FIT Fashion Institute of Technology

Guidelines: General Education Assessment
November 2023

Overview

General education assessment consists of a series of steps that include development of an assessment plan, assessment and presentation of results, and a "Use of Results" process that results in an action plan.

The Use of Results process provides an opportunity for department representatives, their respective Dean, the Office of Academic Affairs, and the Office of Assessment to consider all of the information gathered during the review process and develop an action plan for planning and improvement.

Develop an assessment plan

The faculty coordinator, in consultation with the Executive Director of Assessment, will develop a plan to assess the learning outcomes for the general education area. As outlined in **Attachment 1**, the faculty assessment coordinator will discuss this plan with the Faculty Senate Academic Assessment Committee. The written report will describe the final plan and its implementation, before a presentation of and analysis of the findings.

Faculty use assessment methods to gather information on student learning with the goal of gaining insights and making improvements that will enhance student learning. The goal of assessing student learning is NOT to prove that students are meeting expectations. Learning outcomes should be challenging to achieve, and assessment is only meaningful if the inquiry is genuine. Nor is assessment related to evaluating faculty, since the focus is on broader skills that are not taught by a single faculty member but through a range of courses and student experiences.

The faculty coordinator has a good deal of flexibility in designing the assessment project. It is not a requirement that the project produce quantitative data on student achievement of the learning outcomes; qualitative methods are also acceptable. Quantitative methods may better to capture student learning in some areas, where learning outcomes are concrete and well-defined, while qualitative measures may work better in some of the broader areas. When feasible, it can be useful to assess the student outcomes using more than one method to provide a fuller picture regarding student learning in this general education area.

While qualitative or quantitative methods are acceptable, it is necessary that the assessment project do the following:

- Address the learning outcomes for the general education area. Faculty are encouraged to examine and discuss other aspects of student learning about which they are curious in addition to the learning outcomes.
- Gather evidence through direct faculty evaluation of student work or abilities. Surveys or indirect methods may be useful additions to the project. Faculty discussions of student learning offer valuable evidence, but are most convincing when structured around particular student assignments or intentional and structured observations of student work within a particular course during a particular time period.
- Document the assessment findings thoroughly. Faculty discussions provide strong evidence when minutes and notes are taken, rather than recalled later.
- Offer credible findings about student achievement and relative strengths and areas for improvement.

If planning to use quantitative methods, please note that assessment is not social science research, although there are similarities in methods; it is not necessary for assessment methods to meet exacting statistical definitions of reliability or confidence. The assessment plan should propose measures to assess student learning that are designed to provide **credible evidence** regarding the extent to which students have achieved learning outcomes in the general education area and to produce information that can be relied upon by faculty in decision making.

Student learning is best assessed by examining what students can *directly* demonstrate through their academic work (such as projects, papers, performances, and tests, to name a few), as opposed to what students perceive or say they have learned. Additional *indirect* methods (such as surveys and focus groups, for example) can provide useful contextual information and help provide a more complete picture of the learning process. For example, student feedback about their experiences in a class might shed some light on why learning outcomes were achieved or not. **Attachment 5** provides a list of direct and indirect assessment methods and further information on selection. Many direct methods rely on the use of rubrics to rate student work; information on developing and using rubrics can be found on the assessment page of the FIT website.

Student learning is best assessed through a consideration of student work that has been produced in a class as part of their learning in that class (embedded assessment). Assessments that are given outside of classes, or those that are added into classes solely for the purposes of assessment, particularly if they do not count towards a student's grade, may not provide reliable evidence as to student learning. This is because the results can be affected by student motivation (or lack thereof) or may be "inauthentic" in that they do not represent the types of tasks students regularly complete as part of their studies.

It is not necessary to obtain student consent to collect and review their work for assessment purposes, since there is a legitimate educational necessity for faculty to assess student learning at a program or institutional level. Assessment coordinators may want to inform students that their work will be included in the assessment project; sample text for emails can be found in **Attachment 6.** If student work is to be assessed by a faculty member other than the one teaching the course, student work should be de-identified – that is, all information identifying the individual student should be removed, and replaced with a separate number or other identifier. The coordinator, or the Office of Assessment, can keep a spreadsheet of the original student names and new identifiers; keeping this information allows for the possibility of analyzing the data according to student characteristics, such as Art & Design vs. Business & Technology scores, for example.

