


**Continuous Program Improvement (CPI)  
Student Learning Outcomes (SLO)/Program Learning Outcomes (PLO)  
Plan Implementation Report - AY 2023-24**

<b>Program name</b>	<b>M.Arch (Master of Architecture)</b>
<b>Expected date of submission</b>	<b>6/30/2024</b>
<b>Department chair/program director</b>	<b>MARCELLA DEL SIGNORE (Interim Director)</b>
<b>Dean's signature</b>	

**New York Tech's CPI process is implemented to meet Middle States Commission on Higher Education (MSCHE) Standard V: *Educational Effectiveness Assessment*, which states: "Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education."**

**Each department was asked to create a three-year assessment/evaluation plan to improve student learning for *each of their degree programs* covering the following academic years: 2022-2023, 2023-2024, and 2024-2025.**

**All degree programs' three-year Program Learning Outcomes (PLO) plans are available here:**  
[http://www.nyit.edu/planning/academic\\_assessment\\_plans\\_reports](http://www.nyit.edu/planning/academic_assessment_plans_reports)

**This is a report on the PLO CPI plan implementation for the 2023-24 academic year.**

**First, please respond to the feedback provided by the CPI Committee in response to your program's prior year (AY 2022-23) CPI plan implementation report. How did you incorporate the Committee's recommendations into your CPI efforts?**

- Provide rubrics (criteria) that are being used for evaluating student work  
*Grading rubrics and relative criteria for PLOs and Learning Outcomes assessed in A.Y. 23-24 are attached.*
- Assess fewer courses  
*For A.Y. 23-24, courses assessed are part of the 3y plan; however, in part 3, "Analyze and interpret assessment data," the assessment offers a comprehensive overview of how the courses have worked collaboratively to achieve the Program Learning Outcomes (PLOs). It highlights the integration and alignment of different courses in meeting these outcomes, showcasing how they contribute collectively to the program's overall objectives.*

**Second, please address the following points in this year's (AY 2023-24) report:**

**1. Program learning outcomes assessed**

**List the program learning outcomes that were assessed in AY 2023-24 based on your three-year plan (2022-25). (Please refer to the [guidelines for articulating expected program learning outcomes](#).)**

The focus for the **A.Y. 2023-24** was on assessing the Program Learning Outcome (PLO) **1, 5, 6, 7, 8, 10, 11**.

**PLO.1:** Students completing the M.Arch program will be able to identify a range of career options that best match their aspirations, abilities, goals, and values as learned in this program.

- [Arch 880 – Practice Models and Strategies](#)

**PLO.5:** Students completing the M.Arch program will be able to locate and assess information, allowing them to assemble, assess and simulate strategies and methods to foster innovation through applied research and experimentation.

- [Arch 724 – Material Tectonics II](#)
- [Arch 801 – M.Arch Studio 6](#)
- [Arch 802 – M.Arch Studio 7](#)

**PLO.6:** Students completing the M.Arch program will be able to successfully operate, coordinate, negotiate, and participate in collaborative teams for the preparation, design, documentation and execution of projects for construction or for alternative forms of practice.

- [Arch 724 – Material Tectonics II](#)
- [Arch 880 – Practice Models and Strategies](#)

**PLO.7:** Students completing the M.Arch program will have embarked on a process of life-long learning that prepares them to identify, express, prioritize, value, and participate in a creative, professional careers, focusing on making repairs the environment and positive outcomes for society.

- [Arch 661 – Global History of Architecture I](#)
- [Arch 662 – Global History of Architecture II](#)
- [Arch 862 – Architectural History or Theory Option](#)

**PLO.8:** Students completing the M.Arch program will be able to recognize, understand, document, assess, and respond to the social, cultural, economic and political contexts in which they operate, locally and globally, to fulfill our commitments to inclusion, equity, and a more sustainable future for all.

- [Arch 661 – Global History of Architecture I](#)
- [Arch 662 – Global History of Architecture II](#)
- [Arch 772 – Site Planning](#)
- [Arch 862 – Architectural History or Theory Option](#)

**PLO.10:** Students completing the M.Arch program will be able to articulate, implement, and integrate the overlapping domains of the professional architect, owner and contractor in the execution of built projects. These include the capability to apply standards and to understand the responsibilities of architects to operate within the ethical and regulatory boundaries of sustainable construction and practice.

- [Arch 880 – Practice Models and Strategies](#)

**PLO.11:** Students completing the M.Arch program will be able to understand, research, respond, and apply the relevant regulatory requirements, indicate their applicability to a project or site, and to ethically operate within those boundaries.

- [Arch 880 – Practice Models and Strategies](#)
- [Arch 772 – Site Planning](#)
- [Arch 705 – M.Arch Studio 5](#)

## 2. **Methods**

**Describe the method of assessment that you used (student artifacts, sampling methods, sample size, who and how they were assessed, etc.) and attach measurement instruments (e.g., rubrics, exam items, scoring guide for a particular task, supervisor evaluation form, survey instrument, and other measurement tools). Remember: direct assessment is required, and both direct and indirect assessment are strongly recommended. (Please refer to the [guidelines for assessment methods](#).)**

**PLO.1:** Students completing the M.Arch program will be able to identify a range of career options that best match their aspirations, abilities, goals, and values as learned in this program.

