FIT **Fashion Institute
of Technology**

Assessment at FIT:
A Comprehensive Summary

Revised April 2021

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Overview

Assessment is an ongoing and systematic process of identifying objectives, gathering and interpreting information to evaluate the extent to which these objectives have been achieved, and using this information to inform decisions and improve. Assessment processes help ensure that decisions are based on evidence, not assumptions.

The culture of assessment at FIT continues to deepen. It has become more systematic and better documented as historic processes mature and new procedures are developed. This document provides a comprehensive inventory of assessment processes across FIT. It will be updated as needed as processes continue to develop.

The types of assessment are grouped into three areas:

- **Institutional Assessment**: assessment processes and data collection activities that provide information on the college as a whole.
- **Educational Effectiveness Assessment**: processes that enable us to examine student learning, the most central function of FIT.
- **Administrative Assessment**: information as to how administrative units at the college examine their performance to continually improve.

Assessment allows FIT to evaluate institutional effectiveness – that is, how effectively are we are achieving our mission, both through institution-wide strategic initiatives and in our courses, programs and services. This is a comprehensive effort that involves faculty, administrators, and staff, and students.

Organizational Structure and Philosophy

While many areas on campus share the responsibility of assessment and using information to improve and meet goals, certain organizational entities play leading roles. FIT's Office of Institutional Research and Effectiveness (IRE), located in the Division of Academic Affairs, encompasses both assessment and institutional research (IR). The IR function supports assessment through the collection, management, and analysis of data and information to support internal planning, decision-making, and accreditation activities. IRE oversees national and SUNY-wide surveys that provide critical institutional assessment information, as well as develops local surveys for assessment and other purposes. Finally, IRE leads assessment efforts, working to develop a comprehensive institutional assessment program in partnership with senior leadership at FIT. In addition to managing periodic program review for academic programs and administrative units, as well as the assessment of student learning outcomes in programs and general education, the office provides expertise, resources, and guidance regarding assessment to all areas of the institution. Resources include both workshops and written guides, which can be found on IRE's external-facing website, http://www.fitnyc.edu/ire/. Both this website and IRE's internal site on MyFit help inform and communicate assessment findings to the FIT community. IRE also produces an annual report that summarizes each year's assessment efforts.

FIT's Faculty Senate includes an Academic Assessment Committee comprised of faculty from every school, as well as non-classroom faculty. Its responsibilities, outlined in its bylaws, include promoting "excellence and academic freedom in the assessment process." The bulk of its work is

in providing feedback on general education assessment plans, and reviewing and discussing general education assessment results. It assesses each general education project and reports annually to the Faculty Senate on assessment activities.

At FIT, strategic decision making is led by the President and Board of Trustees and is set out most directly in the strategic plan, as well as in master plans in other institutional areas. Operational decision-making is more decentralized, with many decisions and initiatives coming from faculty and staff working in each area, and overseen by vice presidents. To ensure that assessment is useful to those who use the information for decision-making, assessment processes have been designed to be flexible. There is no institution-wide template for assessment reporting. Instead, current assessment practices have been embedded and built upon practices within each division or school that faculty and staff already use and find valuable. Senior staff ensure that their units develop goals and document processes of assessment and improvement, and use the results to inform their decisions.

Institutional Assessment

FIT uses a number of assessment strategies to evaluate the institution as a whole. Some of these assessments evaluate the success of institution-level planning; in addition to the strategic plan, several master plans provide long term strategic frameworks to support FIT's mission. FIT also uses institution-level data found in its FactBook, such as retention and graduation rates, as key indicators of success. Finally, FIT conducts several surveys, such as NSSE, that provide information across multiple divisions and serve as a way to assess the institution as a whole.

Strategic Plan Assessment

FIT's strategic plan presents the current institutional mission and vision and lays out a set of goals prioritized by the institution. Assessment measures were developed for each goal, and the progress of initiatives in the plan are tracked. A report on the FIT Beyond 2020 outcomes, including data from assessment measures, was produced as the plan was winding down.

Strategic plan goals are incorporated into the performance reviews of vice presidents at FIT as well as into other reporting.

Administrative units and divisions are assigned responsibility for particular strategic plan initiatives. Units and division gather assessment information to track the success of these initiatives against the indicators of success established in the plan, and report on these as part of strategic plan reporting.

Diversity, Equity and Inclusion Strategic Plan

The Diversity, Equity, and Inclusion Strategic Plan, developed in 2016, sets out three goals and strategies for achieving them. A subcommittee of the Diversity Council assessed progress on the goals in April 2020, using a variety of metrics such as admissions, yield, retention and graduation rates, in terms of diversity related representation (gender, race/ethnicity, veteran status, disability status, etc.) as well as faculty and staff demographics. Further information on diversity at FIT is included in the Diversity Council's annual report to the president, which

provides lists of events and participation figures for initiatives such as Safe Zone and Diversity Ambassadors. Finally, participant evaluations at programming such as Civility Week provide additional assessment information for the area.

Campus Master Plan

FIT's Campus Master Plan Update was approved by the Board of Trustees at their meeting on March 16, 2016. The development of the plan, over eighteen months, incorporated meetings, user group interviews, and surveys to determine the priorities, needs, and requirements for the institution. This included evaluating existing building conditions and real estate resources, and examining current and projected enrollment and curricular needs. Faculty, staff, and students participated in the survey to evaluate four types of space -- work environment, instructional environment, student life, and campus environment -- offering open-ended comments as well.

Plan development was also based around extensive examination of space standards and utilization from other colleges, as well as space standards and guidelines from SUNY; metrics examined include the number of instructional spaces, classroom utilization rates, seat occupancy rates, assignable square feet, and non-assignable square feet.

The master plan resulted in approximately 60 construction and renovation projects, linked to support of specific goals in FIT's Beyond 2020 strategic plan. The projects in the master plan are closely tracked; project completion is a key performance indicator. At the conclusion of the master plan, the institution will assess the desired project outcomes in the development phase of the subsequent plan, through methods such as comparing space standards metrics at the beginning and end of the master plan and examining survey responses regarding perceptions of various campus spaces.

