

Assessment Activities, Findings, and Actions 2023-2024

Office of Academic and Administrative Assessment

July 2024

Overview

Each year, the Office of Academic and Administrative Assessment summarizes findings and use of results from assessment activities it oversees, including academic program review, administrative review, assessment of program learning outcomes, and assessment of general education outcomes. This report does not cover some of the other types of assessment performed across FIT, such as faculty assessment of individual courses and students, assessment of annual goals by administrative units, campus-wide surveys, and reports analyzing institutional data.

Administrative Review

Units supporting the student experience have gone through a process similar to academic program review since 2011, with units scheduled for reviews on a cycle of approximately ten years. When conducting a review, the unit develops a self-study and invites external reviewers to campus for a site visit to speak with stakeholders and students. The unit uses reviewer report feedback to create an action plan to guide the unit for the next few years. The OAAA in consultation with Academic Affairs has decided to end this assessment process for several reasons. The process is costly, as external reviewers are compensated with a stipend for their time and expertise. In addition, research shows that this process is relatively uncommon in the SUNY system. At most SUNY campuses, administrative assessment is documented through annual reports that combine planning and assessment, usually linking to larger divisional or institutional (strategic) goals and, ideally, the budgeting process.

This year, three administrative areas went through the administrative review process. In EMSS, Athletics and Recreation and Student Life both hosted reviewers. In Academic Affairs, a combined review of Career and Internship Services and Internship Studies was held in the fall, with three reviewers in order to cover the broad span of the two units.

Administrative Unit	Highlights, Reviewer Findings	Highlights, Actions Proposed
Career and Internship Services/Internship Studies (Academic Affairs). Visit: November 2023	Both departments are committed to preparing students for professional excellence and staff demonstrate passion and commitment. Unit names and mission statements could be revised to be more focused. There are communications issues between CIS/IS and other units; it may be beneficial to create an institutional advisor board for internships.	Provide chairs and deans with access to Symplicity system; explore additional functionalities of Symplicity; Explore new prefix for IC courses; establish advisory board; organize group to figure out how to address IS course registration challenges; increase collaboration between IS and CIS; Host faculty information sessions each semester;

	Staffing levels are low, so it is commendable that CIS meets professional standards for the field, but staffing levels, as well as the requirement that the majority of hours have to be spent on student appointments, limits what the CIS unit can accomplish. Issues with registration and scheduling of IS courses frustrate and confuse students. The website and written resources should be revised to be made more current; creation of additional resources may save time in the future.	update CIS website with career resource tools.
Athletics and Recreation (EMSS). Visit: November 2023	Reviewers agreed with self-study that Athletics/Rec needs more awareness on campus. Branding is strong but only in limited areas. Space is adequate but changes recommended in usage/how organized. FIT needs an athletic trainer. There is little community among athletes. Recreation – need for more clubs and formal opportunities, such as intramurals.	Revise team budget process; renovation of training room; hire certified athletic trainer; revise website and add team store; initiate fundraising opportunities; provide increased opportunities for student-athlete connectedness; create written process guides
Student Life (EMSS). Visit: February 2024	Staff cares for student body and supports student leaders, but there is a risk of burnout due to many open positions. The rigid staffing structure makes it harder to support colleagues and work cross-functionally. A name change is recommended to highlight work of student engagement and leadership focus rather than on all of student life. Alignment between strategic vision of division and department is unclear.	In process of being developed.

Academic Program Review

FIT's degree programs are each scheduled to undergo program review every five to seven years. This practice is common across higher education and required by SUNY. In the academic program review process, a program first develops a self-study, gathering evidence and reflecting on how the unit is meeting its mission and goals. In the second stage, two external reviewers, one from industry and one from academia, read the self-study and visit FIT's campus to speak with students, faculty, and administrators. Finally, the program develops an action plan, using the findings and recommendations from reviewers and consulting with academic leadership. The program review process often straddles more than one academic year, as programs determine the optimal time to host a site visit, which varies according to program activities. A year after the action plan is developed, a check-in (one-year out) meeting is held to discuss progress.

