NEW YORK INSTITUTE OF TECHNOLOGY

Continuous Program Improvement (CPI)

Student Learning Outcomes (SLO)/Program Learning Outcomes (PLO)

Plan Implementation Report - AY 2023-24

Program name	**MS.AUD (MS. in Architecture, Urban Design)**
Expected date of submission	**6/30/2024**
Department chair/program director	**MARCELLA DEL SIGNORE**
Dean's signature	

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

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

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, 2, 3, 4, 6, 8, 11**.

   PLO.1: Students completing the MS.AUD 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, including but not limited to careers in urban design/landscape/architecture, consulting, government, higher education, and nonprofits.
   ➢ Arch 881 – Issues of Practice and Community Engagement
   ➢ Arch 882 – Externship

   PLO.2: Students completing the MS.AUD program will be able to critically evaluate multiple fields and methods in the urban design field to develop interscalar projects that respond to critical issues within the global context of 21st-century urbanism.
   ➢ Arch 701 – Urban Design Studio I
   ➢ Arch 702 - Urban Design Studio II

   PLO.3: Students completing the MS.AUD program will be able to understand how urban design confronts the challenges of sustainability and resilience through integrated design strategies at the intersection of urban forms, low-carbon development, and climate science.
   ➢ Arch 824 – Cities, Ecologies, and Infrastructures
   ➢ Arch 861 – Social, Economic, Political, and Technological issues of Urban Design
   ➢ Arch 842 – Digital Techniques and Media for Urban Design II
   ➢

   PLO.4: Students completing the MS.AUD program will be able to critically engage with the historical and theoretical development of cities through the social, cultural, economic, political, and morphological aspects that are inherently embedded within urbanization processes.
   ➢ Arch 721 – History and Theory of Cities
   ➢ Arch 725 – Theories and Case Studies of Urbanism

PLO.6: Students completing the MS.AUD program will be able to analyze the discipline's evolving practice through the engagement with stakeholders and cross-sectorial teams to foster the capacity for collaboration and leadership skills.
- ➢ Arch 701 – Urban Design Studio I
- ➢ Arch 702 - Urban Design Studio II
- ➢ Arch 881 – Issues of Practice and Community Engagement
- ➢ Arch 882 – Externship

PLO.8: Students completing the MS.AUD Program will be able to respond to the social, cultural, economic, political, and ecological domains through approaches and methodologies that foster diversity, equity, and inclusion.
- ➢ Arch 881 – Issues of Practice and Community Engagement
- ➢ Arch 824 – Cities, Ecologies, and Infrastructures

PLO.11: Students completing the MS.AUD Program will be able to study, analyze, and apply the relevant urban regulatory requirement to understand fundamental principles of land use, laws, and regulations that apply to urban and territorial contexts.
- ➢ Arch 701 – Urban Design Studio I
- ➢ Arch 702 - Urban Design Studio II
- ➢ Arch 861 – Social, Economic, Political, and Technological issues of Urban Design
- ➢ Arch 871 – Housing and Urbanization Systems

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 MS.AUD 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, including but not limited to careers in urban design/landscape/architecture, consulting, government, higher education, and nonprofits.

   ➤ Arch 881 – Issues of Practice and Community Engagement
   ➤ Arch 882 – Externship
      *As courses above are electives, they did not run in A.Y 23-24. To achieve goals, PLO.1 was expanded into PLO.2 Design, incorporating career paths directly linked to Design strategies (PLO.2)

   PLO.2: Students completing the MS.AUD program will be able to critically evaluate multiple fields and methods in the urban design field to develop interscalar projects that respond to critical issues within the global context of 21st-century urbanism.

   ➤ Arch 701 – Urban Design Studio I (Fa23)
      Direct methods of assessment: course assignment; portfolio; capstone course work.
      Measurement tools: See Attachment
   ➤ Arch 702 - Urban Design Studio II (Sp24)
      Direct methods of assessment: course assignment; portfolio; capstone course work.
      Measurement tools: See Attachment

PLO.3: Students completing the MS.AUD program will be able to understand how urban design confronts the challenges of sustainability and resilience through integrated design strategies at the intersection of urban forms, low-carbon development, and climate science.