Fact Book/Institutional Data

The Office of Institutional Research and Effectiveness prepares annual data reports on retention and graduation rates; enrollment (on site and online); degrees and certificates conferred; applications and admissions; and tuition and fees. Together, these are known as the FIT Fact Book. These reports are published publicly, at fitnyc.edu/ire. These institutional metrics provide key performance data for the institution as a whole. They provide important information for prospective parents and students to judge the quality of FIT, which is why it is provided on the institution's Right to Know page: http://www.fitnyc.edu/about/get-to-know/enrollment-data.php. This page also communicates information regarding post-FIT employment and educational status, drawn from the annual surveys given to alumni one year after graduation, which is also key assessment information for the general public.

Institution-wide Surveys

FIT conducts a number of institution-wide surveys on a regular basis which provide information on academic quality, student perceptions and satisfaction, student support, and post-graduation outcomes. Results of these surveys are shared with the FIT community on MyFit, as well as in presentations and in other forums.

Survey	Timeframe	Description
One-year out Alumni Survey	Each January for AAS graduates; each June for Bachelor's graduates.	All graduates from the prior year are surveyed to determine employment outcomes, job search methods, and contribution of FIT experiences to post-graduation outcomes.
SUNY Student Opinion Survey (SOS)	Every 3 years	Given to undergrads at all SUNY colleges and universities every three years to assess student experiences towards academic and non-academic areas.
National Survey of Student Engagement (NSSE)	Every 3 years	Freshman and senior degree-seeking students are surveyed to gather information on the amount and type of academic and non-academic activities engaged in, the campus environment, skills emphasized, and the quality of advising. Hundreds of four-year colleges participate in NSSE, enabling FIT to compare students' responses with those of students at self-selected groups of comparison institutions.

In addition, the institution conducts ad hoc surveys of students and/or faculty and staff on particular topics as information as needed.

Educational Effectiveness and Student Learning Assessment

Overview

FIT employs a variety of processes to assess educational effectiveness. At the institutional level, campus-wide surveys and institutional-level data provide broad information about student achievement and student perceptions about their education. FIT's general educational assessment process enables assessment of institutional learning goals for undergraduate students across programs.

Most assessment of student learning is focused on the program level, since FIT's specialized majors provide the majority of students' educations. All programs assess student learning on an annual basis, reflecting and reporting on student learning achievement either through a specialized accreditor or through FIT's annual assessment reports. In addition, nearly all undergraduate programs collect student satisfaction and feedback about learning in annual exit surveys; those that do not conduct exit surveys as a part of the Academic Program Review process. Finally, IRE provides an annual data profile to each academic program, which enables faculty to annually review admissions, enrollment, retention, and graduation outcomes.

These assessment measures and processes are designed to work in tandem, offering multiple measures that can be triangulated and interpreted in a broader context. For example, programs

are able to draw on data and exit surveys to better interpret direct assessments of student learning. All of these measures are examined with a broader timeframe and context in an Academic Program Review, which programs rotate through on a five to seven-year cycle.

Assessment reporting is designed to encourage the use of assessment information for making improvements. Both FIT's annual program learning assessment reports and specialized accreditors require discussion as to how assessment results are used for improvement and follow-up information regarding the implementation and success of the changes made. Both Academic Program Reviews and the General Education Assessment processes result in multi-year action plans for improvement, which are tracked.

General Education/Institutional Learning Assessment

FIT adheres to the SUNY framework for general education, which enables easy transfer among SUNY campuses. Under this framework, students obtaining a Bachelor's degree must complete a minimum of 30 credit hours in coursework from at least seven of ten knowledge areas, as well as demonstrate competency in the skill areas of critical thinking and information management. The ten areas are: Mathematics (required), Basic Communication (required), Natural Sciences, Social Studies, American History, Western Civilization, Other World Civilizations, Humanities, The Arts, and Foreign Languages. Each SUNY campus can modify the requirements to suit its educational needs and philosophy. FIT has done so, requiring that all students take Natural Sciences, and enabling programs to require the specific general education areas or courses that best complement their degrees. The general education requirements serve as FIT's institutional learning outcomes.

The ten general education course areas and the two infused competencies are assessed on a three-year rotating schedule. FIT assesses oral communication skills separately from written communication, for a total of 13 areas, with four to five areas assessed each year. FIT planned to incorporate general education classes taught abroad in FIT's programs in Italy and South Korea into the assessment projects in 2020, but this has been delayed due to the Covid shutdown of the programs.

Each assessment is overseen by a faculty assessment coordinator, who is provided with one course release for a semester. Written guidelines provide support and a template for conducting the assessment and writing the report: http://www.fitnyc.edu/ire/student-assessment/general-education.php. The Executive Director of Assessment works with faculty assessment coordinators to ensure that the assessments are high-quality and meaningful, and to provide supporting data from Institutional Research colleagues as well as other information relevant to the general education area, such as NSSE survey results.

As part of the assessment process, the faculty coordinator presents a plan to the Faculty Senate Academic Assessment Committee in the initial stages of the project, to gather feedback and assistance. After the assessment has been conducted and a report has been written, it is presented to the committee for discussion and further feedback. The committee rates assessment reports on a rubric both to provide feedback for the next round of assessment in that area and to gather overall information to evaluate and improve general education assessment practices.

Each report includes a multi-year action plan to improve learning in the general education area. For each project, assessment findings and action plan are discussed by the faculty coordinator, Chair of the Faculty Senate Academic Assessment Committee, Dean of Liberal Arts, Vice President of Academic Affairs and other Academic Affairs staff.

Program Assessment and Assessment of Student Learning in Programs

Academic Program Review

Academic Program Review helps ensure that academic programs are of high academic quality and remain current. Each degree program is reviewed on a rotating schedule. Academic Program Review enables multiple aspects of a program to be examined together, over a longer time period than the annual learning outcome assessment reports and exit surveys. In 2014, the program review cycle was changed from five years to seven years. As gaps between some reviews grew to more than seven years due to changes in chairs, sabbaticals, or other reasons, the schedule was revised in 2021 to return to a shorter cycle of five or six years.

In the broad, comprehensive framework of the academic program review, programs write a evidence-based, analytical self-study in which they reflect on multi-year trends and analyze student learning achievement in the context of a variety of elements affecting the program, such as staffing levels, class size, resources available for learning, and the quality and diversity of admitted students, all examined as part of the review. Programs incorporate information from abroad locations and certificates they oversee as part of the self-study.

The self-study is reviewed by external experts from both academia and industry, who also conduct a site visit and provide a report with feedback and recommendations. At the end of the process, each program develops an action plan to guide the program towards continuous improvement over the next few years. These action plans, along with an executive summary about the review, are posted on the MyFIT page of IRE, within the Academic Affairs section of MyFIT. Programs are asked for annual status updates on their action plan progress and provide a final summary at the end of three years. The process provides information about future plans of programs and resources needed to support those plans to aid in the long-range planning and budgeting process.