Site Visits, 2023-2024

Program	Status of Review
Packaging Design	Site visit in November 2023; wrap-up held February 2024
Home Products	Site visit in December 2023; wrap-up held May 2024
Illustration MFA	Site visit in February 2024; wrap-up to be held in early fall 2024
Art History and Museum Professions	Site visit in March 2024; wrap-up held May 2024
Textile Development and Marketing	Site visit in May 2024; wrap-up to be held in early fall 2024

Other Wrap-Up and One-Year-Out (OYO) Meetings, 2023-2024

Program	Meeting held
Illustration AAS and BFA	OYO held February 2024
Tech Design	Wrap-up held September 2023
Fine Arts	Wrap-up held October 2023
Jewelry Design	Wrap-up held October 2023
International Trade and Marketing	OYO held May 2024

Several programs have been working on self-studies in this past year. Footwear and Accessories Design was given the option to experiment with program review format. An academic reviewer was engaged to for a remote curricular review; he was provided with materials related to the curriculum and held three Google Meet meetings with students and faculty in late May. Industry

feedback will be collected through a breakfast roundtable with alumni who have graduated over 10 years ago and work in prominent positions in the industry. Three alumni have been recruited but the logistics have yet to be worked out.

Advertising and Marketing Communications has a draft nearly completed and is currently recruiting reviewers for the fall semester. In addition, Fashion Design is planning for a visit in November 2024.

Academic programs that will begin their self-studies in 2024-2025, for visits either in spring 2025 or fall 2025, include

- Fashion Business Management AAS/BS
- Photography AAS/BFA
- Textile/Surface Design AAS/BFA
- Art Market Studies MA

Academic Program Review: Highlights of Findings and Planned Actions

The chart below provides highlights of the reviewers' findings, as well as items proposed in the action plan. It includes reviews that completed a wrap-up meeting in the past year, since the action plan is not finalized until after that meeting. The most common recommendations relate to curricular updates and establishing or reinvigorating advisory boards. Increasing alumni involvement and developing new enrollment strategies are also common themes.

Semester of Site Visit	Programs	Highlights, Reviewers' Findings	Highlights, Actions Proposed
Spring 2023	Technical Design BS	(See last year's report)	Added menswear fittings; replace manual grading with computerized grading and marking; replace PLM with new program; Resolve sewing mechanic issue; review math class choice; gradually update courses, at least 1 class per term submitted into CIM
Spring 2023	Fine Arts AAS and BFA	(See last year's report)	Hold curriculum retreat; revise curriculum to create more choices for students, to foster greater diversity and global perspectives, and to create better professional development classes. Reboot advisory board; improve faculty lecture series and visiting artist program; develop AAS exhibition with curricular components.
Spring 2023	Jewelry Design AAS	(See last year's report)	Revise super studio courses; pause Gemology certificate; incorporate Matrix Gold software; add platinum into curriculum; design BFA program; explore international study opportunities
Fall 2023	Packaging Design BFA	Program achieves strong results despite limited facilities and resources. Need to keep up with technology/equipment; in particular, need for digital cutting equipment and printer. Need more typography in AAS degree. Update and make better use of facilities.	Identify additional international opportunities; develop new advisory board; acquire solvent printer; work towards updates on D530 and small print room; request vinyl cutter; work with other A&D programs to agree on consolidated 3D software
Fall 2023	Home Products BS	The program effectively prepares students for the booming global home products industry. The current curriculum provides a solid	Hire temporary full-time faculty member; prioritize course of study updates; design new courses, including more content on hard goods. Work on

		foundation; it can be strengthened by new content and reorganization. At least one full-time faculty member is necessary to lead program and combat declining enrollment.	recruitment – explore SUNY SKorea, articulation agreements, and increasing awareness at FIT.
Spring 2024	Art History and Museum Professions	Notable strengths in pre-professional museum training, program curriculum, mixed academic and hands-on pedagogies and curricula, location and engagement with the New York arts community, and palpable student engagement. Program needs an adequate and regular exhibition space, so students can plan and stage actual exhibitions. Consider limiting focus rather than preparing for all areas of museum world. Revise program description and clarify marketing.	Add new course on collections management and care; pursue dedicated physical exhibition or display space; create dedicated budget line for program; work with Museum at FIT to improve AHMP opportunities; revise website and program description and increase collaboration with CER and admissions; create private LinkedIn group for alumni; build relationships with 2-year SUNY programs.
Spring 2024	Textile Development and Marketing	Department has a strong team of self-motivated faculty and provides students with a high-quality education that prepares them for successful careers in the textile industry. Some students would like more challenging math and chemistry options. Consider adding a bridge class for transfer students.	TBD after wrap-up discussion
Spring 2024	Illustration MFA	Current leadership/faculty/staff is strong; graduates are succeeding in their careers; and program stands out for its location and affordability. There are several challenges, including space/physical plant and access to resources such as printers, and the curriculum, which would benefit from greater cohesion across the three years. The lack of flexibility in course choices and absence of meaningful coursework overlap with other cohorts limits students' exposure to diverse perspectives and may create more barriers than opportunities.	TBD after wrap-up discussion