➢ Arch 824 – Cities, Ecologies, and Infrastructures (Fa23)
   Direct methods of assessment: course assignment; portfolio; capstone course work.
   Measurement tools: See Attachment

➢ Arch 861 – Social, Economic, Political, and Technological issues of Urban Design (Sp24)
   Direct methods of assessment: course assignment; portfolio; capstone course work.
   Measurement tools: See Attachment

➢ Arch 842 – Digital Techniques and Media for Urban Design II (Sp24)
   Direct methods of assessment: course assignment; portfolio; capstone course work.
   Measurement tools: See Attachment

PLO.4: Students completing the MS.AUD program will be able to critically engage with the historical and theoretical development of cities through the social, cultural, economic, political, and morphological aspects that are inherently embedded within urbanization processes.

➢ Arch 721 – History and Theory of Cities (Fa23)
   Direct methods of assessment: course assignment; papers, presentations, capstone course work.
   Measurement tools: See Attachment

➢ Arch 725 – Theories and Case Studies of Urbanism (Sp24)
   Direct methods of assessment: course assignment; papers, presentations, capstone course work.
   Measurement tools: See Attachment

PLO.6: Students completing the MS.AUD program will be able to analyze the discipline's evolving practice through the engagement with stakeholders and cross-sectorial teams to foster the capacity for collaboration and leadership skills.

➤ Arch 701 – Urban Design Studio I (Fa23)
  Direct methods of assessment: course assignment; portfolio; capstone course work.
  Measurement tools: See Attachment

➤ Arch 702 - Urban Design Studio II (Sp24)
  Direct methods of assessment: course assignment; portfolio; capstone course work.
  Measurement tools: See Attachment

➤ Arch 881 – Issues of Practice and Community Engagement
➤ Arch 882 – Externship
  *As courses above are electives, they did not run in A.Y 23-24.

PLO.8: Students completing the MS.AUD Program will be able to respond to the social, cultural, economic, political, and ecological domains through approaches and methodologies that foster diversity, equity, and inclusion.

➤ Arch 824 – Cities, Ecologies, and Infrastructures (Fa23)
  Direct methods of assessment: course assignment; portfolio; capstone course work.
  Measurement tools: See Attachment

➤ Arch 881 – Issues of Practice and Community Engagement
  *Course above is elective, it did not run in A.Y 23-24.

PLO.11: Students completing the MS.AUD Program will be able to study, analyze, and apply the relevant urban regulatory requirement to understand fundamental principles of land use, laws, and regulations that apply to urban and territorial contexts.

- ➢ Arch 701 – Urban Design Studio I (Fa23)
  Direct methods of assessment: course assignment; portfolio; capstone course work.
  Measurement tools: See Attachment

- ➢ Arch 702 - Urban Design Studio II (Sp24)
  Direct methods of assessment: course assignment; portfolio; capstone course work.
  Measurement tools: See Attachment

- ➢ Arch 861 – Social, Economic, Political, and Technological issues of Urban Design (Sp24)
  Direct methods of assessment: course assignment; portfolio; capstone course work.
  Measurement tools: See Attachment

- ➢ Arch 871 – Housing and Urbanization Systems
  *Course above is elective, it did not run in A.Y 23-24.

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 MS.AUD 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, including but not limited to careers in urban design/landscape/architecture, consulting, government, higher education, and nonprofits.

➢ Arch 881 – Issues of Practice and Community Engagement
➢ Arch 882 – Externship
   *As courses above are electives, they did not run in A.Y 23-24, please refer to PLO.2

PLO.2: Students completing the MS.AUD program will be able to critically evaluate multiple fields and methods in the urban design field to develop interscalar projects that respond to critical issues within the global context of 21st-century urbanism.

➢ Arch 701 – Urban Design Studio I (Fa23)
   (Assignments collected from 15 students)
   Superior Work (A, A-): 80%
   Very Good Work (B+): 20%
   Satisfactory Work (B, B-): 0%
   Poor Work (C+, C, C-): 0%
   Failing (F): 0%

➢ Arch 702 - Urban Design Studio II (Sp24)
   (Assignments collected from 14 students)
   Superior Work (A, A-): 75%
   Very Good Work (B+): 25%
   Satisfactory Work (B, B-): 0%
   Poor Work (C+, C, C-): 0%
   Failing (F): 0%