More information on Academic Program Review, including schedules and the guidelines that provide instructions for programs, can be found at http://www.fitnyc.edu/ire/program-review.php.

Specialized Accreditation and Assessment

In addition to its accreditation by the Middle States Commission on Higher Education (MSCHE), FIT has received institutional accreditation from the National Association of Schools of Art and Design (NASAD). All art and design programs at FIT that fall into NASAD's scope are reviewed as part of this accreditation. Currently, seven of FIT's programs in the Patty and Jay Baker School of Business and Technology are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). These are: Fashion Business Management,

Advertising and Marketing Communications, Production Management, Textile Development and Marketing, Cosmetics and Fragrance Marketing, International Trade and Marketing, and Home Products. Entrepreneurship and the FBM AAS degree in South Korea are currently collecting documentation to apply to be included in the accreditation. The Council for Interior Design Accreditation (CIDA) accredits FIT's Interior Design AAS and BFA degrees.

Programs accredited by ACBSP and CIDA report on assessment activities through their accreditations, which require them to assess program-level student learning outcomes and document results rigorously and frequently. The ACBSP accreditation provides for the documentation of use of assessment information for improvement, and the frequent reporting enables programs to quickly determine whether improvements were effective. In addition, ACBSP requires an externally validated assessment; students in the ACBSP-accredited program take an exam regarding their knowledge in twelve business areas offered by Peregrine Academic Services. Interior Design faculty assess student work according to CIDA's standards, and at the CIDA accreditation visit every six years, external experts assess student work to ensure it meets standards. Since NASAD only collects assessment information every ten years as part of reaccreditation, NASAD accredited programs complete annual program learning outcome assessment reports through IRE's process to ensure frequent documented reporting.

Exit Surveys

Exit surveys of graduating students provide additional assessment information for academic programs. These surveys capture student perceptions about their achievement of learning outcomes, as well as feedback on their courses, curriculum, and teaching. Students in the seven ACBSP business programs fill out an exit survey as part of taking the Peregrine external exam. Each year, Art & Design students fill out an exit survey at both the AAS and BFA levels. This practice was paused during the remote operations due to Covid, but will resume when in-person instruction resumes. Programs without regular exit surveys are asked to conduct them as part of the Academic Program Review self-study.

Program Data Profiles

IRE provides each program with an annual data profile, with data for applications (including acceptance rate and yield rate); program diversity compared to New York City population and FIT's demographic makeup; entering cohort and total enrollment; and retention and graduation rates. The report also offers information on AAS graduates in terms of subsequent FIT bachelor's program enrollment. Bachelor's program reports provide information on the previous institutions and degrees of incoming students, whether students are from an AAS program at FIT or transferring from another institution.

Program Learning Outcomes Assessment

Each degree and for-credit certificate program has established learning outcomes that articulate the most important learning in the program. Learning outcomes are posted on the curriculum page of each program website, as well as in the electronic catalog. All programs are required to assess program learning outcomes annually, reporting either through FIT's process or the

accreditation processes of the Accreditation Council for Business Schools and Programs (ACBSP) or The Council for Interior Design Accreditation (CIDA). FIT has begun to include programs abroad in this process. Programs are not required to assess each individual learning outcome annually, but are asked to assess each outcome at least once every three years.

Each program receives written feedback on the report from the Executive Director of Assessment. The Annual Report on Assessment and Institutional Effectiveness Activities and Findings provides a list of assessment methodologies and proposed use of findings for each program. Most programs at FIT assess capstone or other projects at the end of a degree using a rubric.

Additional Education Effectiveness Assessment and Support

Course-Level Support of Assessment

FIT's course approval process and teaching requirements set by Academic Affairs create a strong system for assessing student learning. The College-Wide Curriculum Committee approves a "course of study" for each new course, which is a master template that all faculty teaching the course (in the case of multiple sections) are required to use. The "course of study" includes the course description, course learning outcomes, recommended course materials, grading breakdown, and unit descriptions. This provides the basis for the syllabus, as faculty design student learning activities and individual student assessments around the learning outcomes. Department chairs collect syllabi each semester, so they, or course coordinators, are able to review them.

Each program at FIT has completed a curriculum map that demonstrates how courses support program learning outcomes. Curriculum maps are required as part of new program proposals and program re-registrations. In Academic Program Review self-studies, programs review and, if necessary, update curriculum maps. The self-study also requires that programs demonstrate alignment of course-level learning outcomes with program-level outcomes by listing the specific course learning outcomes in support of each program learning outcome.

Faculty Development for Assessment of Student Learning

Both FIT's Center for Excellence in Teaching (CET) and the Office of Institutional Research and Effectiveness offer workshops and written resources for faculty to deepen their knowledge of and skills related to assessment of learning outcomes. Written resources, available on CET and IRE websites, include, among other topics, course design and planning; design and use of rubrics for grading and assessment; curriculum mapping; and writing learning outcomes at various levels. IRE sponsors one or two workshops on assessment of program-level or general education learning outcomes each year. CET offers numerous workshops on a variety of teaching-related topics, some of which are related to assessment, such as writing course-level learning outcomes, using rubrics, and grading and assessing course-learning outcomes. In addition, staff from IRE provide support to faculty members for assessing student learning at the program-level, while staff from CET and the Writing and Speaking Studio offer individualized consultation for assessment at the course-level or for particular skills.

Internship Assessment

It is central to FIT's mission to prepare students for professional excellence in design and business. Each year, hundreds of students participate in for-credit internships. Internship sponsors rate students in a variety of areas that include professionalism (such as punctuality), skills (e.g. written and verbal skills), and other attributes (e.g. initiative, time management). These ratings are aggregated and reported annually and are an additional means for FIT to assess student learning and the effectiveness of our programs.

Teaching Evaluations

Before receiving tenure or the Certificate of Continuous Employment (CCE), faculty members and classroom assistants are evaluated through peer and student classroom evaluations. Tenured and CCE'd faculty members have student evaluations taken once every two years. If the evaluation rating average is below 4.0 (on a 6-point scale), the faculty member is evaluated in that class in the subsequent semester. During semesters where evaluations are completed per the Collective Bargaining Agreement, the number of faculty who scored below 4.5 are tracked, and the Office of Faculty Services reviews average scores by school and department. Faculty success is also tracked by numbers of faculty considered for promotion and promoted, as well as faculty pending reappointment by semester and the number reappointed.