General Education Assessment

Each of FIT's general education areas are assessed on a three-year rotating cycle. Under both the old and the revised SUNY general education requirements, there are 10 course areas and 2 competency areas. As written and oral communication skills are assessed separately, there are 13 areas to assess. SUNY recently announced that a "civil discourse" competency will be added to the requirements, which will result in 14 areas to be assessed.

There are a few additional changes under the revised SUNY general education requirements which will affect assessment practices. The competency areas need to be attached to particular classes, so that FIT can ensure all students gain skills in these areas, and so that transcripts for students transferring to other SUNYs can indicate where these areas were taught. Previously, assessments relied on putting out a class for faculty volunteers whose classes incorporated those areas. The competency areas of Information Literacy and Critical Thinking will be incorporated into classes in the AAS degree programs, so faculty outside of the School of Liberal Arts and Sciences will play a central role in assessment.

For each general education area, a faculty coordinator (or librarian, in the case of information literacy) works with the Executive Director of Assessment to plan an assessment project that gathers evidence as to how FIT students are learning the established learning outcomes. The coordinator can choose to assess student work from either fall or spring term. As assessment frequently uses student work from the end of the term, the assessment report is not due until the following term, to enable faculty discussion and the creation of action items.

Last year, two projects based on student work from Spring 2023 wrapped-up: U.S. History and Information Literacy. In the wrap-up stage, the faculty coordinator presents the report to the Faculty Senate Academic Assessment Committee and discusses findings and planned actions with academic leadership. Written Communication was assessed in fall 2023, while Mathematics and The Arts were assessed in spring 2024. These latter two projects will wrap-up in fall 2024.

Next year, four general education areas will be assessed. Fall assessment projects include: Natural Sciences (Deborah Berhanu); World History and Global Awareness (Andrea Vazquez de Arthur); and Social Sciences (Prince Cunningham). Modern Languages will be assessed in spring 2025 (Zaida Godoy Navarro). While Natural Sciences, Social Sciences, and Modern Languages were all part of the older SUNY requirements and are part of the new requirements, World History and Global Awareness is a new area and will be assessed for the first time.

Completed General Education Assessments 2023-2024, Methods, Results, and Actions

General Education Area	Semester Student Work Assessed	Brief Summary of Assessment Method	Brief Summary of Assessment Findings	Highlighted Proposed Actions
US History	Spring 2023	Faculty developed an assessment rubric together and assessed an assignment in their class. Faculty also met several times to discuss student learning and develop qualitative findings. Ten faculty participated, from 4 different departments, teaching 194 students.	Quantitative data collection was a failure as some faculty overwrote data that other faculty had submitted on the spreadsheet. Faculty priorities in teaching in this area focus on building critical thinking and interpretive skill. Faculty thought they did not focus enough on teaching civics, especially in teaching students about their relationship to the government and how to engage in civic actions like voting, debate, and protest. Teaching of civics is a more specific and integral part of the new SUNY gen eds, so more must be done in this area.	Organize more regular meetings among the interdisciplinary group of faculty teaching US History and Civic Engagement to discuss teaching; revisit the question of civic education and encourage more assignments across SLAS; create more extra-curricular activities around civics and publicize those that exist
Information Literacy	Spring 2023	Librarians solicited 95 student work samples from 5 classes in four departments (course codes EN, HA, MC, and MG). FIT faculty and librarians met to review, discuss, and rate student work.	Many faculty assume students come with information literacy skills. Students relied heavily on web research unless given specific requirements; students need more instruction in how to determine credibility of information on the web. While students generally selected relevant and credible sources, they rarely wrote anything to indicate that they considered issues such as expertise or currency. Many images are uncited. Overall, librarians concluded that students struggle to demonstrate basic information literacy skills.	Librarians will implement updated learning objectives into all library instruction classes; work with faculty to scaffold information literacy concepts; creation and sharing of information literacy resources for faculty and students; promote existing information literacy videos and tutorials; partner with CET to create workshops; collaboration with Writing and Speaking Studio