We were very pleased with the results of PLO.2. Students achieved very good to superior work. Through an interdisciplinary approach to urban design, objectives were successfully met in the program curriculum. Students learned how different fields connect with urban design techniques and how various disciplines contribute to the methods used. Students were equipped with skills and insights to evaluate different approaches and viewpoints critically. Within the curriculum, the focus was placed on fostering critical thinking and analysis among students by encouraging them to challenge assumptions and assess diverse methodologies in urban design practices. They developed hands-on projects that covered different scales to envision projects that effectively dealt with real

issues on multiple levels. Through the inclusion of global case studies, students were equipped to apply their skills and knowledge in diverse settings and challenges worldwide. The curriculum encouraged teamwork among students to tackle complex urban problems by leveraging a range of perspectives and skills. The students benefitted greatly from guest lectures and workshops delivered by professionals and specialists from various fields during the course. This not only enhanced their learning experience but also offered practical insights into urban design practice while fostering PLO.1 Career Path (see note). The curriculum culminated in a capstone project, where students demonstrated their ability to design projects that address critical global urban issues, showcasing the integration of interdisciplinary knowledge and the depth of their critical thinking skills.

PLO.3: Students completing the MS.AUD program will be able to understand how urban design confronts the challenges of sustainability and resilience through integrated design strategies at the intersection of urban forms, low-carbon development, and climate science.

➢ Arch 824 – Cities, Ecologies, and Infrastructures (Fa23)
(Assignments collected from 15 students)
Superior Work (A, A-): 60%
Very Good Work (B+): 35%
Satisfactory Work (B, B-): 5%
Poor Work (C+, C, C-): 0%
Failing (F): 0%

➢ Arch 842 – Digital Techniques and Media for Urban Design II (Sp24)
(Assignments collected from 14 students)
Superior Work (A, A-): 70%
Very Good Work (B+): 25%
Satisfactory Work (B, B-): 5%
Poor Work (C+, C, C-): 0%
Failing (F): 0%

We were very pleased with the results of PLO.3. Students achieved mostly very good to superior work, with a 5% of satisfactory work. To reach those objectives successfully, the curriculum was structured to provide students with a comprehensive understanding of how urban design addresses sustainability and resilience issues using both theoretical concepts and technology driven tools. Within an interdisciplinary framework, students were enabled to understand the complexity of urban challenges concerning climate change and sustainable design aspects. Furthermore objectives were met by prioritizing project-based learning allowing students to develop assignments that required the application of holistic design approaches. Technical and software-based workflows were applied to sustain the capacity to use climate science and data for environmental analysis both for modeling and prediction, as the overall curriculum placed a strong emphasis on understanding the intersection of urban forms and climate science. The students met learning objectives through the understanding of urban design relative to the impact of energy use, carbon emissions, and climate adaptation, also considering climate resilience aspects among others. Through the courses, students had opportunities to collaborate with experts in sustainability and climate science through guest lectures, seminars, and workshops. This ensured that students were familiar with the latest trends and challenges in the field.

PLO.4: Students completing the MS.AUD program will be able to critically engage with the historical and theoretical development of cities through the social, cultural, economic, political, and morphological aspects that are inherently embedded within urbanization processes.

➢ Arch 721 – History and Theory of Cities (Fa23)
(Assignments collected from 15 students)
Superior Work (A, A-): 70%
Very Good Work (B+): 30%
Satisfactory Work (B, B-): 0%
Poor Work (C+, C, C-): 0%
Failing (F): 0%

➢ Arch 725 – Theories and Case Studies of Urbanism (Sp24)
(Assignments collected from 14 students)
Superior Work (A, A-): 70%
Very Good Work (B+): 25%
Satisfactory Work (B, B-): 5%
Poor Work (C+, C, C-): 0%
Failing (F): 0%

We were very pleased with the results of PLO 4. Students achieved mostly very good to superior work, with an overall 5% of satisfactory work. Students reached these objectives by involving them in a curriculum that combined theoretical knowledge with practical analysis of urbanization processes. Both courses covered the historical evolution of cities and theoretical frameworks that explain urban development while addressing critical issues of contemporary urbanization. Students were prompted to analyze these layers using different methods while lectures and readings laid a robust groundwork in the historical and theoretical dimensions of urbanization. Seminars and group discussions gave students the chance to discuss and delve deeper into these ideas which helped them to understand of the complexities involved. To bridge the gap between theory and real-world application, the curriculum included case studies of cities from different time periods and geographic locations. Students examined how various factors shaped the growth of these cities considering the interaction between norms, cultural practices, economic activities, political landscapes and physical environments. Moreover, the curriculum emphasized research and writing skills to empower students on critical thinking on urban development processes. Through essays, research papers, and applied projects, students were required to apply their theoretical understanding to real-world urban contexts, demonstrating their ability to critically engage with the material. Throughout the history and theory lens, students were encouraged to consider the broader implications of urbanization, reflecting on how historical and theoretical developments influence current and future urban constructs. Arch 721 served as the foundation, with Arch 725 providing real world case studies as part of the learning objectives.