Administrative Assessment

In order to ensure that assessment processes are useful to those using the information, assessment is not standardized across administrative areas. Each division has assessment practices that are tailored to its functions, and documented in a variety of ways. Common processes are described here, as well as practices in each division.

Personnel Performance Review

Annual performance appraisal is conducted for all non-bargaining personnel, which is part of a performance management process that shares the same underlying model as assessment. Each year, key responsibilities or performance objectives are determined; these connect to the mission and key functions of the area, and in some cases to aspects of the strategic plan. Feedback and check-in occurs throughout the year. For the appraisal, a staff member completes the section regarding accomplishment of the responsibilities and performance objectives, and engages in a discussion with their supervisor regarding strengths and areas for improvement and the supervisor's review. Supervisors evaluate the document and provide their own judgments. The final step of the process is to develop priorities for the following year.

Internal Controls and Management Analysis

The mission of FIT's Office of Internal Controls and Management Analysis (IC) is to provide independent, objective assurance and consulting services that support the college's teaching, research, co-curricular, and student service operations. Independent reviews assist senior leadership in evaluating the effectiveness and efficiency of the controls, systems, and business processes of the college; they use audit recommendations to make improvements in these areas.

Audits are conducted in accordance with a risk based annual plan submitted to the General Counsel, President, Senior Management, and the Board of Trustees Audit Committee. The audit process includes an entrance interview with the department, extensive information gathering to identify key controls relied upon by management, random sampling to determine policy compliance, and a report of findings and recommendations. Final audit reports are shared with external auditors in their entirety, and Executive Highlights are shared with the Board Audit Committee.

Internal audit assessments include evaluating whether:

- Risks relating to the achievement of FIT's (and the function under audit) strategic objectives are identified and appropriately managed;
- The results of operations or programs are consistent with established goals and objectives;
- Operations or programs are being carried out effectively and efficiently;
- Established processes and systems allow and facilitate compliance with the policies, procedures, laws, and regulations that could significantly impact FIT; and
- Information and the means used to identify, measure, analyze, classify, and report such information are reliable and have integrity.

Examples of recent audit engagements include EMSS (Financial Aid and Admissions); Finance and Administration (Bursar and Purchasing); Human Resources (Human Resources Operations and Benefits Department); and Academic Affairs (Office of International Programs and Center for Continuing and Professional Education).

External consultants

FIT engages external consultants with expertise in targeted areas for specific projects, for assistance in gathering and analyzing information and reviewing at effectiveness; recommendations made by consultants are reviewed by FIT and implemented to make strategic improvements. In the last few years, Deloitte provided consulting on restructuring of the IT division,

The fourth goal of the college's 2012-2020 strategic plan was to build a powerful brand. To that end, an institutional brand and image initiative was developed that included a commitment to maintain consistent and ongoing research and assessment in order to measure and evaluate the impact of marketing and related messaging that reflected FIT's priorities and objectives.

The groundwork was laid in 2017 when SimpsonScarborough, a higher education research, marketing, and branding firm, was engaged to conduct a market research study for FIT. This study offered a holistic understanding of the college's position in the marketplace by providing information about its image and reputation among key stakeholders. The findings from that study and subsequent others have informed FIT's "Nurturing Unconventional Minds" brand positioning and have served as the foundation for ongoing institutional planning.

The market research studies and assessments conducted, to date, are:

- Institutional market research, September 2017
- Brand concept testing, January 2018
- Center for Continuing and Professional Studies quantitative research, April 2019
- Communications assessment, April 2019
- Creative testing and assessment, July 2019
- Online conversation analysis, July 2020
- YouTube audit, August 2020
- School of Graduate Studies qualitative and secondary research, December 2020

Administrative Unit Review

Units in Academic Affairs and Enrollment Management and Student Success (EMSS) go through Administrative Unit Review. The process is similar to that of Academic Program Review and is conducted on a seven-year cycle. Units complete a comprehensive self-study that examines the unit over a broad timeframe. The self-study includes a list of goals aligned with the college's mission and strategic plan and assessment measures regarding unit functions. Most units in Academic Affairs and EMSS directly foster student learning, so learning outcomes and assessment information are included as well. The unit also reflects on its strengths and areas for improvement in a SWOT analysis. External reviewers with expertise in the area under review read the self-study and visit for observation and discussions with the unit and stakeholders, providing feedback and recommendations in a written report. At the end of the process, the unit develops an action plan for improvement in consultation with IRE and the divisional vice president, including a timeline and budget. This is tracked annually, with a final report due after three years.

More information on Administration Review, include schedules and the guidelines that provide instructions, can be found at http://www.fitnyc.edu/ire/program-review.php.

Academic Affairs, Assessment of Administrative Units

In the Division of Academic Affairs, the four academic schools and their numerous degree programs focus on assessment of student learning and educational effectiveness, engaging in Academic Program Review and reporting on achievement of program learning outcomes. Deans collect annual reports from departments, and each dean submits an annual report to the Vice President of Academic Affairs.

Units outside of the four degree-granting academic schools include: the Office of International Programs, the Gladys Marcus Library, Presidential Scholars, Grants & Sponsored Programs, Center for Continuing and Professional Studies, Online Learning and Academic Technology, the Writing & Speaking Studio, Career and Internship Services, Internship Studies, the Center for Academic Advisement, Center for Excellence in Teaching, Educational Skills, English Language Program, Faculty Services, Curriculum, and Institutional Research and Effectiveness. These areas assess their administrative effectiveness, as well as their support of student learning where relevant, and use the information to continually improve.

The administrative units in Academic Affairs submit annual reports that incorporate goal setting and assessment. Each year, units report progress on goals from the previous year, presenting assessment information to support their narratives. Units also list goals and associated initiatives or action steps to achieve the goals for the subsequent academic year, along with assessment measures for determining goal success.

All administrative units in Academic Affairs engage in the Administrative Review process. This enables the units to present and reflect on assessment information over a broader time span, as well as receive recommendations from experts in their fields. Units that directly foster student learning include learning outcomes for the area, as well as assessments of these.

Below are examples of some of the performance indicators used in Academic Affairs.