Implementing assessment methods requires a great deal of planning. To assess students' learning through their academic work, faculty leading general education projects will need to determine the courses from where student work will be drawn, recruiting the assistance of other faculty. Faculty may need to identify specific assignments in which students demonstrate the general education outcomes, or may need to add or alter assignments. Student work may need to be sampled, which requires decisions about sampling methods. There are also many

decisions that need to be made if focus groups or surveys are chosen as supplemental assessment methods.

In many cases, faculty teaching a course can assess student work alongside their traditional grading practices. For example, faculty might fill out an additional rubric that isn't related to the assignment's grade, or take notes as to strengths/weaknesses of each assignment. Faculty provide reliable assessments of their own students as long as they understand that assessment of general education skills isn't evaluating their teaching. The reason student grades in the class or on the assignment are not considered good assessment evidence is because the global grade given in the class or on an assignment does not provide information about performance on specific learning outcomes or skills, not because faculty can't assess their own students.

 It is generally not necessary to have a "second rater" for each student assignment. The goal of general education assessment projects is not to design experiments that meet social science research protocols and produce statistically significant findings that can be reproduced, but to gather information to guide discussions among faculty and shape decisions about how to improve learning. In these assessments, no grading or placement decisions are made about individual students, so a definitive rating is less necessary; resources can often be put to better use by sampling a broader range of student work, and being sure to provide for practices such as a rubric norming session or "anchor" or "benchmark" papers to ensure rating consistency.

For some assessment projects, it may be useful to have an outside instructor assess student skills, or to use a "second rater." These issues need to be discussed as a budget for the project is developed and the tradeoffs are analyzed. Assessment project coordinators should work closely with the Office of Assessment regarding the selection of assessment methods and their implementation in order to ensure that assessment methods offer useful, high-quality information, and the budget needed to do so.

The Office of Assessment budget funds general education assessment projects, and adjunct faculty are compensated according to contract for any additional work outside of teaching duties performed for the assessment. Involvement in assessment projects for full-time faculty is considered part of service; in some circumstances, there may be compensation for full-time faculty are only compensated for intensive work that goes beyond typical service work, most commonly serving as "second rater" on lengthy student assignments during a semester break. Faculty are paid the non-teaching (hourly) rate (which is half of the teaching rate, since the teaching rate includes preparation time). For example, adjunct faculty members might be compensated for attending meetings for the assessment project, for rating the work of students who are not in their classes, or for the time to fill out rubric forms or take notes on

their own students' work. Faculty are not compensated for work that they already perform as part of their jobs. The assessment coordinator is compensated through the course release provided for the project. (See **Attachment 2**, Expectations for Faculty Coordinator).

Conduct the Assessment and Report on Assessment Process

The faculty coordinator will provide a written report as a part of this process, using the template provided by the Office of Assessment. The first few sections of the report provide background information on the courses in the general education area, a summary of findings of the last assessment, and a final update on the previous action plan.

In the report, describe the assessment methods. Why were these methods selected, and what was the logic behind the design? How were they instituted? This discussion needs to be detailed enough for readers to have a thorough understanding of the assessment results and to be able to evaluate whether the information is credible. For example, if a survey is administered, the narrative should define the population surveyed, discuss the survey process, and provide the survey instrument. As an additional example, if rubrics were used to assess student work, explain how consistency among raters was ensured. Be sure to include as attachments to this report all materials related to the assessment, such as assignments and rubrics. If faculty discussed strengths and weaknesses of specific student assignments at a meeting, minutes should be taken and included in the report.

In addition to describing the assessment methods, please discuss how well the methods worked. Did the plan work as intended? Did any difficulties arise in implementing the plan? Are there recommendations as to how assessment should be conducted in the future?

Present and analyze the results

After the information has been collected and documented, prepare a summary of the results and an analysis of their meaning for the general education area. The first question to answer is whether students met faculty expectations for achievement of the learning goals. This information is often presented in terms of the percentage of students who met the learning outcomes (or even exceeded faculty expectations) compared to the percentage of students who did not meet the learning outcomes. Knowing the percentage of students who met the learning outcomes is often more useful for understanding student learning than knowing the mean score.