PLO.6: Students completing the MS.AUD program will be able to analyze the discipline's evolving practice through the engagement with stakeholders and cross-sectorial teams to foster the capacity for collaboration and leadership skills.

➢ Arch 701 – Urban Design Studio I (Fa23)
   (Assignments collected from 15 students)
   Superior Work (A, A-): 80%
   Very Good Work (B+): 20%
   Satisfactory Work (B, B-): 0%
   Poor Work (C+, C, C-): 0%
   Failing (F): 0%

➢ Arch 702 - Urban Design Studio II (Sp24)
   (Assignments collected from 14 students)
   Superior Work (A, A-): 75%
   Very Good Work (B+): 25%
   Satisfactory Work (B, B-): 0%

Poor Work (C+, C, C-): 0%
Failing (F): 0%

We were very pleased with the results of PLO.6. Students achieved very good to superior work. These goals were achieved by structuring a curriculum emphasizing collaborative work and stakeholder engagement as an important component of assignments and the consequent design process. In Arch 701, project phases were structured to involve areas across the five boroughs of New York City by engaging stakeholders such as government officials, non-profit organizations, and community members. The different phases were directly linked with the ability to conduct fieldwork and interact with on-site assessment methods through community participation. Students working in teams addressed those challenges by fostering a collaborative environment geared towards understanding how leadership and collaboration are important skills in urban design practices. Those practices boost their skills in guiding decision-making processes. This method of design provided them with a deeper understanding of the complexities of managing collaborative projects and highlighted the essential role of leadership in achieving common objectives. Students also got the chance to showcase their projects to stakeholders and develop the skills required to spearhead collaborative efforts in their future careers.

PLO.8: Students completing the MS.AUD Program will be able to respond to the social, cultural, economic, political, and ecological domains through approaches and methodologies that foster diversity, equity, and inclusion.

➢ Arch 824 – Cities, Ecologies, and Infrastructures (Fa23)
(Assignments collected from 15 students)
Superior Work (A, A-): 60%
Very Good Work (B+): 35%
Satisfactory Work (B, B-): 5%
Poor Work (C+, C, C-): 0%
Failing (F): 0%

We were very pleased with the results of PLO.8. Students achieved very good to superior work, with a 5% of satisfactory work. The curriculum places a strong emphasis on ensuring that students develop the ability to respond to complex urban challenges within the social, cultural, economic, political, and ecological domains by embedding the principles of diversity, equity, and inclusion. Course instruction and contents were selected to provide students with a deep understanding of how those issues are fully explored through the lens of equity and inclusion and how diverse domains intersect with one another. The importance of design methods was highlighted through involvement in community engagement and exposure to a variety of environments in which students were involved. Through these hands-on experiences students gained insight into applying diversity, equity and inclusion frameworks to urban design encouraging them to think about the wider social and cultural impacts of their design decisions. Moreover, the curriculum encouraged conversations about the responsibility of urban designers in tackling issues related to society, culture, economy, politics and the environment. Students were prompted to explore approaches to design challenges and think about how their projects could play a role in advancing social justice and environmental stewardship. Through assignments and external engagement related to these subjects, students acquired the abilities needed to address diverse challenges faced by contemporary urbanization.

PLO.11: Students completing the MS.AUD Program will be able to study, analyze, and apply the relevant urban regulatory requirement to understand fundamental principles of land use, laws, and regulations that apply to urban and territorial contexts.