- [Arch 880 – Practice Models and Strategies](#)  
Direct methods of assessment: course assignment; capstone course work; standardized tests.  
Measurement tools: See Attachment

**PLO.5:** Students completing the M.Arch program will be able to locate and assess information, allowing them to assemble, assess and simulate strategies and methods to foster innovation through applied research and experimentation.

- [Arch 724 – Material Tectonics II](#)
- [Arch 801 – M.Arch Studio 6](#)
- [Arch 802 – M.Arch Studio 7](#)  
Direct methods of assessment: course assignment; portfolios; research projects.  
Measurement tools: See Attachment

**PLO.6:** Students completing the M.Arch program will be able to successfully operate, coordinate, negotiate, and participate in collaborative teams for the preparation, design, documentation and execution of projects for construction or for alternative forms of practice.

- [Arch 724 – Material Tectonics II](#)
- [Arch 880 – Practice Models and Strategies](#)  
Direct methods of assessment: course assignment; portfolios.  
Measurement tools: See Attachment

**PLO.7:** Students completing the M.Arch program will have embarked on a process of life-long learning that prepares them to identify, express, prioritize, value, and participate in a creative, professional careers, focusing on making repairs the environment and positive outcomes for society.

- [Arch 661 – Global History of Architecture I](#)
- [Arch 662 – Global History of Architecture II](#)
- [Arch 862 – Architectural History or Theory Option](#)  
Direct methods of assessment: course assignment; capstone course work.  
Measurement tools: See Attachment

**PLO.8:** Students completing the M.Arch program will be able to recognize, understand, document, assess, and respond to the social, cultural, economic and political contexts in which they operate, locally and globally, to fulfill our commitments to inclusion, equity, and a more sustainable future for all.

- [Arch 661 – Global History of Architecture I](#)
- [Arch 662 – Global History of Architecture II](#)
- [Arch 772 – Site Planning](#)
- [Arch 862 – Architectural History or Theory Option](#)  
Direct methods of assessment: course assignment; portfolio.  
Measurement tools: See Attachment

**PLO.10:** Students completing the M.Arch program will be able to articulate, implement, and integrate the overlapping domains of the professional architect, owner and contractor in the execution of built projects. These include the capability to apply standards and to understand the responsibilities of architects to operate within the ethical and regulatory boundaries of sustainable construction and practice.

➤ Arch 880 – Practice Models and Strategies

Direct methods of assessment: course assignment; capstone course work.

Measurement tools: See Attachment

**PLO.11:** Students completing the M.Arch program will be able to understand, research, respond, and apply the relevant regulatory requirements, indicate their applicability to a project or site, and to ethically operate within those boundaries.

➤ Arch 880 – Practice Models and Strategies

➤ Arch 772 – Site Planning

➤ Arch 705 – M.Arch Studio 5

Direct methods of assessment: course assignment; portfolios; capstone course work.

Measurement tools: See Attachment

Indirect Methods of Assessment referring to all the PLO indicated above include: student survey; interview; alumni survey; students' reflection and evaluation.

### **3. Analyze and interpret assessment data**

**It is strongly recommended to provide criteria-based analyses of assessment results and based on the analysis to determine if students are meeting the expected learning outcomes.**

*(Please refer to the [guidelines for compiling, analyzing and interpreting assessment data](#)).*

In all the classes (seminars and studios) indicated above and included into this assessment period (A.Y. 2023-2024) each component determining the final grade was evaluated out of 100 (points or %). The grade assigned to the student's work was evaluated as follows:

Superior Work (A, A-): 90-100

Very Good Work (B+): 80-89

Satisfactory Work (B, B-): 70-79

Poor Work (C+, C, C-): 60-69

Failing (F): below 60

**PLO.1:** Students completing the M.Arch program will be able to identify a range of career options that best match their aspirations, abilities, goals, and values as learned in this program.

- Arch 880 – Practice Models and Strategies  
(Assignments collected from 16 students)  
90% of students achieved grade B or higher

We were very pleased with the results of PLO.1. A few students achieved satisfactory, while a high percentage achieved from very good to superior work. Students met the expected learning outcomes by engaging with a curriculum that introduced them to the principles and practices of the architectural profession. The course integrated comprehensive professional strategies, equipping students with crucial skills and insights necessary for navigating practice-based scenarios. Apart from classroom learning, the curriculum also fostered meaningful links within the industry and offered exposure to professional practices both within NYC and beyond. To guarantee the achievement of these goals students participated in a series of sequential assignments that addressed all critical aspects of architectural practice. These included understanding contracts, legal and ethical principles, intellectual property, and more. This comprehensive approach ensured that upon graduation students possessed not only expertise but also a thorough preparation to engage the architectural practice from a business oriented and ethical standpoint.