For example, the information might be presented in a chart similar to this:

Learning Outcome	# of Students Assessed	% Student Exceeding Expectations	% Students Meeting Expectations	% Students Approaching Expectations	% Students Not Meeting Expectations
Program Learning Outcome #1	N	X%	X%	X%	X%
Program Learning Outcome #2	N	X%	X%	X%	X%

After presenting information on whether students are meeting faculty expectations, it is important to analyze student performance in more detail. For the students who did not meet the learning outcomes, what were the specific shortcomings? Where are students performing well, and where do students have difficulties? If a rubric is used to analyze different characteristics that are part of a student learning outcome, a chart might look like this:

Learning Outcome	# of Students Assessed	% Student Exceeding Standard	% Students Meeting Standard	% Students Approaching Standard	% Students Not Meeting Standard
Criteria #1 (e.g. Aesthetics and Originality)	N	X%	X%	X%	X%
Criteria #2 (e.g. Use of Color)	N	X%	X%	X%	X%
Criteria #3 (e.g. Technical Execution)	N	X%	X%	X%	X%

The coordinator may also present data in visual charts or graphs. If so, it is best to develop charts that can be read when printed in greyscale; not everyone has access to color printing.

A project with qualitative methods will not have percentages to report, but should be able to present a set of findings about student achievement of the learning outcomes and areas of strength/weakness. These can be presented as a list.

An assessment project should be designed to enable faculty to provide and discuss additional observations beyond the data. Faculty members may have insights about learning that are generated through the assessment process but not reflected in rubric results. Ideally, faculty will be able to meet to discuss their observations; if not, qualitative comments in addition to rubric ratings can be gathered. The ultimate goal is to identify areas that should be addressed in order to improve learning. In addition to any data presented about student learning, it is essential to include a narrative analysis of the results in the report.

Initial Action Plan

Based on all of the information gathered in the academic profile and the assessment process, develop a first draft of an action plan *for improving student learning in the general education area*. **The plan should focus on ways to enhance student learning, and not more broadly on the department offering the classes and its resources (except as they relate to student achievement of the general education outcomes).** This preliminary action plan includes a list of proposed actions to be undertaken in the next 3 or so years. Actions requiring additional resources may be listed in the second table. Also note steps for implementation. A final action plan will be developed after the "Use of Results" meeting with members from the dean's office, FIT's Academic Affairs, and the Office of Assessment.

Action Steps. Please note whether this action is: New as a result of self-study; currently planned; recently implemented	Outline of Implementation Steps and Potential Timeline	Effect on achievement of student learning outcomes

Resource Requests Supported by General Education Assessment

In this chart, list resource requests they plan to make <u>through the regular budgetary process</u>, and a summary of how the assessment supports the request. Assessment results may be used as evidence to support budgetary requests through the established channels.

Budgetary Request	Cost	Already requested (R); already planned (P); or New (N)	How supported by assessment

The final version of the action plan will be completed on an Excel template provided by the Office of Assessment. This will include a one-paragraph discussion of the assessment methods and the assessment findings and will be posted for the community on MyFIT.

As outlined in **Attachment 1**, the faculty assessment coordinator will share and discuss the assessment report with the Faculty Senate Academic Assessment Committee.

Using the Results

The final phase of the review process is the "Use of Results" stage, which includes:

- The distribution of all informational materials (assessment report, latest version of action plan) to wrap-up meeting participants and other interested parties;
- A wrap-up meeting; and
- The development of a final action plan.

Participants in the Use of Results process include department representatives, the school Dean, the Vice President for Academic Affairs, other academic affairs senior leadership, and the Executive Director of Assessment.

The Use of Results wrap-up meeting will include a discussion of the following topics:

- The process and methods used to develop the assessments and gather the evidence;
- The meaning and significance of the assessment results; and
- The actions that should be taken in light of the findings of the assessments.

The meeting should result in an agreement on the proposed outcomes and a commitment to move forward on the agreed upon action plan recommendations.

Notes will be taken during the meeting and minutes prepared by Assessment staff. These minutes, after review by the participants, will be maintained as a record of the discussions and recommendations made during the meeting.

Departmental representatives will prepare a final action plan based on the recommendations, using a template provided by IRE (below). This template will also require a brief summary of the assessment methods and findings, and it will be posted to MyFIT to share with the rest of the community. The final action plan could be viewed as a framework for ongoing assessment of the general education area's operations. For each action identified, the department will propose ways to evaluate whether the actions have been successful. Each year, the department will report progress to the Office of Assessment regarding the action steps.

