence hall students, with a survey of more than 600 students.

- The FIT Employee Assistance Program uses the results of its survey to assist in planning a Lunchtime Seminar Program for employees.

In conjunction with FIT’s Strategic Plan, the institution-wide assessment plan will serve as a comprehensive tool for measuring the College’s progress toward achieving its goals and assessing and monitoring its overall effectiveness. The additional metrics to be developed – within the context of the operational plan outlining tasks, actions, priorities, timetables, and resources – will be continually updated and refined, as FIT reflects on its changing needs and priorities on an ongoing basis.
Section 5: Linking Institutional Planning and Budgeting Processes

As described in Section 1, the College has developed a long-range strategic and supporting operational plan that centers around five major goals. Key to achieving these goals is the ability to provide necessary resources to support the initiatives in the operational plan. To this end, the College has redesigned the budget process to ensure that the budget is aligned with both strategic and other campus planning activities.

The Budget Process

The budget process is an on-going, institutional activity that includes senior administrators, department chairs, directors, and the Board of Trustees. During each phase of the budget process, particular attention is given to reviewing current and out-year strategic planning initiatives and using the results of the review to inform budget decisions. Appendix J provides a description of the College’s 2007-2008 budget development process and demonstrates the ways in which this process is directly linked to institutional planning – more specifically the College’s long range and operational strategic plan. See also the FY08 Budget Development Schedule on page 51. Examples of funding allocated for projects that support the Strategic Plan include the following:

Strategic Goal 1 – Strengthening the Academic Core

- Twenty new full-time faculty lines were funded in the 2006-2007 academic year. Another 20 are planned for 2007-2008. This increases budgeted full-time faculty lines to 266, representing an 18 percent increase above the 226 full-time lines budgeted in AY 2005-2006.
- A pilot student laptop program was launched in Spring 2007 for single cohorts in Fashion Design-Art, Home Products, and Packaging Design. Funding has been provided for the students’ laptops and for building the infrastructure for wireless classrooms. The goal of this program is to facilitate teaching and learning in an industry-standard environment and to create the infrastructure necessary to support a wireless campus.
- Multi-year funding has been earmarked to support the Presidential Scholars program.
- Multi-year funding has been earmarked for building “smart classrooms.” This initiative and other technology upgrades also respond to recommendations in the five-year curriculum reviews of the Advertising and Marketing Communications, and the Fashion Merchandising Management programs.
- For the past few years, a pool of funds has been designated for new technology initiatives in the division of Academic Affairs to enhance the teaching and learning environment. Such initiatives include funding for the purchase of IPODs. Pilot IPOD projects were begun in Fall 2006 by faculty from six departments and continued in Spring 2007, with assistance from the College’s Center for Excellence in Teaching.
- A retreat for Liberal Arts faculty was funded and took place in Spring 2006. The purpose of the retreat was to plan for strengthening FIT students’ liberal arts education. A follow-up retreat is funded for Fall 2007 in which faculty from Liberal Arts, Art and...
Design, and Business and Technology will discuss incorporating a more student-centered environment and a stronger liberal arts component into the curricula.

Strategic Goal 2 – Committing to a Culture of Student-Centeredness

- FIT’s Registration Center has been renovated to allow a more “student-friendly environment.” Students can meet with a registrar representative or serve themselves using new hardware and software.
- Funds have been allocated for the purchase and implementation of software packages to enable the College to provide enhanced services to students and allow for student self-service via the web.
- The College is in the process of implementing a “campus card” system which will provide students with an ID card that can be used to enter their dorm rooms, for laundry services, and for other services on campus.
- Multi-year funding has been allocated to develop an FIT portal and content management system for faculty, staff, and students, strengthening communications with and among our students. In Spring 2007, the portal was rolled out to faculty, staff, and students.
- Additional staffing has been provided in the academic deans’ offices, the library, and the Admissions Office to increase evening support for students.
- Multi-year funding has been allocated for the design and implementation of an improved signage program which will improve way-finding on campus.

Strategic Goal 3  Strengthening FIT as a Creative Hub

- Renovations were completed that give more visibility and exposure to the entrance of The Museum at FIT.
- Multi-year funding has been allocated to build the College’s digital repository.
- Multi-year funding has been allocated to develop a new FIT website. While the design of the website supports all the College's strategic goals, one of the main objectives is to promote FIT as a creative hub. This includes providing more of a web presence for the collections of The Museum at FIT.

Strategic Goal 4 – Engaging in Strategic Recruitment

- In Fall 2006, the College engaged Stamats, a higher education marketing consulting company, to conduct market research, conduct a recruitment audit, and facilitate the development of a short and long-term recruitment plan, expected in Summer 2007.

Strategic Goal 5 – Establish a Process for Administrative Support of the Plan

- Funds have been earmarked for engaging in business process reengineering and continuous process improvement.
- The College has hired an Internal Auditor. One of the auditor’s roles will be to assist the College in the development of best practices as they relate to College policy and procedures.
<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| Dec. 2006  | Vice Presidents and Deans assess status of 2006-2007 strategic planning initiatives and determine if funds allocated for these initiatives will be used | 1. Reallocation of current year funds  
2. Adjustments to strategic planning initiatives or timeline |
|            | Finance team reviews (with the President) projected revenues, expenses and enrollment for three-years and analyzes current year baseline expenses | 1. Updated Financial Plan  
2. Determination of funds available for 2007-2008 strategic planning and other high priority initiatives |
| Jan. 2007  | College officially begins the 2007-2008 budget development process         | Memo to Cabinet providing instructions for 2007-2008 budget development process (see Appendix M) |
|            | Vice Presidents and Deans perform mid-year review of 2006-2007 spending in their respective areas | Reallocation of current year funds |
|            | Vice Presidents and Deans review the Strategic Plan to determine viability and costs for initiatives scheduled for 2007-2008 | Adjustments to strategic planning initiatives and/or timeline |
| Feb. 2007  | Vice Presidents submit (to the President) 2007-2008 budget requests to support strategic planning initiatives scheduled for 2007-2008 | Cabinet discussions about funding priorities |
|            | Vice Presidents and departments review 2007-2008 baseline budgets         | Redistribution of 2007-2008 baseline budget |
| March 2007 | Vice Presidents submit (to the President) 2007-2008 budget requests to support high priority initiatives (other than strategic planning initiatives) | Cabinet discussions about funding priorities |
| April 2007 | Finance team analyzes the State budget and the Mayor’s executive budget and revisits enrollment projections | 1. Allocation of funds to support 2007-2008 strategic planning and other high priority initiatives  
2. Updated Financial Plan  
3. Preparation of preliminary 2007-2008 budget |
| May 2007   | President and Finance team brief the Board of Trustees on preliminary 2007-2008 budget decisions | Preparation of final budget |
| June 2007  | President presents final budget to the Board of Trustees                  | 1. Board Approval  
2. Internal distribution of approved budget to Vice Presidents |

**Note:** The current year budget is monitored by the Budget Office and the Departments throughout the year using monthly expenditure reports and other analyses prepared by the College’s finance team and distributed to respective departments.