**PLO.5:** Students completing the M.Arch program will be able to locate and assess information, allowing them to assemble, assess and simulate strategies and methods to foster innovation through applied research and experimentation.

- Arch 724 – Material Tectonics II  
(Assignments collected from 24 students)  
95% of students achieved grade B or higher
- Arch 801 – M.Arch Studio 6  
(Assignments collected from 16 students)  
85% of students achieved grade B or higher

- Arch 802 – M.Arch Studio 7  
(Assignments collected from 16 students)  
88% of students achieved grade B or higher

We were very pleased with the results of PLO.5. A few students achieved satisfactory, while the majority achieved from very good to superior work. These goals were achieved by incorporating a curriculum that emphasizes critical thinking and research skills, enabling students to efficiently locate and evaluate relevant information and innovative design processes. Through research-based assignments and design-built work successfully achieved in Arch 724, students were able to foster methods of innovation in research and tectonic-based processes that lead to a full scale interventions built on a real site. The courses provided opportunities for students to engage in applied research while testing and refining their ideas in real-world scenarios. Workshops, lab sessions, and collaborative projects further supported this process, allowing students to simulate different methods in a real setting. Throughout the courses, students were able to develop the skills necessary to effectively locate, assess, and apply information to foster innovation in their architectural practice.

**PLO.6:** Students completing the M.Arch program will be able to successfully operate, coordinate, negotiate, and participate in collaborative teams for the preparation, design, documentation and execution of projects for construction or for alternative forms of practice.

- Arch 724 – Material Tectonics II  
(Assignments collected from 24 students)  
95% of students achieved grade B or higher
- Arch 880 – Practice Models and Strategies  
(Assignments collected from 16 students)  
90% of students achieved grade B or higher



We were very pleased with the results of PLO.6. Students achieved very good to superior work. These goals were achieved by immersing students in a highly collaborative learning environment, especially in Arch 724, as the class was based on design-built work developed in teams. Students had the opportunity to understand the different roles within project development, such as design, documentation, and construction. This enabled them to be exposed to software and workflows for project execution. Additionally, in Arch 880 course, students were provided with the chance to gain an understanding of how to practice architecture and build an effective collaboration with professionals. By focusing on learning objectives, students acquired skills to manage team dynamics, preparing them adequately for the professional environment. Upon finishing the M.Arch program, students acquire the ability to work efficiently in teams, ensuring the success of architectural projects from design and to execution.

**PLO.7:** Students completing the M.Arch program will have embarked on a process of life-long learning that prepares them to identify, express, prioritize, value, and participate in a creative, professional careers, focusing on making repairs the environment and positive outcomes for society.

- Arch 661 – Global History of Architecture I  
(Assignments collected from 7 students)  
92% of students achieved grade B or higher
  
- Arch 662 – Global History of Architecture II  
(Assignments collected from 6 students)  
94% of students achieved grade B or higher
  
- Arch 862 – Architectural History or Theory Option  
(Assignments collected from 16 students)  
80% of students achieved grade B or higher

We were very pleased with the results of PLO.7. Students achieved very good to superior work. This success was accomplished through history and theory classes that offered students an understanding of architecture impact in shaping society and environments. Students explored the evolution of architectural practices across different cultures and time periods. These courses helped them identify and value diverse architectural time-periods and design principles, fostering a deeper understanding of how architecture can both reflect and influence societal changes. Arch 862, “Architecture and Standardization” course focused on how “standards” connected to social and cultural artifacts while engaging with principles of equity and inclusion. The course underscored the significance of ethical responsibility and societal impact of “standards” and how they can influence society in meaningful ways by encouraging students to make design choices that benefit both the environment and the community through positive outcomes. Through these courses, students developed critical thinking and analytical skills necessary for life-long learning.

**PLO.8:** Students completing the M.Arch program will be able to recognize, understand, document, assess, and respond to the social, cultural, economic and political contexts in which they operate, locally and globally, to fulfill our commitments to inclusion, equity, and a more sustainable future for all.

- Arch 661 – Global History of Architecture I  
(Assignments collected from 7 students)  
92% of students achieved grade B or higher
  
- Arch 662 – Global History of Architecture II  
(Assignments collected from 6 students)  
94% of students achieved grade B or higher
  
- Arch 772 – Site Planning  
(Assignments collected from 24 students)  
75% of students achieved grade B or higher
  
- Arch 862 – Architectural History or Theory Option  
(Assignments collected from 16 students)  
80% of students achieved grade B or higher

We were very pleased with the results of PLO.8. A few students achieved satisfactory, while the majority achieved from very good to superior work. Students explored the cultural, social, economic, and political influences on architectural development worldwide, learning to recognize and respond to diverse contexts. In Arch 772, students assessed site-specific conditions connected to social and environmental factors with the goal of fostering inclusivity. In addition, they were exposed to regulatory demands, ensuring their designs meet professional standards while addressing equity and environmental responsibility. Together, these courses provided students with the knowledge and skills to understand and respond to the diverse social, cultural, economic, and political contexts of their work, ensuring they are well-prepared to contribute to a more inclusive, equitable, and sustainable future in architecture.