Note: Actions that have budgetary implications must go through the college budget planning process, with the assessment results provided as supporting materials.

The final action plan is posted for the community on MyFIT, along with brief summaries of the assessment and findings. It may also be used for publicly available reports on assessment at FIT.

The action plan will be included with the final report and presented to the school Dean and the Vice President for Academic Affairs.

General Education Assessment: Project Summary and Action Plan

Brief summary of assessment method:

Brief summary of assessment findings:

FINAL ACTION PLAN

Note: Version published on MyFIT will only include the Action steps and Intended results; other columns will be hidden.

No.	Action Steps: Actions to be taken to improve student learning. Please note whether this action is: New as a result of self-study; currently planned; recently implemented	Lead Responsibility	Implementation Plan with Timeline	Intended results: Effect on student achievement of learning outcomes
1				
2				
3				
4				
5				
6				

Resource Requests Supported by General Education Assessment

In this chart, list resource requests they plan to make through the regular budgetary process, and a summary of how the assessment supports the request. Assessment results may be used as evidence to support budgetary requests through the established channels.

Budgetary Request	Cost	Already requested (R); already planned (P); or New (N)	How supported by assessment

Attachments

1. **Role of Faculty Senate Assessment Committee**
2. **Expectations for Assessment Coordinator**
3. **Writing General Education Learning Outcomes**
4. **SUNY GER Student Learning Outcomes**
5. **General Education Assessment Methods**
6. **Sample Information Letter to Students**
7. **Timeline for General Education Reviews**
8. **Academic Affairs Processes Related to Action Plans**

Attachment 1: Role of Faculty Senate Academic Assessment Committee

The Faculty Senate Assessment Committee provides feedback and guidance during the general education assessment process. All faculty have a stake in the success of FIT students in general education learning, whether or not they teach general education classes. The committee provides a place for faculty from across the College to discuss student learning of these important skills and knowledge areas. Members of the committee have extensive experience with assessment of student learning, either from conducting assessment projects themselves or from serving on the committee.

Faculty general education assessment coordinators are expected to present to the assessment committee twice. While the project is in the planning stages, the coordinator should meet with the committee to discuss the plans so that committee members can offer feedback or other forms of assistance. Sometimes, this may not be possible due to scheduling or timing issues; if this is the case, the coordinator should write up a 1-2 page description of the plan for the committee, which will provide written feedback.

Once the assessment project has been completed and the report written, the general education assessment coordinator presents the results to the committee for discussion. The committee will provide feedback on the report, using the rubric below, and offer comments and suggestions, either to inform the final report, or the next assessment of the general education area. This is a way for FIT to "assess the assessment" of general education, since these rubrics and comments will be compiled annually and reviewed so the committee can suggest improvements to the assessment process.

Faculty Senate Assessment Committee: Rubric for General Education Assessment Reports

	Emerging	Accomplished	Exemplary	Comments
Alignment: Assessment Methods	Methods could have been better designed and implemented and could benefit from more relevant information about the achievement of student learning outcomes.	Assessment methods gathered relevant evidence regarding student achievement of learning outcomes.	Assessment methods gathered nuanced, complex information about student achievement of learning outcomes through well-designed tools and/or multiple measures.	
Validity of Sample: Sample was appropriate in terms of size, representativeness, etc.	Sample size was too small for faculty to use information without further assessment, or sample was not representative.	Sample size and composition were sufficient (diverse/breadth) to provide reliable information.	Sample size and composition were excellent/appropriate, allowed for high level of confidence in findings, and allowed for comparison between different student groupings.	
Assessment Tools: Quality and implementation of tools was appropriate (e.g. rubric, survey or other tool was well-designed/aligned to learning outcomes, student work samples well chosen, efforts made to ensure tool reliability (rubric norming, anchor papers).	Assessment tools could have been better designed and/or implemented and did not achieve a sufficient amount of reliable information.	Assessment tools were well-designed and implemented in a way that provided reliable information.	Assessment tools met the needs of the assessment (rubric, survey or other tool was well-designed/aligned with learning outcomes); implementation of the tools were appropriate (student work samples were well-chosen); efforts were made to ensure reliability of the tool (rubric norming, anchor papers).	