Academic Affairs Area	Selected Performance Indicators/Assessment Methods
Office of International Programs	Post-program student surveys; study abroad metrics (# of students, # of programs, program length, location, etc.); attendance at International Education week events; attendance at re-entry events; # of faculty developing and delivering COIL modules; # of students participating in COIL modules; focus groups; # of students awarded scholarships; # applications and results of Fulbright students and scholar applications; # of faculty teaching at partner institutions
Gladys Marcus Library	Research Services and Periodical Services desks: analytics of usage (per month, day, time), # of research transactions, user type, topics/sources; # of individual consultations, library instruction: # and type of classroom visits; # classes; faculty evaluation of instruction. Library items: # of print materials, # of non print materials, # of electronic materials, # of current subscriptions and back issue runs of newspapers and periodicals. Library Circulation: total circulations, gate counts by week and year. Total interlibrary loans and documents received Special Collection: analytics of usage (per month, day, time), user, # of print materials, # of digital images.
Presidential Scholars	Acceptance and retention rates for students; number and success of courses (offerings and enrollment); numbers of events held on campus (colloquia), attendance, and student and faculty feedback; number of students receiving advising (on site and while studying abroad); numbers of students participating in organized community service activities; feedback from student surveys on program; number of applications for / # scholarships awarded; number of students willing

	awards; fundraising from alumni (number of participants; amount collected)
Grants & Sponsored Programs	Number of grant requests submitted; Diversity of grants submitted (diversity of departments served); Total dollar amount of grant requests; Number of grant awards received; Total dollar amount of grant awards received
Center for Continuing and Professional Studies	Non-credit programs: Enrollment; revenue generated; student evaluations. Customized training programs: annual number of companies or organizations; repeat customers; revenue generated; client surveys.
Online Learning and Academic Technology	Number/growth of online and hybrid courses; number/growth of faculty teaching online; surveys of online degree students; workshop surveys; Blackboard usage
Writing & Speaking Studio	Number of tutoring sessions and types (online, graduate student, speaking studio, etc.); number of clients; # of and attendance at workshops and events; feedback from student surveys; ePortfolio evaluation to assess development of peer tutors
Career and Internship Services	Workshops: #, attendance, and student feedback; # counseling appointments; # recruitment events and attendance; career fair -- # of employers, # of students/alumni attending; job listings, # by type (credited internships, freelance opportunities, full-time jobs, part-time jobs)
Internship Studies	Enrollment: # students, majors represented; # of events and event attendance; student rating of internship instructors; % of students reporting achievement of internship learning outcomes; student evaluation of internship sites; conversion rate: % of students offered a position by internship sponsor
Center for Academic Advisement	Number of advising appointments (in person, phone, and virtual); # student registrations; faculty response rate to Starfish early alert surveys; attendance at workshops for students on probation; % students removed from academic probation and status in semesters after removal
Faculty Services	Student Evaluations – number of faculty participating; number of courses where evaluations were completed. Assignment of Program – number of hours accumulated by faculty (contact hours) by department.
Institutional Research & Effectiveness	Mean and medium completion times for data requests; SUNY submission due dates vs. IRE submission dates; number of surveys; survey response rates; Fact Book target dates to actual; submission to college guides,

	target date to actual; assessment projects started and completed
Curriculum	Timeliness and accuracy of: information distributed to interrelated areas within the FIT community relevant to curriculum updates approved through governance; annual updates to the undergraduate and graduate college catalogs; curriculum updates (i.e. degree program re-registrations, new program registrations, plan amendments) submitted to SUNY, MSCHE and NASAD; academic, degree program assistance provided to SUNY Korea counterparts. Tracking of digital curriculum actions for incorrect and missing information; length of delays for curricular actions; # faculty using Concourse digital syllabi
Academic Skills Tutoring Center	Number of appointments by level (AAS, Bachelors, Non-Degree), # of students served; # of course areas covered; # of appointments in all services; student evaluations of tutoring services; # of workshop events and attendance
Faculty Development/Center for Excellence in Teaching	Annual faculty survey; targeted event surveys; # events and # of participants; # of requests for funding and # of awards for faculty; Google analytics of web resources; Labstats on faculty lab usage
Testing	Number of exams given, by subject and location; timeliness of reporting results into Banner

Enrollment Management and Student Success

EMSS uses a variety of assessment processes to ensure continuous improvement as a division and of particular offices and programs. At the divisional level, metrics related to admissions, enrollment, and retention are key indicators of performance and are reviewed regularly. The NSSE and SUNY SOS surveys provide ratings of student perceptions of the campus environment, student support services, and campus culture. That these ratings can be tracked over time and compared to benchmarks against peers makes them particularly valuable. The SOS provides assessment results to individual EMSS units as well, since students rate and provide feedback on financial aid services and the course registration process.

Assessment of individual EMSS units and programs is robust. All units participate in the Administrative Program Review process, producing a comprehensive self-study and hosting a site visit from expert peer reviewers. At the conclusion of the process, findings from the self-study and peer reviewers result in a multi-year action plan to guide improvement.

Units in EMSS are guided by the CAS Professional Standards. As part of Administrative Program Review, units complete an internal analysis as to how they meet the standards, and external reviewers are asked to refer to the CAS standards in evaluating the unit in terms of best practices in the field. Finally, units are asked to refer to the CAS standards in developing mission

statements, and to align learning and development outcomes with the student learning and development domains in CAS. Programs that directly foster student learning and development have student learning and development outcomes; Registration & Records and Admissions & Strategic Recruitment are the two offices that more generally support students rather than directly foster learning and development.

Assessment has been integrated into the annual reports that units submit in the division. Each year, units discuss progress towards achieving goals set out in the previous year, including assessment measures related to goal success. In the next section of the annual report, units are asked about the implications of assessment data and how this impacts planning for the next year. Then, units note their goals and action steps for the next academic year, and set out assessment measures for how they will determine goal success.

Below are examples of some of the performance indicators used by units in EMSS.