**PLO.10:** Students completing the M.Arch program will be able to articulate, implement, and integrate the overlapping domains of the professional architect, owner and contractor in the execution of built projects. These include the capability to apply standards and to understand the responsibilities of architects to operate within the ethical and regulatory boundaries of sustainable construction and practice.

- Arch 880 – Practice Models and Strategies  
(Assignments collected from 16 students)  
90% of students achieved grade B or higher

We were very pleased with the results of PLO.10. A few students achieved satisfactory, while a high percentage achieved from very good to superior work. The goals were achieved through a comprehensive approach that combined applied knowledge with practical applications. Students engaged in various activities designed to bridge the gap between professional practice and academic learning. Students gained an in-depth understanding of the roles and responsibilities of architects, owners, and contractors by exploring case studies and real-world scenarios. Students were asked to engage in collaborative endeavors and simulations that closely resembled real world practice from design to execution. These assignments made students understand ethical and regulatory standards which supported the understanding of the practical aspects of professional work. The course emphasized critical thinking and problem-solving, empowering students to express and merge their knowledge across various disciplines. Students gained an in-depth understanding of the roles and responsibilities of architects, owners, and contractors by exploring case studies and real-world scenarios.

**PLO.11:** Students completing the M.Arch program will be able to understand, research, respond, and apply the relevant regulatory requirements, indicate their applicability to a project or site, and to ethically operate within those boundaries.

- Arch 880 – Practice Models and Strategies  
(Assignments collected from 16 students)  
90% of students achieved grade B or higher
  
- Arch 772 – Site Planning  
(Assignments collected from 24 students)  
75% of students achieved grade B or higher
  
- Arch 705 – M.Arch Studio 5  
(Assignments collected from 24 students)  
78% of students achieved grade B or higher

We were very pleased with the results of PLO.11. A few students achieved satisfactory, while a high percentage achieved from very good to superior work. The goals were achieved through a holistic and integrated approach that emphasized understanding and application of regulatory requirements in the context of architectural practice. Students delved into the complexities of regulatory frameworks and ethical considerations. They engaged in detailed discussions and case studies that illustrated how regulatory aspects impact design and construction processes. This helped them learn to research and interpret various codes and standards, and understand their implications for project detailing and execution. Additionally, students were exposed to how regulatory requirements affect site development, connected to zoning laws, environmental regulations, and other pertinent guidelines.

#### **4. Close the Loop**

**If the expected program learning outcomes were successfully met, describe how the program will keep or expand the good practices. If they were not successful, explain how you have or will refine the plan and begin the next cycle of [Plan-Do-Study-Act \(PDSA\)](#).**

*(Please refer to the [guidelines for closing the loop and taking action to improve program learning outcomes](#).)*

The M.Arch program successfully met the established criteria for the academic year 2023-2024 as outlined in the 3-year plan. Continuing from this point forward, the emphasis will be on enhancing its progress through various strategies that will steer the program's continuous improvement forward. Regular self-evaluation will continue as an aspect of the program strategy in reaching its targets. This includes a systematic assessment procedure involving both quantitative and qualitative measurements to ensure a comprehensive understanding of how effectively the program is progressing towards its objectives. Collaboration and faculty meetings will play a role in ensuring coherence, between the course content and program aims. Regular meetings will serve as a platform to discuss any needed updates and assess the progress towards goals to ensure the program stays in line with its trajectory of reaching objectives. These assessment meetings will provide a look at how well the program is performing and will also gather feedback to review any necessary actions and guide adjustments if needed. It is essential to continue to evaluate if syllabi need to be revised to ensure that the course content aligns, with the programs objectives and learning outcomes.

#### **5. Describe how faculty were involved in the implementation of the PLO CPI plan and how the results will be communicated to all stakeholders.**

The M.Arch faculty and coordinators are fully engaged in the process of implementing PLO(s). Faculty were deeply engaged in incorporating program learning goals by assisting in the development and improvement of these goals and align with course objectives while attending assessment sessions to guarantee the integration of the outcomes throughout the curriculum. The findings were shared with all M.Arch faculty involved outlining student achievements and items for continuous improvement.