Results of Student Learning Outcomes: Assessment provided information as to the relative strengths and weakness in achieving the learning outcomes.	Assessment findings did not provide enough information on student achievement of learning outcomes, or only provided cursory information on achievement with lack of detail as to strengths or weaknesses.	Assessment findings offer evidence on student achievement of learning outcomes as well as areas of strength/weakness.	In addition to evidence of student achievement of outcomes and strength/weakness, findings provide additional insights into other areas of learning.	
Interpretation of Student Learning Outcomes: Report provided adequate interpretation and analysis of student learning outcomes.	Results presented with little analysis, not discussed among faculty (participating or departmental), and lacked insights.	Report interprets assessment evidence to analyze why students performed as they did, how learning has changed over time, and with solid insights.	Report provides strong, compelling interpretation of results accompanied by deeply relevant and actionable insights.	
Use of Results: Report offered concrete, feasible, implementable, and observable action steps aligned with the findings and insights, that will contribute towards the improvement of student learning of the gen ed outcome(s).	Action steps are not directly related to assessment findings, are limited in scope due to lack of assessment information, are not well clarified, and/or do not seem likely to lead to improvement.	Action steps are related to findings and are likely to lead to improvements in the achievement of existing or revised learning outcome(s).	Action steps show deep insights into, and directly related to findings that are specific, concrete, feasible, implementable, observable, and detailed, and have the potential to lead to significant improvements in the achievement of existing or revised learning outcome(s).	

Attachment 2: Expectations for Faculty General Education Assessment Coordinators

These are the expectations for those serving as faculty general education assessment coordinators:

- The School of Liberal Arts provides one course release (for one semester, representing approximately 90 hours of time) to the assessment coordinator for managing the project and writing the report. The coordinator is expected to follow the usual procedures for requesting a course release. The coordinator should determine the semester that is best for the release depending on the anticipated timing of the workload. Due to the timing of student assignments and other factors, most assessment projects will continue over more than one semester. The coordinator may want to track hours spent on the project, and to work with the Office Assessment for support with administrative aspects.
- Since faculty assessment coordinators are compensated through a course release, they should not include themselves on the list for faculty payments for attendance at meetings, rating assignments, etc.
- Early in the process, the coordinator will work with the Executive Director of Assessment to establish the timeline for the project. Coordinators are expected to follow the schedule and complete the report by the deadline established in order to keep the process on track.
- The coordinator will work with the Executive Director of Assessment in planning the project to ensure that it aligns with current assessment practices at the College and provides appropriate evidence for accreditors. The coordinator will develop an estimated budget for approval by the Director of Assessment. The coordinator will briefly outline the assessment plan in a 1-2 page document; significant deviations should be made only with the agreement of the Director of Assessment.
- The coordinator will review the plan with the Faculty Senate Academic Assessment Committee, either in person or by submitting the written plan for feedback. The coordinator will also present the final report and discuss the findings at the end of the process. See Attachment 1 on the Role of the Faculty Senate Academic Assessment Committee.
- Coordinators will be expected to attend events related to general education assessment organized by Academic Affairs and the Office of Assessment. No more than two events per year will be held. Events may include an orientation for all coordinators or a presentation of general education assessment projects to the entire community, for example.

Attachment 3. SUNY General Education Student Learning Outcomes

The revised SUNY general education outcomes go into effect with entering AAS students in 2024.

SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREAS

Communication – Written and Oral
(Required)

Students will
- research a topic, develop an argument, and organize supporting details;
- demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience;
- evaluate communication for substance, bias, and intended effect; and
- demonstrate the ability to revise and improve written and oral communication.

Diversity: Equity, Inclusion, and Social Justice
(Required)

Students will

- describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;
- analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and
- apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

Mathematics (and Quantitative Reasoning)
(Required)

Students will demonstrate mathematical skills and quantitative reasoning, including the ability to
- interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, or schematics;
- represent mathematical information symbolically, visually, numerically, or verbally as appropriate; and
- employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.

Natural Sciences (and Scientific Reasoning)
(Required)

Students will demonstrate scientific reasoning applied to the natural world, including
- an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling; and
- application of scientific data, concepts, and models in one of the natural sciences.

Humanities

Students will
- demonstrate knowledge of the conventions and methods of at least one of the humanities; and
- recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts.

Social Sciences

Students will
- describe major concepts and theories of at least one discipline in the social sciences; and
- demonstrate an understanding of the methods social scientists use to explore social phenomena.