Written Communication	Fall 2023	Sample work, consisting of a first draft and a final draft of a research paper, was collected from randomized students in EN 121 and EN142 (86 students, 25 sections). After attending a norming session, faculty used an updated rubric to assess student achievement of two of the G1 learning outcomes: ability to revise and improve [college-level written] texts, and ability to research a topic, develop an argument, and organize supporting details. Faculty discussed learning in a wrap-up meeting. In addition, survey responses were collected from students enrolled in G1.	When compared to 2016 and 2020, students in EN121 showed a consistent performance with some improvement. Students in EN142 performed more strongly. Overall, students are struggling to develop an effective research process (curating, citing and evaluating sources) even as they are able to use sources in their writing. In the survey, students made many positive comments about strong faculty. 6% of students said they did not revise work in their G1 course and 15% said they did not practice research-based writing.	Continued meeting of Departmental Writing Committee; request for full-time faculty with focus on professional or technical writing; further faculty development in the area of research process and pedagogy; develop resources and organize events related to updated writing rubric; share resources and pedagogical materials with faculty in SUNY Korea; better integrate FIT student resources such as the library and the Writing and Speaking Studio.
Mathematics	Spring 2024	The assessment will be conducted similarly to the past cycles in 2009, 2013, and 2017 (2020 was different due to the pandemic), in order to gauge how current students fare in relation to pre-pandemic students. The instrument includes 16 open-answer items with 4 items addressing each learning outcome. Following a norming process, two math faculty will grade each item.	TBD. Report to be submitted in early fall.	TBD. Process will conclude in fall.
The Arts	Spring 2024	Participating faculty teaching G6 classes will assess student work with a rubric and discuss quantitative and qualitative findings. In addition, both faculty and students in G6 classes will be given surveys.	TBD. Report to be submitted in early fall.	TBD. Process will conclude in fall.

Program Learning Outcome Assessment

All academic programs are required to report on student learning outcome assessment annually. Instead of reporting through the OAAA process, the seven programs in the Baker School of Business and Technology (Fashion Business Management, Advertising and Marketing Communications, International Trade and Marketing, Home Products Development, Production Management, Textile Development and Marketing, and Cosmetics and Fragrance Marketing currently report through the ACBSP accreditation structure. Reports are due November 1st of each year, based on the student work the previous spring. Results reported here are drawn from assessment of spring 2023 student work, discussed by faculty and reported on in fall 2023. The chart below summarizes assessment methods and findings from annual Program Learning Outcome (PLO) assessment reports from the past year. The subsequent chart summarizes how programs used past assessment reports and plans to use this year's results.

Methods and Findings, Program Learning Outcomes Assessment, 2022-2023; Report due November 2023

Program Name	School and Degrees	Brief Summary of Assessment Method	Brief Summary of Assessment Findings
Animation, Interactive Media & Game Design	Art and Design, BFA	Survey collected faculty feedback on student learning and on what the most important learning outcomes are, to share PLO revision in future.	Faculty rated student achievement as meeting or exceeding expectations.
Fabric Styling	Art and Design, BFA	Two faculty assessed student work in VP402, a newly created course, to determine if the course is meeting its intended purpose in the curriculum. The course provides opportunities for students to build props that visually display a group trend forecasting project in FS454.	The course helped students extend and add depth to the learning in FS454. Two groups exceeded expectations, four groups met or approached expectations, and one group did not meet expectations.
Fine Arts	Art and Design, AAS and BFA	Faculty observed student work in cluster reviews, in which every Fine Arts student presents work to faculty and peers. Faculty rated achievement and made comments regarding achievement for each of the four cohorts.	In all years, students met or exceeded expectations. At the AAS level, faculty found that students tackle challenging artistic problems and excel at color. Variation exists in basic drawing skills, which is reflected in paintings. There is a lack of intentionality in their work and need for greater understanding of contemporary art. BFA: While many students exceed expectations and display diverse interests, there is room to stress observational, relational drawing and spatial dynamics.
Illustration	Art and Design, AAS and BFA	Survey collected faculty reflections on student learning in one class during the semester. Faculty discussed the results, having a productive conversation.	Several faculty felt that students weren't coming into the course with the necessary skills they should have from prerequisites.