➢ Arch 701 – Urban Design Studio I (Fa23)
  (Assignments collected from 15 students)
  Superior Work (A, A-): 80%
  Very Good Work (B+): 20%
  Satisfactory Work (B, B-): 0%
  Poor Work (C+, C, C-): 0%
  Failing (F): 0%

➢ Arch 702 - Urban Design Studio II (Sp24)
  (Assignments collected from 14 students)
  Superior Work (A, A-): 75%
  Very Good Work (B+): 25%
  Satisfactory Work (B, B-): 0%
  Poor Work (C+, C, C-): 0%
  Failing (F): 0%

➢ Arch 861 – Social, Economic, Political, and Technological issues of Urban Design (Sp24)
(Assignments collected from 14 students)
Superior Work (A, A-): 85%
Very Good Work (B+): 15%
Satisfactory Work (B, B-): 0%
Poor Work (C+, C, C-): 0%
Failing (F): 0%

We were very pleased with the results of PLO.11. Students achieved very good to superior work. A comprehensive understanding of urban regulatory requirements, land use principles, and relevant regulatory practices has been strongly emphasized through urban design project phases. Issues related to territorial regulations, including zoning laws, land use policies, and others, were brought into the design projects to fully understand how a real urban design project must take into account those regulatory elements to be fully successful and create a direct impact in the real world. Most importantly, students gained insights into how these regulations directly impact the planning and design of cities. The horizontal integration between design studios and seminars for this PLO ensured a broader understanding of how it systematically impacted urban development and influenced urban design decisions. Moreover, emphasis was placed on how those regulatory contexts were implemented in practice. Successfully achieved the capacity to critically analyze urban regulatory environments and to apply their knowledge in ways that ensure compliance and alignment with regulatory bodies.

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 MS.AUD program met the established criteria for A.Y. 23-24 as per 3-year plan. As next step, learning from this academic year, continuous improvement will continue to be at the forefront of the program development plan. In particular, will refer to continue actions and good practices, including:

   -Self-assessment: regular self-assessment will continue to be key to understanding how well your program is meeting its goals. This includes a structured process to evaluate both quantitative metrics and qualitative feedback.

   - Coordination and Faculty meetings: Regular meetings with faculty will help keep curriculum and goals fully aligned while addressing any updates to evaluate intermediate achievement of goals.

   - Assessment meetings: Regular meetings with faculty will provide a comprehensive overview of the program's performance. Those are structured to gather feedback, evaluate any action to be taken if goals are not achieved, and direct implementation methods.

   - Syllabi Review: The yearly revision of syllabi is crucial for keeping course content and phases aligned with goals. To identify areas of improvement, feedback from faculty, students, and external reviewers is gathered, methods of implementation are discussed, and ad-hoc changes are included in the syllabus.

   - Consolidating strengths/ addressing weaknesses: Ensuring that any emerging weaknesses in any curriculum areas are addressed promptly while strengths are maintained and enhanced. Regular review of both student outcomes and faculty feedback to guide these processes.

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

Faculty members and students are actively engaged in various stages of the semester, from the beginning to the end of each term. This involvement includes scheduled meetings and discussions to ensure curriculum alignment and prompt response to any issues that might arise during the semester. Faculty who leads the different areas of the curriculum play a crucial role in implementing PLOs and ensuring criteria are met. This process involves reviewing and validating syllabi, learning outcomes, and proper assignment development. Clear and regular communication with all MS.AUD faculty is established as a good practice to ensure horizontal consistency among interconnected courses. If any of the implementation strategies needed to be revised, an ad-hoc group of faculty was asked to work together to ensure that any updated structure and requirements were set in place.

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 701 – Urban Design Studio I (Fa23)**
  Direct methods of assessment: course assignment; portfolio; capstone course work.

  Methods of assessment include:
  1. Evaluation of weekly assignments for originality and appropriateness of ideas
  2. Evaluation of the level of engagement and collaboration within team work
  3. Quality of physical models, diagrams, digital modeling and mapping
  4. Ability to understand and develop appropriate skills
  5. Project's completeness, quality of presentation and effort put into submission
  6. Iterative design investigations
  7. Study and analysis of typologically and programmatically similar precedents
  8. Production of drawings, diagrams and models (physical and digital)
  9. Portfolio and documentation of semester's work

  Expectations: Student Evaluation Criteria
  -    Design: Engaging studio agenda through thoughtful articulation of clear design goals responding to the complexity of context, spatial scales and systems; development of coherent design strategies and outcomes. Urban design is a thought process responding to the complexity of context, spatial scales & urban systems.
  -    Representation: Demonstration/communication of design thinking through drawings, models, and presentations; integration of digital tutorials into studio work (Individual Assignments and Group Assignment). Students apply a range of design tools, including digital modeling for urban design, geographic information systems, and ecological performance indicators. As the technique of representation is a technique of design; graphic clarity reveals conceptual clarity.
  -    Verbal articulation: Participation and contribution to group discussions; site visit coordination, quality and engagement with studio agenda

- Deadlines: Timely submission of assignments
- Attendance: Personal attendance and punctuality
- Final Review: Final overall evaluation; considering submitted portfolio

Assignments and process work is expected to be brought in at the beginning of the class when it is due.