The Arts

Students will
- demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein.

US History and Civic Engagement

Students will
- demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation;
- understand the role of individual participation in US communities and government; and
- apply historical and contemporary evidence to draw, support, or verify conclusions.

World History and Global Awareness

Students will
- demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world; and
- demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability.

Students will
- exhibit basic proficiency in the understanding and use of a world language; and
- demonstrate knowledge of the distinctive features of culture(s) associated with the language they are studying.

SUNY GENERAL EDUCATION CORE COMPETENCIES

All undergraduate degree-seeking students must demonstrate the required student learning outcomes in two core competencies, *Critical Thinking and Reasoning* and *Information Literacy*.

Critical Thinking and Reasoning (Required)

Students will
- clearly articulate an issue or problem;
- identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work;
- acknowledge limitations such as perspective and bias; and
- develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

Information Literacy (Required)

Students will
- information effectively using tools appropriate to their need and discipline;
- evaluate information with an awareness of authority, validity, and bias; and
- demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

Attachment 5. Assessment Methods: Examples of Evidence of Student Learning

Evidence of student learning can be categorized as either direct or indirect. Direct evidence of student learning comes from the examination of work produced by students, such as performances, papers, exams, capstone projects, portfolios, and exhibitions; these products demonstrate actual learning. Indirect evidence comes from the perceptions of students or other stakeholders (e.g. alumni, employers) as to how students have achieved program goals, through focus groups, surveys, and other methods. Indirect evidence can also come from other indicators that imply the achievement of learning outcomes, such as job placement rates, graduate school placement rates, aggregated grades, and more.

C = *evidence suitable for course-level as well as program-level student learning*

Direct (Clear and Compelling) Evidence of What Students Are Learning

- Ratings of student skills by field experience supervisors
- Scores and pass rates on appropriate licensure/ certification exams (e.g., Praxis, NLN) or other published tests (e.g., Major Field Tests) that assess key learning outcomes
- "Capstone" experiences such as research projects, presentations, theses, dissertations, oral defenses, exhibitions, or performances, scored using a rubric
- Other written work, performances, or presentations, scored using a rubric **(C)**
- Portfolios of student work **(C)**
- Scores on locally-designed multiple choice and/or essay tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations, accompanied by test "blueprints" describing what the tests assess **(C)**
- Score gains between entry and exit on published or local tests or writing samples **(C)**
- Employer ratings of employee skills
- Observations of student behavior (e.g., presentations, group discussions), undertaken and with notes recorded systematically
- Feedback from computer simulated tasks (e.g., information on patterns of actions, decisions, branches) **(C)**
- Student reflections on their values, attitudes and beliefs, if developing those are intended outcomes of the course or program **(C)**

Indirect Evidence of Student Learning

(Signs that Students Are Probably Learning, But Exactly What or How Much They Are Learning is Less Clear)

- Course grades **(C)**
- Assignment grades, if not accompanied by a rubric or scoring guide **(C)**
- For four-year programs, admission rates into graduate programs and graduation rates from those programs
- For two-year programs, admission rates into four-year institutions and graduation rates from those institutions
- Quality/reputation of graduate and four-year programs into which alumni are accepted
- Placement rates of graduates into appropriate career positions and starting salaries
- Alumni perceptions of their career responsibilities and satisfaction
- Student ratings of their knowledge and skills and reflections on what they have learned in the course or program **(C)**
- Questions on end-of-course student evaluation forms that ask about the course rather than the instructor **(C)**
- Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
- Voluntary gifts from alumni and employers
- Student participation rates in faculty research, publications and conference presentations
- Honors, awards, and scholarships earned by students and alumni

Adapted from: Linda Suskie, Middle States Commission on Higher Education

Attachment 6. Sample Letters to Students

Sample 1:

Feb. 3, 2015

Dear Student:

This semester, those students who are enrolled in a Humanities General Education (G7) English and Speech course, will take part in a university-wide process that will evaluate what students are learning. This process of measuring student learning is called "assessment." FIT has adopted assessment as a way of identifying what students are actually learning in particular courses to make sure all students acquire the skills they need before graduating from FIT.
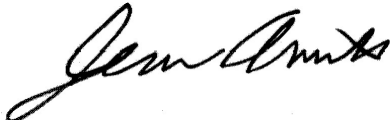
How will assessment work? Approximately 200 students will be selected from all those enrolled in all sections (including online) of the following classes: EN231, EN232, EN233, EN234, EN235, EN236, EN253, EN257, EN271, EN272, EN 273, EN275, EN278, EN333, EN335, EN373, EN381, EN 393, and EN394. These 200 students will be chosen completely at random by computer from all students enrolled.