EMSS Unit	Selected Performance Indicators/Assessment Methods
Health Services	Data from 12 month chart reviews on sexually transmitted infections and accidents/injuries at FIT; attendance and participation in health and wellness programs; AAAHC (Accreditation Association for Ambulatory Health Care, Inc.) accreditation evaluation of quality and performance levels
Residential Life	Each event includes an assessment measure to determine whether the learning outcomes were met. A committee within the department reviews those assessments and makes changes on an annual basis to improve the extent to which learning outcomes are met. Annual resident feedback survey, resident assistant evaluations, operations analysis (review of application, withdrawal, and occupancy metrics), # of incidents in residence halls
Accommodative Services (FITable)	Usage data, client surveys
Student Life (Orientation, Leadership Development, and Student Activities)	Attendance at events; surveys; assessment of learning goals for Orientation as well as Leadership development initiatives.
Counseling Center	Utilization data; student evaluations; Counseling Center Assessment of Psychological Symptoms (C-CAPS) ratings at intake, after session 3 and after session 6; attendance at and surveys of individual events/workshops
Athletics & Recreation	Fitness Center and Group Fitness Class participation numbers and feedback from surveys and comments; quantity and quality of student athlete trainings; FIT Spirit Points participation; Student-Athlete Advisory Committee focus group feedback
Financial Aid	Federal Cohort Default rates; application receipt and

	processing reports; Federal A-133 external audit of compliance; internal FIT audit; attendance at events
Registration & Records	Volume metrics: number of students registered, number of graduation applications, number of grades processed; number of reminders to faculty and students; number of transcripts ordered, number of transfer credits entered.
International Student Services	F-1 and J-1 program reviews conducted by DHS and DOS; J-1 annual report to DOS; annual fiscal operations report and application to participate in federal programs; attendance at events and programs
Admissions & Strategic Recruitment	Metrics/targets related to applications, admit, deposit, and enrolled by school; yield rates by program for applications to admits, admits to enrolled; Student diversity and student geography; RSVP and show rates for admissions events; surveys; open and click through rates for email campaigns
Educational Opportunity Programs	Number of applications; geographic diversity of EOP population; number of student leadership roles on FIT campus; retention and graduation of EOP population; % of EOP students with high impact experiences (study abroad experience, student conferences); % of male students

Foundation

The FIT Foundation's strategic plan for FY19-FY21 establishes objectives, goals, and strategic initiatives, and concentrates them into four distinct areas: fundraising, alumni engagement, advancement services, and the Foundation board. A robust assessment is built into this plan, to analyze driving goals and measured successes, which can both be tracked through quantitative data.

Fundraising includes an annual Operational Revenue Goal as well as a Non-operational Revenue Goal over a period of three years. In addition to revenue secured, success is assessed through restricted funding by category, viable leads generated from prospect cultivation, acquired donors, and donor engagement.

The plan seeks to increase activation and engagement among alumni, and includes quantitative benchmarks for accurate alumni email and mailing addresses; increasing attendance at signature FIT alumni events; and acquiring new alumni donors. In addition to goal achievement, success will be assessed through the percentage of contactable alumni and number of contacts; number of alumni attendees at events and programs; number of new donors; percentage of retained donors; and social media and email metrics.

Advancement Services seeks to strengthen and expand Foundation operations for efficiency and will be assessed through a number of service metrics, such as response rates to stakeholders, and efficiency and productivity in expedited service requests, as well as a decrease in operational

expenses. Of particular significance, Advancement Services will collaborate with key internal stakeholders to build a more efficient system of funding, awarding, communicating, and managing the scholarship stewardship process.

Finally, the Foundation board will be assessed by the number and quality of strategic fundraising leads and contacts shared from the board; annual board giving; and an increase in board involvement. The Foundation will also review the diversity of board constitution.

In addition to the overall assessment related to the Foundation's Strategic Plan, the FIT Foundation continually analyzes operations through a variety of metrics, including daily gift reports and monthly fundraising reports regarding progress to goal. Activities and fundraising updates are provided to the president in a monthly report. The Foundation also tracks the net revenue generated from the four major annual fundraising initiatives, as well as smaller programs. As required, financial statements are audited and included as a part of FIT's annual report, providing additional public accountability.

Communications and External Relations

The Division of Communications and External Relations (CER) directs FIT's communication initiatives in support of the college's strategic plan and brand position. The unit is responsible for integrated communications (including marketing, media and public relations, print, social media, web communications, crisis communications, advertising), events management and facilities rental, and government and community relations efforts. In developing and executing strategies to promote FIT and its programs to internal and external audiences, the division directs a variety of initiatives to support student recruitment, development, and the overall strategic goals of the college.

Since the articulation of the college's fourth strategic goal—to build a powerful brand—Communications and External Relations has established various baselines by undertaking market research and building a brand platform to enhance reputation and support those strategic goals. (See external consultants section in this report.) The overarching common denominator for the division's communications work, government and community relations work, and events management and facilities rental work is a sharpened sense of and focus on the college's key stakeholders and audiences.

Following the completion of a multi-year brand initiative, Communications and External Relations developed a divisional strategic and operational plan for academic years 2020-2021, 2021-2022, and 2022-2023. Each unit of the division now prepares an annual operational plan, inclusive of an articulation of objectives, action plans, and SWOT analyses. The divisional plan is written as an internal reference point to keep the work on track, serve as a checker that efforts undertaken align with the division's annual goals and objectives, and assure that CER's annual objectives support and advance those of the college in the form of its strategic and brand goals. And, lastly, it is meant as a coordinating document for collaboration and engagement inside the division and throughout the college. The plan itself is now reviewed annually for operational updates and will be reevaluated as a strategic roadmap every three years.

During FY20 and FY21, CER completed the multi-year "powering the brand" initiative by undertaking an online [social media] conversation analysis, an audit of FIT's YouTube account,

and the development of a strategic communications content strategy. Moreover, the Events Management and Facilities Rental Office used this period when the pandemic suspended in-person activities on campus to assess and improve its operations, procedures, and systems.

Projects are reviewed annually, and new initiatives/requests are considered in consultation with the vice presidents and deans, based on priority and brand and strategic objectives. Each new major project is outlined in a project plan, which articulates project objectives, target market, schedule, and budget. Project schedules and budgets are tracked and monitored; on-time and on-budget production delivery serve as one assessment method. Projects and major events, such as commencement, fundraising galas, and capstones, are completed with a final written report (or closing-the-loop) that analyzes results in terms of success of actual workflow, the project objectives, and relevant metrics. Final reports for recurring projects suggest lessons learned and recommendations for improvement in subsequent iterations. Recurring and mid-level projects record schedules, budgets, and contact reports for use in assessing how projects met their objectives.

A variety of metrics are used to determine project success. Advertising campaigns are monitored and tracked in real time to assess their effectiveness, with results measured against industry benchmarks. Adjustments to campaigns in real time, based on weekly reports, are typical. A final summary report after a campaign concludes provides data to more effectively target ads in the future to yield a higher rate of return.