Interior Design	Art and Design, AAS and BFA	AAS: 4 th semester instructors uploaded 24 student projects, which were then reviewed by three faculty members. BFA: 8 th semester instructors uploaded 16 projects total, which were reviewed by three faculty members.	AAS: Studio IV projects met or approached criteria in all 5 categories, but skills need reinforcement in areas of “code requirements” and “presentation/graphic proficiency.” BFA students improved since last year. Students met expectations for presentation/graphic proficiency. There are some issues with legends, renderings, and titles.
Jewelry Design	Art and Design, AAS	Program faculty provided reflections on students work in the Graduating Students’ Exhibition through a survey. Surveys of 2 nd and 4 th semester students regarding learning.	Faculty believed that basic fabrication skills needed improvement, including soldering. Students need to put more work into finishing the jewelry.
Menswear	Art and Design, AAS	Faculty assessed students in one section of the MW256 capstone.	The majority of students successfully interpreted and realized their designs in their final garments, demonstrating appropriate skills from a 2 year program. A few students need to improve final execution. Weaknesses: being team players and using constructive criticism; drawing skills
Packaging Design	Art and Design, BFA	Industry leaders provided feedback on senior portfolios (students present work at a virtual showcase). Portfolios are assessed by program faculty. Internship sponsors rate student skills. Junior students are evaluated in an end of semester review by faculty.	Industry feedback is favorable; portfolios demonstrate student learning outcomes. Faculty concluded that while learning outcomes were met, some portfolios were not as strong as in past years due to continuing impacts of the Covid pandemic. The majority of portfolios exhibited increased strategic design thinking, conceptual development and technological abilities.
Photography and Related Media	Art and Design, AAS and BFA	Four faculty members assessed digital copies of AAS portfolios and BFA thesis projects from the capstone classes.	85% of BFA portfolios met or exceeded the standard in all five areas. 75% of the AAS portfolios met or exceeded standards in 3 criteria. 65% of portfolios met criteria in terms of whether the portfolios were well-edited, sequenced, and carefully crafted. This is likely because AAS students only begin developing larger bodies of work in their 4 th semester; individual photographs exhibit strong craft. BFA portfolios were weakest on post-production and finishing techniques; students take a post-production class in their 5 th semester and the techniques are not reinforced in all semesters.
Textile/Surface Design	Art and Design, AAS and BFA	AAS: Learning outcomes 1 and 2 were assessed. The teaching faculty and an additional faculty member assessed the work of all students in TD262 using a rubric. LO 1 was also assessed in TD138 and TD238. BFA: LO 1 and 2 were assessed by the teaching faculty and one	AAS: The majority of students met or exceeded the criteria for LO1. Nearly all of the students met or exceeded LO2; students were able to produce original designs and there was strong quality of motif development, repeat layouts, color and printing technique

		additional faculty member in TD313; each student was assessed using a rubric.	in almost all projects. BFA: Nearly all students met or exceeded the criterial for both learning outcomes.
Toy Design	Art and Design, BFA	A sample of student work was reviewed by faculty members in a Zoom conference. Faculty discussed the work and completed rubrics. Students provided feedback through a survey.	Students meet or exceed expectations.
Entrepreneurship	Baker School, BS	Faculty rated students using rubrics in EP452 and EP321. All students were evaluated.	The majority of students met or exceeded expectations. As expected by faculty, the lowest areas was “financials and viability.” There was a slight upward trend in the EP451 data.
Art History and Museum Professions	Liberal Arts and Sciences, BS	Faculty teaching four courses noted assignments in which students articulated “the history, theory, and cultural roles of museums and collecting from an international perspective.” Faculty provided some general observations and grades; the AHMP chair reviewed the syllabi and discussed the results with instructors.	Chair noted that several courses of study should be updated, as the field of museum studies changes quickly.
Film and Media	Liberal Arts and Sciences, AAS and BS	The program alternates between assessing the film studies area and the production area. Film Studies was assessed. AAS: Student essays were evaluated with a rubric by faculty. BS: student responses to an exam were scored by faculty member.	Overall, students met expectations. At the AAS students, some students did not do well, and chose not to continue on to the BS. The BS student work met but did not generally exceed expectations.
Art Market Studies	Graduate Studies, MA	All students were assessed on the program learning outcomes using a rubric.	In the end, all students met or exceeded expectations. However, several students had been asked to edit and resubmit after their initial submission. Students struggled with meeting deadlines and incorporating feedback from the faculty, which could be due to lingering Covid effects. Faculty were surprised as several components had been added to the class to keep projects on track.
Exhibition and Digital Design	Graduate Studies, MA	Each year, 100 judges view and rate student theses. They are given instructions a month in advance and given access to the student Design Development packages a week in advance to review and prepare for the in-person event, when students presented to small groups of 15-20 judges throughout the day. The digital rubrics also provide feedback and comments to students.	Judges rated students highly on all five learning outcomes. The quality of the academic thesis papers has dramatically improved over the past few years; students use feedback they received at the capstone to complete their academic papers.
Fashion Design	Graduate Studies, MFA	Faculty assessed all second- and third- year students on three learning outcomes in spring courses, using a rubric distributed by the chair.	Performance on all three learning outcomes was high; this is an exceptional cohort. Student presentation skills were particularly strong.