If you are one of the 200 students selected, your instructor will either ask you for a copy or retain a copy of a **two page short essay sample** from an assignment you submitted during the course as part of the class requirements (either in class or take home assignment) – this could be a stand-alone short essay or a short essay portion of a mid-term or final exam, or a formal homework assignment. I will make certain that **all identifying information (section numbers, instructor names, and student names) are removed from the collected writing samples before anyone else sees them for assessment.** Your instructor will then pass these samples on to readers (other instructors in the English and Speech Department) who will be looking at your work. These readers will be reviewing the writing samples submitted to identify what skills students have learned and what skills students still need to learn. Should you be one of the 200 students selected for the assessment process, be sure that your work **will remain anonymous** and that taking part in the assessment process **will have absolutely no effect on your grade for the course.**

Late in the Fall 2015 semester, the FIT community will be made aware of the findings of this assessment process. No individual results will be given, as this process is anonymous and intends to look at general trends as a way of helping instructors better target students' needs in future courses. Your role in this process is essential and very much appreciated.

If you have any questions or concerns about this process or what it might mean for you, please do not hesitate to email me or stop by the English and Speech Department, Room B603, to get in touch with me. Best wishes to you for a successful semester!

Sincerely,

Dr. Jean Amato
Assessment Coordinator, G7
Humanities English and Speech
Department Jean_amato@fitnyc.edu

Sample 2:

Dear Student:

This semester, faculty members will be evaluating the work of some students in classes that count towards the G6 General Education requirement for The Arts. This is part of a university-wide process called "assessment" in which faculty analyze whether students as a group are learning in a particular area.

In establishing "The Arts" as a General Education area, SUNY asks that as a result of the G6 class, "Students will demonstrate understanding of at least one principal form of artistic expression and the creative process therein."

 In addition to grading your work, the instructor for your course will evaluate your work in terms of whether it meets the SUNY student learning outcome. This is a completely separate process from grading, and will NOT influence your grade in any way.

Late in the spring 2017 semester, the FIT community will be made aware of the results as to whether students are learning what FIT intends in The Arts classes. No individual results will be given, as this process is anonymous and intends to look at general trends as a way of helping instructors target students' needs in future courses. If you have any questions or concerns about this process, please contact Carolyn Comiskey, Executive Director of Assessment, at Carolyn_Comiskey@fitnyc.edu or 212-217-3596.

Attachment 7. Timeline for General Education Reviews

Note: General education assessment projects generally span 2 semesters, with faculty developing the plan and gathering student work in the first semester, and analyzing the results and reporting in the second semester. The exact time frame depends on whether the faculty coordinator decides to collect student work in the fall or the spring term. Depending on the assessment approaches undertaken, completion of the intermediate steps may occur at different times than those indicated in this schedule. In addition, the coordinator will present the final assessment results to the Faculty Senate Assessment Committee and may present to the committee for feedback on assessment methods earlier in the process.

Fall Project

1. Dean of Liberal Arts identifies coordinator. Coordinator should arrange any release time as early as possible.	March
2. Exec Director of Assessment sends Guidelines and confirms the semester of assessment; the coordinator may want to meet at this time.	April
3. Meeting with Exec Director of Assessment to discuss assessment plans.	Late August/early September
4. Academic profile written and assessment plan drafted, including budget.	**Due October 1st**
5. Coordinator will present to Faculty Senate Academic Assessment Committee in person if possible, or will receive feedback in writing. Coordinator to finalize plan with IR&E.	October
6. Conduct assessments	Mid-October-December
7. Analyze assessment results and draft report	January/February
8. Report written and initial action plan drafted	**Due March 1**
9. Presentation to Faculty Senate Academic Assessment Committee	Early spring term
10. Use of results wrap-up meeting	Second half of spring term