*More details of Measurement Tools regarding all the courses listed in the Paragraph n.2 “Methods” above, are included in the attached documentation below:*

- [Arch 880 – Practice Models and Strategies](#)
- [Arch 724 – Material Tectonics II](#)
- [Arch 801 – M.Arch Studio 6](#)
- [Arch 802 – M.Arch Studio 7](#)
- [Arch 661 – Global History of Architecture I](#)
- [Arch 662 – Global History of Architecture II](#)
- [Arch 862 – Architectural History or Theory Option](#)
- [Arch 772 – Site Planning](#)
- [Arch 705 – M.Arch Studio 5](#)

<b>ARCH 880 LEARNING OUTCOMES</b>	<b>EVIDENCE</b>	<b>POINTS</b>	
<b>Values + Curricular Priorities: Analytical and Critical Approach</b>		<b>15</b>	
1. Environmental stewardship and professional responsibility: Students will achieve an understanding of the principles of environmental, economic, and social sustainability.	Quiz	5	
2. Leadership, Collaboration, and Community Engagement: Students will engage in service activities, related to architecture, that benefit their communities and society in general.	Community Board Meeting Attendance	5	
3. Lifelong learning: Students will be informed to engage in lifelong continuing education.	Independent study w optional topic	5	
<b>NAAB Program Criteria 1. Career Paths</b>		<b>25</b>	
1. Students will achieve an understanding of how to become a licensed architect and how to create value in building their careers.	Quiz 1	5	
2. Students will become familiar with the specific requirements for New York State where many of them currently reside and will most likely start on their path to licensure.	Discussion	10	
3. Students will achieve the ability to identify traditional and innovative career paths through their development of a relevant business plan.	Class Project	10	
<b>NAAB Program Criteria 6. Leadership &amp; Collaboration</b>		<b>15</b>	
1. Students will show awareness of a functional business organization structure.	Group Assignment	5	
2. Students will achieve the ability to participate and align with multi-disciplinary professionals specifically in the social sciences and engineering to find novel solutions to complex design problems	Group Assignments	5	
3. Students will achieve an understanding of how to be responsible and dependable in the development of a proposal to be presented to a variety of stakeholders.	Final Project 2	5	
<b>NAAB Student Criteria 2. Professional Practice</b>		<b>30</b>	
1. Students will achieve an understanding of project delivery methods, fee calculation, and scheduling.	Group Assignment	10	
2. Students will achieve an understanding of the approaches to ethics that relate to architectural practice.	Case Study Discussions	10	
3. Students will be able to show awareness of the most common issues in negotiating contracts.	Discussion	10	
<b>NAAB Student Criteria 3. Regulatory Context</b>		<b>10</b>	
1. Students will be able to identify the 3 agencies that govern the NYC Regulations & Building Codes that ensure the Health Safety and Welfare of the public.	Quiz	5	
2. Students will achieve the ability to explain the legal differences between federal, state and local jurisdictions over professional practice.	Assignment	5	
<b>Attendance, Presentation, and Participation:</b> Active participation and regular attendance	Attendance roster and instructor's participation notes	<b>5</b>	

**ARCH 724 Learning Outcomes and Grading Rubric**

Values and Curricular Priorities		AVG.	BM	DELTA
1. Identify and analyse how architecture can aid a community-focused organization	7	7	6	1
2. Understanding the economic and ecological cost of differing material applications for a proposed pavilion	7	6.75	6	0.75
3. Associate spatial, tactile and environmental qualities with the usage of specific architectural materials to optimize their effect in aiding the ability of a community-focused organization in completing its mission	7	6.63	6	0.63
<b>PC.6 Leadership and Collaboration</b>				
4. Engaging and participating in research for the project site and program	7	6.82	6	0.82
5. Creation of coordinated project teams in design, prototyping and construction	7	6.82	6	0.82
6. Ability to effectively communicate with and respond to client's needs	7	6.82	6	0.82
<b>SC. 4 Technical Knowledge</b>				
Ability to understand established and emerging systems of building construction				
7. Existing Site Analysis	7	6.32	6	0.32
8. Detailed materialized models of proposed project	7	6.82	6	0.82
9. Detailed building sections, plans and assembly axons of a proposed project	7	6.63	6	0.63
10. Detailed materialized full scale construction of a proposed project	7	6.75	6	0.75
11. Solar studies of proposed project	7	6.69	6	0.69
12. Budget and Material Sourcing	7	6	6	0
<b>General Student Commitments</b>				
13. Attendance and participation	4	3.88	3	0.88
14. Ability to complete projects on time	4	3.88	3	0.88
15. Student initiative and development of project	4	3.75	3	0.75
16. Project narrative and verbal presentation skills	4	3.88	3	0.88
<b>Total Maximum Score</b>	<b>100</b>	<b>95.44</b>	<b>84</b>	<b>11.44</b>