Use of Results, Program Learning Outcomes Assessment Reports

Program Name	School and Degrees	Past use of assessment results reported	Planned use of assessment results
Animation, Interactive Media & Game Design	Art and Design, BFA	None reported.	Feedback will be used to PLO revision process, part of a BFA curriculum overhaul.
Fabric Styling	Art and Design, BFA	The previous assessment was a catalyst for forming an industry advisory board. The program revised its learning outcomes and presented them to the industry advisory board, which made some suggestions. The program is in the process of writing new curriculum.	The program will continue to write new curriculum. To ensure student adherence to deadlines in FS454/VP402, the program is considering created a juried or curated GSE rather than showing the work of all students, or having students sign a contract to meet deadlines in order to be considered for the GSE. The program is also considering changes to the presentation boards and photoshoot aspects of the project.
Fine Arts	Art and Design, AAS and BFA	None reported.	The program plans to integrate more training for students on analyzing their work; consider how the curriculum could create a better connection between painting, drawing, sculpture and printmaking; place more emphasis on materials/process for painting students to encourage them to dig deeper; create more opportunities for artist visits and studio discussions.
Illustration	Art and Design, AAS and BFA	None reported.	The department will work to establish clearer continuity between prerequisites and the courses they serve. This may entail rewriting some courses and also better communication between faculty in different sections.
Interior Design	Art and Design, AAS and BFA	None reported.	AAS: Feedback will be provided to studio coordinators/instructors and improvements discussed. BFA: Faculty will reinforce the importance of drafting issues, code requirements, and lighting plans.
Jewelry Design	Art and Design, AAS	The curriculum committee has defined the learning outcomes for the co-taught super studio course (6 contact hours) leading to clear teaching criteria. A CAD sculpting course has been written and is undergoing review.	The program will continue to revise the 2015 curriculum to emphasize product design and development.
Menswear	Art and Design, AAS	Not reported.	Not reported.
Packaging Design	Art and Design, BFA	The course revision to PD418 has led to stronger student learning. Other recent curricular revisions have also made positive impacts.	The program will explore more interdisciplinary opportunities with Spatial Experience Design BFA students.