Grading Criteria and Evaluation:
The final grade will be based on:
- Class participation and engagement in studio discussions 10 %
- Assignments, process, and development 30 %
- Midterm Studio Review 25 %
- Final Studio Review + Portfolio 35 %

Grades will consider the appropriateness of the idea, the project's completeness, the quality of presentation, and the effort put into the submission. Both content and presentation is crucial to the evaluation of assignments. Evaluation for content is based on the general quality, clarity, and development of the solution. Evaluation of presentation will consider the quality, precision, and craft of the presentation. As in studio, neither merely completing all the presentation requirements, nor merely having a good idea, will be enough to achieve a good grade. All work is expected to be completed by the assigned due date at the beginning of class.

➢ **Arch 702 - Urban Design Studio II (Sp24)**
Direct methods of assessment: course assignment; portfolio; capstone course work.

Research and Analysis Goals:
- Analyze how urban design performance is measured across social, environmental, cultural sectors.
- Engage with urban design as a thought process responding to the complexity of context, spatial scales & urban systems.
- Demonstrate Investigative Skills, or the ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.
- Draw lessons from precedents and represent this research in a clear way.
- Use the design jury, experts, and local stakeholders to test out project propositions.

Design Goals:
- Clearly articulate design goals to develop coherent strategies and design proposals.
- Show how urban design interventions operate in different scales of time and in relationship with multiple scales of activities operating on a site.
- Projects should address key social, economic, and environmental issues relevant to the site and demonstrate how urban design navigates between these broad aspirations and the physical realities of specific places.
- Proposals should respond to the analysis of urban context and developmental patterning, historical fabric, topography, ecology, climate, and building orientation.

Representation Goals
- The technique of representation is integral to design and graphic clarity reveals conceptual clarity. Representation is based upon demonstration and communication of design thinking through drawings, models, and presentations.
- Digital tutorials are integrated into studio work. Students should apply a range of design tools, including digital modeling for urban design, geographic information systems, and ecological performance indicators.
- Representation should illustrate the rigor and beauty of the conceptual approaches and urban design methods.
- Clearly demonstrate the influences of proposed design interventions on the sites and systems to analyze whether the interventions have the desired impacts.

Methods of assessment include:
1. Evaluation of weekly assignments for originality and appropriateness of ideas.
2. Integrating digital tools into representation and design process.
3. Quality of physical models, diagrams, digital modeling and mapping.
4. Collaboration within teamwork, stakeholder engagement; professional forums.
5. Project's completeness, quality of presentation, and effort put into submission.

Grading Criteria and Evaluation:
The final grade will be based on:
- Phase 1 review (assignment 1-3) _15pt
- Midterm review (assignment 1-5) _30pt
- Final review (assignment 4-8) _30pt
- Final Submission/portfolio_15pt
- Participation and Engagment_10pt
Total: 100pt

➢ **Arch 824 – Cities, Ecologies, and Infrastructures (Fa23)**
Direct methods of assessment: course assignment; portfolio; capstone course work.

Research Goals:
- Students will be able to critically evaluate multiple fields and methods in which the contemporary urban design field operates.
- Students will be able to analyze the discipline's evolving practice through innovative contemporary and speculative case studies.
- Student use of precedents will include the ability to examine and comprehend the fundamental principles present in relevant precedents.
- Students will be able to analyze multi-spatial and sectoral forces shaping the city over time.

Analysis Goals:
- Students are evaluated based on the rigor and beauty of their course presentation, illustrating conceptual social, economic and ecological approaches through urban design methods.
- Students should clearly demonstrate how urban design navigates between broad aspirations (policy/environment/ economy/ society) and the physical realities of specific places.

Assessment:
- Evaluation of assignments for originality and appropriateness of ideas.
- Diagrams, digital and mapping skill: Completeness, quality of presentation, and effort
- Integrating digital tools into representation and design process.