## ARCH 801- LEARNING OUTCOMES AND GRADING CRITERIA

Underlying Principles	Evidence	%
<p>1. SITE AND SYSTEMS. The student understands how research advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. The student has developed the ability to represent and synthesize the forces and dynamics that shape a site at multiple scales and over time and identify design goals based on this understanding. The student has become familiar with notions of equitable, resilient, and sustainable design, and understands the built environment as impacted by ideology, economy, culture, building types, and technologies.</p>	<p>Phase 1. Assignments I-IV</p>	<p>15 %</p>
<p>2. STRATEGIES. The student has acquired the ability to develop a design concept and strategies based on data, trends, site conditions and systems previously identified and in response to ever-changing conditions. The student is able to design architectural elements and typologies, tools, and rule sets to articulate different spatial configurations, floor plans and sections, that take into account circulation, relation between interior and exterior, public and private interfaces.</p>	<p>Phase 2. Assignments I-VI Midterm Review</p>	<p>25 %</p>
<p>3. SCENARIOS. The student is able to develop design scenarios that integrate multiple factors over time and at different scales. The student has developed the ability to use representation, modeling, and prototyping as media to test different configurations and effectively convey the design proposal, including materiality, construction systems, users experience, planning, implementation process, and transformation over time.</p>	<p>Phase 3. Assignments VII-VIII Final Review</p>	<p>40%</p>
<p>4. Project book and portfolio.</p>	<p>Final Submission</p>	<p>10 %</p>
<p>5. Class participation and engagement in studio discussions</p>		<p>10 %</p>
<p>100% maximum score =</p>		<p>100 %</p>

<b>ARCH 802 LEARNING OUTCOMES + GRADING RUBRIC</b>	
<b>Assignments</b>	
<p><b><u>Assignment 1 – Research Topics + Scale of Investigations</u></b>            (Research Question + Abstract; Macro + Meso + Micro maps; List of References and Scales of Investigation)</p> <p><i>Understand the engagement and participation in architectural research to test and evaluate innovation and multi-scalar design approaches.</i></p>	10%
<p><b><u>Assignment 2 – Context(s) + Narrative(s)</u></b>            (Context Abstract; Context Maps; Project Narrative)</p> <p><i>Understand the site and contextual conditions as drivers for design research and innovation through the lens of diverse cultural and social contexts.</i></p>	10%
<p><b><u>Assignment 3 – Design Scenarios + Interscalar Strategies</u></b>            (Project Abstract; Program Research; Program Development; Design Scenarios)</p> <p><i>Understand the integration of project narrative, program research, and site scenarios to synthesize design approaches that support equitable and inclusive built environments.</i></p>	10%
<p><b><u>Assignment 4 – Design Development / Final Project</u></b>            (Revised Project Abstract; Design Strategy; Program Strategy; Design Concept/Parti; Design Development; Fabrication/Prototyping)</p> <p><i>Understand processes that shape the translation from design concepts/narratives to full design development, including iterative prototyping phases to test design scenarios at multiple scales.</i></p>	50%
Attendance + Lateness + Participation	10 %
<b>TOTAL</b>	<b>100 %</b>

	<b>ARCH 661 LEARNING OUTCOMES</b>	EVIDENCE	POINTS
1	<b>A1. Research Initiative:</b> Ability to craft a research topic, thesis, bibliography using at least <u>five</u> relevant and trustworthy sources, including at least three library-based sources.	Final Research Paper Abstract Submission	5 pts
2	<b>A2. Logical Argument and Organization:</b> Ability to write a persuasive essay about an architectural topic. Essay must include an introductory paragraph, supporting evidence, and a conclusion.	Final Research Essay	5 pts
3	<b>A3. Citation and Creativity:</b> Ability to attribute and credit sources in a consistent manner (e.g., Chicago Manual of Style).	See final research essay	5 pts
4	<b>A4. Analytical and Critical Approach:</b> Ability to understand and explain the built environment in terms of building types, building technologies, composition, and discipline-specific terminology, as outlined on syllabus	See short essay (10 points) and quizzes (5 points)	5 pts
5	<b>B1. NAAB Program Criteria 4. History and Theory—</b> How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.  Internal assessment rubric: <b>B2. Socio-Historical and Theoretical Understanding:</b> Cultural, social, economic, religious, and political diversity exists in time and space. That is to say, values are not static but necessarily evolve and change across geographical and temporal boundaries. By the end of the semester, students should be able to contextualize artistic, architectural, and urbanistic artifacts in relation to the times and places in which they were created.	See quizzes for B1 (10 points) and short papers 1 and 2 for B2 (10 points)	20 pts
6	<b>C1. NAAB Program Criteria 8. Social Equity and Inclusion—</b> How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.  .Internal assessment rubric: <b>C2. Social Equity and Inclusion:</b> By the end of the semester, students should be able to contextualize diverse cultural and social phenomena. Students will be furnished with analytical tools that they can bring to bear on design studio for the purpose of fostering diversity and inclusion.	See short essay 2	20 pts
7	<b>D1 Architectural Precedents</b> Ability to identify at least a dozen canonic architectural projects covered in the course	See all quizzes (15 points)	20 pts