Another project-based example of the use of assessment is the current redesign of FIT's website. A number of metrics have been used to ensure a successful outcome: Different design directions were evaluated using an online survey to FIT employees, students, alumni and prospective students; following that input, in-depth user testing was conducted with a target group to ensure functionality of the website user experience.

To analyze promotion of a special event or initiative, CER tracks both traditional media coverage, i.e., press placements and coverage, and social media. CER Media Relations monitors media coverage of peer institutions and museums similar to MFIT. Social media coverage is tracked on a variety of platforms, including Facebook, Instagram, Twitter, and LinkedIn, and metrics include views, "likes," click-throughs on links, comments, and shares. CER tracks the performance of stories and posts that it creates through similar metrics. Some efforts, such as brand positioning, employ surveys, focus groups, and in-depth interviews; this information provides a baseline for later assessment of whether the college's efforts to achieve reputational goals are being met, for example. Similar studies are undertaken in order to understand whether communication materials are resonating with particular target markets.
Analytics are used across the division. CER Digital is responsible for FIT's website and analytics, such as total page views, unique page views, time spent on a page, and bounce rate, help to evaluate effectiveness, with comparisons made on a regular and ongoing basis. CER assesses its internal communications through a monthly review of its Newsroom analytics. CER uses tools that include Google Analytics, social media platforms built-in insights, and heatmapping to get a holistic view of how visitors are accessing FIT's website and other online properties. EMFR also uses Google Analytics for its externally facing website, to review peak/low times the event site is viewed as well as which areas of the site are viewed.

Similar analytics are used to determine the effectiveness of email marketing. The University & College Designers Association provides advertising and marketing benchmarks on metrics such as open rates and pay-per-click rates that help CER evaluate effectiveness. In addition, every few years, CER compares analytics in these areas to those of other SUNY campuses.

CER produces monthly reports using Sprout Social, a content management platform, to track and measure the results of FIT's social media campaigns. The report includes topline items, including earned impressions, most engaging social media posts, and follower counts from FIT's main social media platforms. For the college's major initiatives and campaigns, such as Welcome Week, the annual FIT gala, and The Museum at FIT exhibitions, CER utilizes a hashtag aggregator, Keyhole, to review hashtag usage from FIT's audiences. These tools work in tandem to keep FIT's digital team informed of social media performance and audience sentiment.

In addition to assessing print material through focus group exercise, CER submits publications for peer review and regularly receives recognition from such organizations as the Council for the Advancement and Support of Education, the State University of New York Council for University Advancement and Development and the National Council for Marketing and Publications (NCMPR).

Operationally, CER employs varied assessments that have resulted in changes throughout the division. They include a staff reorganization based on an evaluation of workflow and functions; current assessment of processes, procedures, and practices that will result in the development of a divisional handbook; development of a new budget structure and cost centers for better budget management/monitoring and strategic decisions; adoption of quarterly status reports and quarterly divisional meetings to monitor and assess progress based on CER's operational plan; periodic review of relevant policies in order to ensure compliance; evaluation of client satisfaction for events, including commencement, via a survey in order to improve and maximize success of future events. Additionally, we are assessing the viability of including the management of virtual and hybrid events within our Events Management and Facilities Rental unit.

Human Resources

The mission of HR is founded on the core values of integrity, equity & inclusion, service and excellence in order to facilitate the attraction, retention, and engagement of a highly-qualified, diverse, work force. HR's goals and objectives are driven by and support the achievement of the institution's strategic goals and objectives by engaging faculty and staff to do their best work in delivering innovative and unconventional education experiences for students.

Continuous process improvement is central to the operations of the department. Project teams are formed to document current processes, compare the current state to desired state, and implement effective strategies to improve efficiency and effectiveness of operations. Assessment is completed formatively as new strategies are piloted and through summative evaluation via user satisfaction/employee engagement surveys and analysis of metrics such as turnover, time-to-fill, benefit cost per employee, labor market compensation/competitiveness, process time efficiencies (separation, onboarding, etc.)

Finance & Administration

The division of Finance & Administration—which incorporates Contract Administration, Environmental Health & Safety, Facilities, Finance (Accounting, Budget, Bursar, Payroll, and Purchasing), Operational Services (Asset Management, Fleet Management, Print Shop, and Shipping & Receiving), Public Safety, and Space Planning & Management—employs various assessment processes to continually evaluate and improve its operations.

Each of these departments generates a monthly report for the vice-president which is then shared with the president; it features both unique actions that occurred in the past month for each department, as well as metrics relevant to each business area. These are generally compared, depending on relevance, to the prior month or the same period in the prior year, to give an indication of trends and progress.

At the divisional level, metrics related to Public Safety, for instance on incident reports, are key indicators of performance and are reviewed regularly. Statistics are tracked over time and compared annually.

The division also uses ad hoc assessments, including recent ones by outside consultants evaluating Payroll operations and Public Safety performance. These reports help to pinpoint areas that need additional resources, whether in skills training, reconfigured personnel structures or data systems.

Assessment of departmental operations are also a part any new request for proposals, as was recently done when FIT sought candidates to serve as the College's Facilities Maintenance vendor. When new contract terms are up for bid, it allows the division the opportunity to review operations, assess prior service levels, specify how needs have changed, define targets, and use those metrics as the basis for performance-based contracts, thereby ensuring the most effective use of the College's resources.

The internal audit process also allows another opportunity to assess operations. FIT's Internal Controls and Management Analysis unit evaluates operations, identifies risks, highlights opportunities for improvements, and recommends new processes. Among the departments and functions that have recently benefitted from an internal audit are Environmental Health and Safety, Finance, Inventory Controls, and Purchasing.

Generally the institutional budget process welcomes annual requests for new initiatives. As each division requests funds for innovative efforts that are in support of the strategic plan and which address a particular need in the upcoming budget cycle, the prior year's implemented projects are assessed for effectiveness. This way the budget allocation process rewards successfully implemented projects, which may be expanded or included as part of the baseline budget moving forward.

The college's annual budget is adopted in an open meeting of the FIT Board of Trustees, submitted to the State University of New York for review, and approved by the SUNY Board of Trustees, also in an open meeting.

The FIT Foundation uses an external investment manager to manage its endowment. Quarterly reports, including measurement of performance against standard industry benchmarks, are

reviewed by the finance staff in cooperation with the finance committee of the Foundation Board of Directors.