Spring Project

1. Dean of Liberal Arts identifies coordinator. Coordinator should arrange any release time as early as possible.	March
2. Exec Director of Assessment sends Guidelines and confirms the semester of assessment.	April
3. Meeting with Exec Director of Assessment to discuss assessment plans.	November/December
4. Academic profile written and assessment plan drafted, including budget.	**Due February 1st**
5. Coordinator will present to Faculty Senate Assessment Committee in person if possible, or will receive feedback in writing. Coordinator to finalize plan with the Exec Director of Assessment.	February
6. Conduct assessments	March-May
7. Analyze assessment results	May-September
8. Report written and initial action plan drafted	**Due October 1st**
9. Presentation to Faculty Senate Academic Assessment Committee	Early fall term
10. Use of Results wrap-up meeting	second half of fall term

Attachment 8. Academic Affairs Processes related to Action Plans

Updated and finalized on 10/23/2023

Action plan processes for the Academic Affairs Division

Goal: To identify and to clarify the processes through which objectives from assessment are implemented with the Dean and/or Supervisor's assistance.

The assessment report includes a chart entitled "resource requests supported by self-study." In the chart, program chairs list resource requests they plan to make through the budgetary process, such as requests for newly vacated staff, facilities or equipment and changes they plan to make to the curriculum as well as the need for consequential faculty and staff training. Requests for full time classroom faculty lines route through the Dean.

<u>Budgetary Resource Request Categories:</u>

1. **Requests for replacing newly vacated positions in the current fiscal year**. (Submitted monthly to Academic Operations en route to the Critical Position Review Committee. The submission schedule is to be followed). The purpose of the Critical Position Request (CPR) Process is to provide a consistent method by which Senior Administrators (including AVPs, Executive Directors, Directors, and Deans) analyze and potentially propose consideration of a critical position.

2. Any dean approved replacements of vacated personnel lines requests need to be prepared by the chair and delivered to the dean.

3. **Facilities and Personnel**. Critical Needs Request (CNR) (November submission)
   It is expected that the new fiscal year will require specific, targeted investments in critical initiatives. These may include initiatives that are mission-critical, identified through the assessment, or are health and safety-related. To address these needs, each Dean's proposed budget request for new needs that cannot be self-funded and are critical for the re-imagined environment of a particular fiscal year are submitted to Academic Operations each November and are then prepared and shared with the President and VPFA. The VPAA carefully reviews all requests upon receipt, schedules meetings with deans and directors, and follows up with a decision on what has been identified to move forward to the president (see sample [CNR form](#) from FY 2022)

4. **Peripheral Equipment**. VPAA Equipment Requests (January submission)
   Academic Operations meets with Deans and Directors to discuss peripheral equipment needs for instructional spaces. A list is generated, itemized costs are assessed, then a discussion and determination to procure with VPAA, and finally purchases are processed for delivery by or before June 30th, the end of the fiscal year.

5. **IT Hardware/ Software** (December submission) –Critical needs inside the classroom. IT queries chairs and faculty via electronic survey, in consultation with

their respective deans, to submit requests for the coming year for new or upgraded hardware and software in the classrooms and labs.

Faculty Support

Faculty support for excellence in teaching, improvement of technical skills, research, scholarship activities and grants is available:

1. Excellence in Teaching
    Pedagogical Activities (Learning Activities that support unit content)
    https://www.fitnyc.edu/gateways/employees/faculty-academic-support/cet/fdga/index.php
    The CET calendar: https://www.fitnyc.edu/gateways/employees/faculty-academic-support/cet/calendar.php

2. Improvement of Technical Skills
    There are several opportunities available for faculty. Contact Jeffrey Riman in the CET and James Pearce in IT/DT, for the latest development and training events.

3. Research, Scholarship and Conference Presentations
    Faculty Development Grants and Awards(FDGA) are available for faculty:
    https://www.fitnyc.edu/gateways/employees/faculty-academic-support/cet/fdga/index.php

5. Grants
    Office of Grants and Sponsored Programs:
    https://www.fitnyc.edu/about/administration/academic-affairs/grants/index.php

6. Global resources for Faculty
    https://www.fitnyc.edu/academics/global/resources/faculty.php

7. Training Opportunities offered by SUNY
    SUNY Center for Professional Development (CPD)
    SUNY SAIL
    Department Chair Resource Center
    Leaders Learning Live

8. Linkedin Learning
    Log into MyFIT Click on "Web Resources" and then the "Linkedin Learning - formerly Lynda. com" link