Photography and Related Media	Art and Design, AAS and BFA	Based on previous years' findings, the department secured grant funding to fill in gaps in equipment (esp. lighting) to bolster student skillsets. The new equipment allows for more direct hands-on experience.	Program will rewrite postproduction courses to address weakness. Program will continue to bolster lighting and camera equipment to improve student learning in technical areas.
Textile/Surface Design	Art and Design, AAS and BFA	AAS: To improve student ability to discuss global and cultural issues related to the textile/surface design industry, the program is working with the art history department on a new required class; TD138 has added lecture/discussion on cultural appropriation. A lecture and presentation on copyright and use of reference material was added to TD126, and a new capstone course, to run in Sp 25, includes information on copyright law, etc. BFA: Changes were made in 5 classes to improve student understanding of global/cultural issues.	AAS: The program will encourage students to work more closely with the Writing and Speaking Center to increase the quality of writing. The program will be introducing AI writing platforms as a tool to develop written drafts; students will be required to document their usage. BFA: TD313 will be rewritten to accommodate changes in software that facilitate repeat creation. An interim critique halfway through the main project will be added to encourage students to evaluate their own work at a point when they can still make meaningful changes.
Toy Design	Art and Design, BFA	Not reported.	A new chair will begin in Fall 2024.
Entrepreneurship	Baker School, BS	None reported.	The program will explore reasons for a lower score in the "market size" criteria in EP321.
Art History and Museum Professions	Liberal Arts and Sciences, BS	An updated course of study for MP361 was crafted, and now includes a stronger biography. A new course, MP 363, was created and will be offered soon to address a gap in collections management.	The program will update courses of study more regularly.
Film and Media	Liberal Arts and Sciences, BS	The program has instituted a new portfolio requirement for admissions. This should help ensure that all of the AAS students are serious about filmmaking.	None reported.
Art Market Studies	Graduate Studies, MA	The program added more preparatory content to AM654.	The department will add more content to the second semester to jumpstart the research process for semester three. This includes new lectures, assignments, and rubrics.
Exhibition and Digital Design	Graduate Studies, MA	Past assessment indicated improvement was needed in the presentation of exhibit models and prototypes. Alterations were made in two classes, and a new model/prototype instructor was hired. Prototypes and models are improving in concept and quality.	Program is proposing an expansion from three to four semesters; written comments from the assessment support the need for this expansion.
Fashion Design	Graduate Studies, MFA	Faculty recognized last year that there was not enough faculty guidance and support for sustainability-related studio work, and sustainability was strengthened in first year courses in several ways. Faculty also added components to strengthen research.	Faculty will consider adding more sustainability content. In addition, faculty members are considering adding more research and critical thinking lectures to their courses.

Not Submitted:

Advertising & Digital Design	A&D	BFA	Not Submitted*
Communication Design Foundation	A&D	AAS	Not Submitted*
Fashion Design	A&D	AAS, BFA	Not Submitted*
Footwear & Accessories Design	A&D	AAS, BFA	Not Submitted
Graphic Design	A&D	BFA	Not Submitted*
Spatial and Experience Design	A&D	BFA	Not Submitted*
Direct & Interactive Marketing	Baker	BS	Not Submitted*
Technical Design	Baker	BS	Not Submitted
Cosmetics and Fragrance Marketing and Management	Grad	MPS	Not Submitted*
Fashion and Textile Studies	Grad	MA	Not Submitted*
Global Fashion Management	Grad	MPS	Not Submitted*
Illustration	Grad	MPA	Not Submitted

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

Assessment Faculty Fellows Program

To help support assessment of program learning outcomes, the OAAA selected and worked with a third cohort of faculty assessment fellows. Ryan Smith (MFA, Illustration), Preeti Arya (Textile Development and Management), and Julian Silverman (Natural Sciences) participated. Faculty Assessment Fellows evaluate PLO reports using a rubric, as a way to help them identify strengths and weaknesses in assessment to direct their written feedback and to shape their intervention. The rubric ratings can also be evaluated over time, although given the relatively small number of reports analyzed, the variation in programs submitting reports, and the fact that the group of fellows changes each year, the results will be suggestive rather than statistically reliable.

Fellows evaluated assessment reports from 13 departments (most departments with two-degree levels submit a single assessment report or two reports with identical methodology, which are rated together.) Fellows rated reports slightly higher than in 2023; the average score was a 2.0, designated as “accomplished” or “meeting expectations.” Eight reports received a 2.0 or higher. The averages for report criteria are reported below.

Rubric Area	Mean
Assessment Methods	2.0
Focus on Program Learning Outcomes	2.2
Validity of Sample	2.5
Assessment Tools	1.8
Presentation of Results	1.8

Interpretation of Results	1.8
Plan for Improvement	1.8

The quality of the assessment tool, analysis and reporting of results, and using the results for improvement remain weak. Some programs select a strong, useful method, such as analyzing student work with a rubric or collecting feedback from faculty about student achievement or learning outcomes that semester, but then use a poor assessment tool, weakening the quality of the assessment. For example, a rubric that does not provide descriptions for each criteria or that does not align to program learning outcomes would be rated a “1” for assessment tool.

Conclusion

Assessment processes across FIT continue to develop and provide information for academic programs and units to consider. These processes provide a structure for faculty and staff to reflect on new evidence and develop plans to move their areas forward.