In addition, an annual audit of the college and its related entities assesses the soundness of the college's financial operations. College financial statements are submitted for review and analysis to SUNY's controller and FIT's financial and operational metrics are included in SUNY's annual report of community college operations. In addition, SUNY calculates and annually publishes primary, reserve, and equity ratios to generate college composite scores, based on FIT's audited financial statements.

Information Technology

The Department of Information Technology at the Fashion Institute of Technology supports the full mission of the college as defined within the FIT Strategic Plan. Using this plan as a series of pillars, the IT Division maintains a complementary IT divisional plan, or strategic formal roadmap. The key to any successful roadmap rests with the dual and dynamic processes of organizational analysis (defining what you do) and organizational assessment (how well you do it).

The below components represent the IT Division's approach to analysis and assessment.

The Three Acts: Teaching, Learning, and Administrating

The Three Acts is a philosophical approach to how IT assesses its quality of service. It is a playbook to avoid disruption, creating a tiered approach to IT service delivery – everything IT does is filtered through the three "acts." Each act has an optimal goal. The goal is to NEVER disrupt the act of teaching, to RARELY disrupt the act of learning, and to OCCASIONALLY disrupt the act of administrating. This philosophical approach is continually assessed by tracking the level of IT incidents that occur during a given year and their levels of disruption, as well as the performance metrics that can be determined by analyzing data from the support desk. The Three Acts has become a socialized support mantra within the division.

Service Catalog and Cherwell Statistical Assessment of Service Support

IT delivers a full catalog of 127 distinct services. This includes 12 Information Security Services [ISS] that protect the college against cyber threats or provide awareness and training regarding cyber safety; 23 Enterprise Application Services [EAS] that provide tier 1 and tier 2 support of all enterprise applications and databases, as well as upgrades and replacements of systems, databases, and reports; 19 Program Management Office and Administrative Financial Planning services [PMO & AFP] that provide effective customer relationship management and procurement, licensing and contractual support services to our internal clients; 28 Education Technology and Desktop Services [ETDS] that support academic computing in classrooms, open studios, and common labs as well as desktop services to all employees; 12 Faculty Research Space and Emerging Technology Services [FRS/ET] that focus on faculty support of innovation and emerging technology research with the goal to introduce emerging technologies to the curriculum; 15 Media and Technology Event Services [METS] that support media a/v technology in the classroom and across campus spaces for both instruction and live events; and 18 Enterprise Infrastructure Services [EIS] that provide networking, telecom, wifi, and Windows, Unix and database server support.

All services are part of the on-going operations, engineering, and architecture of technology. Beyond this, all units will field any tier 2 or tier 3 issues that need to be escalated from our tier 1 technology help desk. As we respond to the needs of our internal clients we record and assess our success in minimizing disruption and maximizing uptime via dashboard reporting from our ticketing system called Cherwell.

Academic Computing Hardware and Software Assessment and Approvals

Assessing the software and hardware necessary to fulfill the curricular needs of the college is an essential service of the IT division's Education Technology and Desktop Services unit. The process has been formalized into a yearly workflow for each upcoming academic year and involves a formal submission process that allows for all requests to be assessed, priced, and comparatively evaluated. Each school, via its deans and program chairs, determines the merits and value of the upgrades or new purchases. With the support of each dean, recommendations are then submitted to the Office of Academic Affairs for final assessment and approval.

Innovation and Emerging Technology Assessment

IT administers the Faculty Research Space [FRS], a unique research and resource center dedicated to incubating emerging technology on-campus through faculty exposure. The FRS regularly provides hands-on workshops and encourages faculty to bring emerging technology into the classroom. The CIO also co-chairs both the Creative Workforce of the Future and the Emerging Technology committees as part of a broader campus effort to lead and guide IT's commitment to assess innovation and incubation opportunities.

Formal Synchronized Roadmapping and Change Management

To ensure the IT Division delivers on the strategic mission of the college, the Division has formalized the roadmapping process into a synchronization of 11 different "swim lanes." These lanes operate within a continuum from most outward to most inward, as the diagram below illustrates. Synchronized roadmaps are developed and projects are executed in alignment with the strategic plans of the college and the IT Division. A good roadmapping process must include a 2-year lookahead period to incorporate planning in recognition of the long lead times required by academic curriculum development.

IT has a strong change management process that dovetails with its roadmapping initiatives. Implementing a roadmap over time is controlling how change is introduced into the college. And assessing how well and how often you can change the environment without negative consequences (disruption, loss of service, downtime, failure to adopt, etc.) is a measure of effectiveness. IT assesses successful change by monitoring if change is implemented on-time, and without causing unexpected any incidents or disruptions.

Collaborative Technology Partnership with SUNY's Information Technology Exchange Center [ITEC], Student Information and Campus Administrative Systems Center [SICAS], and Security Operations Center [SOC]

FIT must assess itself as a member of the SUNY system, and as such the IT Division closely collaborates with resources at ITEC, SICAS, and SOC. A roadmapping process without SUNY would be deleterious to both the College's overall technology health as well as its efforts to contain cost.

Tier 1 Security Protocol

The CIO in collaboration with the CISO's Office has established a Tier 1 Security Protocol initiative to continuously assess and ensure the cyber safety of the college by having a zero tolerance for 8-9-10 ratings on the Cyber Security Vulnerability Scale [CSVS]. Security bugs designated as 8-9-10 vulnerabilities allow for the possible execution of code by a malicious actor and can lead to data breach, theft, and the prospect of ransomware.

Enterprise Consensus and Assessment via the Technology Advisory Committee

Any worthwhile roadmapping process must have a way to build consensus. FIT accomplishes this via the Technology Advisory Committee [TAC], a college-wide committee that includes IT's internal clients, the leadership team at FIT, and other pertinent owners and stakeholders. Through consensus the TAC will prioritize and greenlight initiatives and projects. The TAC will drive where IT resources are allocated. Performance and results on greenlighted items will be reported back to the TAC. Formal success metrics will be applied.

IT Leadership, the Councils, and the Supervisors Group

In addition to the leadership team at IT, the CIO has established a governance structure that includes a set of three councils -- governance & standards, client delivery & planning, and architecture & infrastructure – each one overseeing the assessment of standards, processes, and performance within the subject category of that council. A supervisors group was established for defining the standards and practices to be followed by all supervisors.