Grading Criteria and Evaluation:
The final grade will be based on:
- Phase 1 review_15pt
- Midterm review _30pt
- Final review _30pt
- Final Submission/portfolio_15pt
- Participation and Engagment_10pt
Total: 100pt

- ➢ **Arch 861 – Social, Economic, Political, and Technological issues of Urban Design (Sp24)**
  Direct methods of assessment: course assignment; portfolio; capstone course work.

  Research & Analysis Goals:
  - To introduce students to the large-scale conversation about urban design.
  - To expose students to new languages, groups, and ideas about regulating the cities and designing large scale projects.
  - To provide students with the opportunity to test their own ideas about how to use Sustainable Development Goals on their own projects.

  Grading Criteria and Evaluation:
  The final grade will be based on:
  - Phase 1 project review_15pt
  - Midterm review _30pt
  - Final review _30pt
  - Final Submission/portfolio_15pt
  - Participation and Engagment_10pt
  Total: 100pt

- ➢ **Arch 842 – Digital Techniques and Media for Urban Design II (Sp24)**
  Direct methods of assessment: course assignment; portfolio; capstone course work.

  Course Requirements
  - Attendance is mandatory for all classes including lectures and lab sessions. Students who will miss a class due to appropriate reasons should email the instructor in advance.
  - Assignments: timely completion of all assignments and midterm/final projects with highest standards of criticality, creativity, and quality is required.

  Course Evaluation
  10% Class Participation
  Students are expected to actively participate in class discussions including raising relevant questions and provide constructive feedback to peers.
  20% Assignments
  Weekly assignments will be due before the next class. Late assignments will not be accepted.
  30% Midterm Project (11x17 Portfolio)
  40% Final Project (3 min Video)

- **Arch 721 – History and Theory of Cities (Fa23)**
  Direct methods of assessment: course assignment; papers, presentations, capstone course work.

  Student learning outcomes and methods of assessment
  1. By the end of the course, students will be able to categorize planned environments based upon their planning lineage and design concepts.
  2. Students will be able to recognize and analyze notable theories, projects, and essays in the history of urban design and recognize the basic principles for contemporary design and planning of cities
  3. Students will improve their ability to write and speak effectively and use appropriate representational media both with peers and with the public.

  Grading Criteria:
  Workbook: 20%
  Class discussion: 20%
  Presentation: 15%
  Response: 15%
  Term Project: 30% (10+20%)*
  *The term project will be revised at mid-term (10% of the final grade) and the last class of the semester (20% of the final grade).

- **Arch 725 – Theories and Case Studies of Urbanism (Sp24)**
  Direct methods of assessment: course assignment; papers, presentations, capstone course work.

  Grading Criteria:
  Because the studio is recognized as the setting for discourse and the exchange of ideas and approaches, an important rule will be given to the active/ proactive participation to that, in determining the final evaluation of each student. The work of the team and the individual one is evaluated in class, during desk critics, pin-ups, interim and final presentations, as a whole and through a series of specific related assignments; however, you are graded individually on your final results, process and progress, contribution to the group effort if applicable, and quality and development of your overall individual work.

Two main components contribute to the final evaluation:
- Process- coherent development of the idea along the entire semester through the open discussions, and especially the two (2) main reviews; intensity of effort and motivation; consistency of the involvement with the conversations with faculty, classmates and with the project itself; ability to clarify and to respond critically and creatively to issues and potentialities discovered.
- Product- quality, clarity and strength of the work towards the final book portfolio/presentations.

Methods of assessment include:
- Evaluation of the level of engagement and collaboration with the overall class;
- Ability, originality and coherence in formulating, developing and communicating design topic and process;
- Ability in understanding and developing appropriated skills and creative methodologies;
- Evaluation of the process of theoretical/professional growth

Evaluation
- Grades will consider the originality and appropriateness of the idea, the project's completeness, the quality of presentation, and the effort put into the submission.
- Process throughout the duration of the project will be considered as an intrinsic part of the product, and in such a way that grades will reflect process.
- Both content and presentation are crucial to the evaluation of the design proposals.
- Evaluation of contents is based on the general quality, clarity, and development of the design, as well as how the student deals with the specific issues being emphasized by each new project.
- Evaluation of presentation will consider the quality, precision, and craft of the presentation, as well as the effectiveness and clarity of it - this includes also the verbal presentation of your work.
- Curiosity and inquiry, ability to respond to criticism, ability to generate and criticize your own ideas, responsibility, and work ethic all play a crucial role in this evaluation.