8	<b>E1 and E2. Attendance and Participation:</b> Active participation and contribution to the class.	Attendance Roster (10 points) and instructor's participation notes (10 points)	20 pts
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	<b>ARCH 662 LEARNING OUTCOMES</b>	EVIDENCE	POINTS
1	<b>Research Initiative and Literature Review</b> Ability to craft a research topic, thesis, or bibliography using at least <u>seven</u> relevant and trustworthy sources, including at least three library-based sources. Ability to compare and contrast at least <u>two</u> perspectives on a given topic.	Final Research Paper Abstract Submission	10 pts
2	<b>Logical Argument, Organization, and Visual Evidence</b> Ability to write a persuasive essay about an architectural topic. Essay must include an introductory paragraph, supporting evidence, and a conclusion. Supporting evidence must include graphically annotated visual documentation.	Final Research Essay	10 pts
3	<b>Citation, Annotation, and Creativity:</b> Ability to attribute, credit, and annotate sources in a consistent manner (e.g., Chicago Manual of Style).	See final research essay	10 pts
4	<b>Analytical and Critical Approach:</b> Ability to understand and explain the built environment in terms of building types, building technologies, composition, and discipline-specific terminology, as outlined on syllabus.	Take-home Final	15 pts
5	<b>NAAB Program Criteria 4. History and Theory—</b> How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.  Internal assessment rubric: <b>Socio-Historical and Theoretical Understanding:</b> Students should be able to explain the ways in which the machine age impacted diverse cultural contexts.	See quizzes (10 points) and final paper (5 points)	15 pts
6	<b>NAAB Program Criteria 8. Social Equity and Inclusion—</b> How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.  Internal assessment rubric: <b>Social Equity and Inclusion:</b> Students should be able to explain the principles that drove the Age of Enlightenment and their impact on the design of secular institutions and public space.	Take-home Final	15 pts
7	<b>Architectural Precedents</b> Ability to identify at least a dozen canonic architectural projects covered in the course	See all quizzes (15 points)	15 pts
8	<b>Attendance and Participation:</b> Active participation and contribution to the class.	Attendance Roster (5 points) and instructor's participation notes (5 points)	10 pts

<b>ARCH 862 LEARNING OUTCOMES</b>	<b>EVIDENCE</b>	<b>POINTS</b>
<p><b>A1. Research Initiative, Literature Review, and Thesis</b>            Ability to craft a research topic, thesis, or bibliography using at least <u>seven</u> relevant and trustworthy sources, including at least three library-based sources. Ability to compare and contrast at least <u>two</u> perspectives on a given 65 topic. Ability to articulate a research question that advances our knowledge of architectural standardization.</p>	Research Paper Abstract Submission	10 pts
<p><b>A2. Logical Argument, Organization, and Visual Evidence</b>            Ability to write a persuasive essay standardization and its impact on our lives, politically, socially, and/or artistically. Essay must include an introductory paragraph, supporting evidence, and a conclusion. Supporting evidence must include graphically annotated visual documentation.</p>	Research Essay	10 pts
<p><b>A3. Citation, Annotation, and Creativity:</b>            Ability to attribute, credit, and annotate sources in a consistent manner (e.g., Chicago Manual of Style).</p>	Research essay	10 pts
<p><b>A4. Architecture and the Body:</b>            Ability to compare and contrast three theoretical conceptions of the body that have been advanced since the Italian Renaissance.</p>	Quizzes 4, 7, 11	10 pts
<p><b>B1. NAAB Program Criteria 4. History and Theory—</b>            How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.</p> <p><b>B.2 Internal assessment rubric:</b>  <b>Histories and Theories of Architectural Standardization</b>            Students must be able to explain the role that standardization places in shaping the architectural profession, socially, culturally, and economically.</p>	Quizzes 1, 4, 5, 7, 9, 11	25 pts
<p><b>C1. NAAB Program Criteria 8. Social Equity and Inclusion—</b>            How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.</p> <p><b>C2. Internal assessment rubric:</b>  <b>Professional Ethics:</b>            Ability to use historical knowledge to shed light on present-day ethical issues affecting the architectural profession. Familiarity with the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990 is especially important. Students must be able to explain their relevance to contemporary design in the United States</p>	Quizzes 2, 3, 7, 8, 11	15 pts
<p><b>D1. PC.7 Learning and Teaching Culture—</b></p>	Miro board exercises, attendance roster, Zoom recordings	20 pts

How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

**D2. Attendance, Presentation, and Participation:**

Active participation through participatory Miro board exercises, oral presentations, and regular attendance

