Annual Assessment of Program Learning Outcomes, 2020-2021

(for all FIT programs except those B&T programs accredited by ACBSP, which report through a separate process; Art Market and Exhibition and Experience Design have a reversed schedule, with reports due March 1st).

*Note: NASAD-accredited programs submitting assessment information for the NASAD self-study may follow alternate, abbreviated format, found on page 3 here).

Due November 1, 2021

 Reports should be sent to Carolyn Comiskey, Executive Director of Assessment, Carolyn_Comiskey@fitnyc.edu. Contact Carolyn with questions or for assistance with designing assessments. Contact the Chair of the Faculty Senate Academic Assessment Committee for assistance form the committee.

A report must be submitted for each degree managed by a department unless prior approval from the Executive Director of Assessment.

Covid Pandemic Note: As some programs may still not have been able to return to their typical on-campus methods, there is continued flexibility in assessment reporting on last year's learning. Programs may submit narrative reports summarizing faculty reflections on remote learning. Reflections on learning from program faculty might be collected through Google Forms or at a faculty meeting. For example, programs could consider where learning was most and least impacted, and changes that might be made to shore-up learning in impacted areas now that we have returned to campus.

Report Template:

Submit a written report that covers the following questions:

1. Outcome(s) assessed: Which **program learning outcomes** were assessed this academic year? All information should be presented and discussed in terms of program learning outcomes, not course-level outcomes. *As a reminder, not all outcomes need to be assessed each year, as long as all are assessed within a three-year period.*

2. Assessment Methods: (1-2 paragraphs) Describe the assessment methods used. This may be drawn from assessment plan provided with last report, but be sure to include details that were unavailable at that time, such as final number of students assessed. Please provide all details relevant to understanding the assessment. For example:
- If student work was reviewed, was a sample of work collected, or were materials from all students evaluated? Please be specific about the number of student works selected, the size of the pool from which samples were selected, and how the samples were selected.
- How was the work evaluated, and by whom? How did the program review and discuss the results?
- Programs in an archiving/collecting year: Describe the collection of evidence during the academic year.

- Please include copies of any surveys, rubrics or other assessment tools as appropriate, if not provided previously.

3. Assessment Results: Summarize the major findings below; documentation may be attached as well (e.g .tables showing rubric results, exit survey reports, minutes of faculty discussions of student work, etc.)

4. Findings, Analysis and Conclusions: (1-2 paragraphs). Describe the faculty's consensus on what the results indicate.
- What was the expected achievement level, and were students meeting the learning outcome(s) at the level desired by faculty? What were strong and weak areas of student learning? What did faculty learn, not only from rubric results or other methods but also from discussions with each other as part of the process?

5. Use of Last Year's Findings/Planned Use of This Year's Assessment Findings: (2-3 paragraphs) List any changes made in the past year due to past assessment findings. Discuss any changes/improvements planned as a result of this year's assessment findings (such as curriculum modifications, budget requests, or other matters under a program's control). Please be as specific as possible.

6. Describe Recommendations for Assessment Improvements: (1 paragraph)
- Was the assessment method used successful in examining at student learning, providing reliable information?
- Will assessment methods change in the future based on this year's experience?

Assessment plan for 2021-2022

Provide the plan for 2021-2022 assessment for each degree program. The next annual report is due November 1, 2022.

1. **Outcome(s) assessed:** Which program learning outcomes will be assessed in the 2021-2022 academic year? *As a reminder, not all outcomes need to be assessed each year, as long as all are assessed within a three-year period.*

2. **Describe the Assessment Design/Methods:** Provide a description of the assessment design the program will use. Provide the information available – some programs may have already selected courses, developed rubrics or surveys, etc. while others may be still planning the details. If rubrics, surveys, etc. are available, please attach.

Spring 2021 for ==NASAD-Accredited== Programs

Annual Assessment Report, 2020-2021: Modifications for NASAD-Accredited Programs

As the Art & Design Dean's Office will be collecting capstone rubrics from NASAD-accredited programs, the Office of Institutional Research and Effectiveness (IRE) seeks to avoid duplication of program efforts by collecting the same materials for the annual assessment report, along with an additional addendum. The addendum is to document faculty interpretation of results and planned use of findings, which are emphasized by Middle States assessment standards. Programs that do not base their annual assessment reports around capstone rubrics (using cluster reviews, faculty review of exhibitions, etc.) may complete the standard report if they prefer.

For the annual assessment report collected by IRE, **programs may submit the rubrics and results** provided to the Dean's Office for NASAD. In addition, **a written addendum of 1-2 pages should be submitted by November 1, 2021** to Carolyn Comiskey, Executive Director of Assessment, Carolyn_Comiskey@fitnyc.edu

The addendum should cover the following:

1. Linkage of capstone rows to program learning outcomes if needed. In some programs, rows on the capstone rubrics are identical to program learning outcomes, while in others, the capstone rubric rows capture more specific skills and knowledge. These programs should submit a capstone rubric indicating the program learning outcome each row supports.

2. Analysis, Conclusions, and Next Steps. Describe the faculty's consensus on what the results indicate.
- What was the expected achievement level, and were students meeting the learning outcome(s) at the level desired by faculty? What were strong and weak areas of student learning? What did faculty learn, not only from rubric results or other methods but also from discussions with each other as part of the process?
- What, if any, changes as a result of this year's assessment findings, such as curriculum modifications, budget requests, or other matters under a program's control), does the program plan to make?