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<b>ARCH 772 - LEARNING OUTCOMES + GRADING RUBRIC</b>	
<b>Values + Curricular Priorities</b>	<b>20 pts</b>
Ability to identify and understand site drainage strategies and site water management	4
Ability to identify and understand and summarize relevant challenges and opportunities of the site	4
Ability to understand and interpret relevant environmental impacts of the site	4
Ability to understand and interpret local building and zoning codes	4
Ability to represent plausible construction details and assemblies	4
60% of the final grade will be based on scores for the following:	
<b>PC.2 Design - provide site plan indicating</b>	<b>10 pts</b>
Water collection, Allowable vs Actual rainfall collection	2
Catch Basin and Drain location	2
Contours (above and below water) grading, Cut and fill diagram	4
Sidewalk to street gutter section	2
<b>PC.3 Ecological Knowledge and Responsibility</b>	<b>10 pts</b>
Rehabilitation of the water's edge: Ecological response and integration Zoning information for site and areas (project 1)	5
Pier/Dock/Edge solution - 2D/3D Diagrams/Details of Proposed edge Condition Resiliency of Materials	3
sun/wind diagram and how its integrated into project	2
<b>SC.1 Health, Safety, and Welfare in the Built Environment</b>	<b>10 pts</b>
Research of building code specifically to public access ways etc. project 1	4
Site access and connection to existing Pathways	2
Site lighting Strategy (Diagrams indicated in plan)	2
Site Seating/Paving/Signage/planting per NYC planning Zoning resolution Chapter Special regulations Allowable vs Actual hardscape	2
<b>SC.3 Regulatory Context</b>	<b>5 pts</b>
ADA ramp study, ADA Code Review	3 pts
FEMA waterfront guidelines	2 pts
<b>SC.4 Technical Knowledge</b>	<b>10 pts</b>
1. Provide 3 Sections of the site; Implement site drainage strategy into plans and sections	
a. -paving details	2.5 pts
b. -retaining wall details	2.5 pts
c. -tree and planting details	2.5 pts
d. -pathway/surface details	2.5 pts
<b>SC.5 Design Synthesis</b>	<b>10 pts</b>
Narrative of how Ecology and Sustainability will be implemented	1 pt
Provide program based on zoning text - how you will fulfill these requirements	2 pts
Provide plan, showing site contours connecting all paths, defining the edge condition, planting vs trees vs pathways and layout of seating proposed.	3 pts



3 section drawings - showing how you will deal with waterfront edge conditions	2 pts
Cut and Fill diagram , FDN walls etc	1 pt
ramp sketch and integration (diagrams of ADA ramp and 3d images of how it used in your project)	1 pt
20% of the final grade will be based on scores for the following:	<b>15 pts</b>
1. Attendance + Lateness + Participation	3 pts
2. Ability to complete projects on time	3 pts
3. Student Initiative and development of project	3 pts
4. Ability to integrate new information during project development	3 pts
5. Project narrative and verbal presentation skills	3 pts
6. Midterm Score	<b>10pts</b>
100% maximum score =	100 pts

**ARCH 705 – S 2022 LEARNING OUTCOMES + GRADING RUBRIC**

20% of the final grade will be based on scores relating to the following skills:	
<b>Values + Curricular Priorities</b>	
1. Ability to identify and understand passive environmental strategies in precedent studies.	3 %
2. Ability to understand and interpret relevant solar and climate data (Climate Consultant, etc.)	3 %
3. Ability to research and calculate both thermal and illumination metrics in precedent studies	3 %
4. Ability to identify, understand and summarize relevant challenges and opportunities from researched solar and climate data.	3 %
5. Ability to understand and summarize holistically the environmental goals and performance of the precedent.	3 %
6. Ability to understand and model major systems in precedent project	1 %
7. Ability to understand and represent wall section from ground to roof	1 %
8. Ability to represent construction materials in detailed section model	1 %
9. Ability to represent plausible construction assemblies in detailed section model	1 %
10. Ability to represent plausible construction sequence in gif or other formats.	1 %

Documentation in Drawings, Models and Narratives is required for the following:	3 %
<b>PC.2 Design</b>	
Understanding of the role of the design process in shaping the built environment	
<b>PC.3 Ecological Knowledge and Responsibility</b>	
Understanding of the dynamics between built and natural environments	
<b>PC.5 Research and Innovation</b>	
Understanding of the role of research and testing the design process	
<b>SC.1 Health, Safety, and Welfare in the Built Environment</b>	
Understanding of the role of the architect in the profession and for the public good	
<b>SC.3 Regulatory Context</b>	
Understanding the principles of life safety, land use, and current laws and regulations in buildings and sites.	
<b>SC.4 Technical Knowledge</b>	
Understanding various materials, systems and technologies used by architects	

24% of the final grade will be based on scores for the following:	
<b>SC.5 Design Synthesis – Final Design Projects to include:</b>	
1. Ability to solve code compliant egress	
a. Compliant travel routes to exits (fire safety + public assembly)	3 %
b. Compliant fire stairs (fire safety + public assembly)	3 %
2. Ability to solve user requirements with:	
a. Compliant accessibility	3 %
b. Site conditions	3 %
c. Rainwater runoff, drainage and retention	3 %
d. Passive solar	3 %
e. Passive ventilation	3 %
f. R and U value calculations of building envelope	3 %

40% of the final grade will be based on scores for the following:	
<b>SC.6 Building Integration</b>	
1. Ability to Design ( %) and integrate ( %):	
a. Plausible long span roof and structural system	8 %
b. Plausible building envelope system	8 %
c. Plausible environmental systems (passive)	8 %
d. Plausible solar studies, daylighting and illumination system	8 %
e. Plausible calculations of building envelope and HVAC system	8 %
11. Attendance + Lateness + Participation	2 %
12. Ability to complete projects on time	2 %
13. Student Initiative and development of project	2 %
14. Ability to integrate new information during project development	2 %
15. Project narrative and verbal presentation skills	5 %
100% maximum score =	100 %