

CPI _ Improving Program Learning Outcomes Report

CPI Improving PLO Report (AY22-23)

Name of the program Bachelor of Science in Architectural Technology (BSAT) and Bachelor of Science in Architectural Technology (BSAT) with Concentration in Construction Management

Dean' signature  8.16.2023

Expected Date of Submission 6/30/2023

Department Chair or Director: Giovanni Santamaria, Chair

NYIT's CPI process is implemented to meet *MSCHE Standard V: Educational Effectiveness Assessment: 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.*

All degree program's PLO assessment plan (2022-2025) are posted through the link:

http://www.nyit.edu/planning/academic_assessment_plans_reports.

This is a report of its implementation for year 2022-2023. The report should address the following points:

I. The Annual Program Learning Outcomes (PLOs) Assessment should include the followings.

1. PLO (Program Learning Outcomes) assessed. list the PLOs that have been assessed in AY 22-23 based on your three-year plan (AY22_25)

The focus for the AY 2022-23 was on assessing the Program Outcome 1, 7, 9, 13, 14.

PLO1: Students Graduated from our BSAT program will be able to outline a range of career opportunities that are best fit for their own aspiration, aptitudes, and can utilize their knowledge and skills abstained from this program;

➤ [Arch 481- Professional Practice \(FA 22-SS 23\)](#)

- PLO7: Students Graduated from our BSAT program will be able to identify, express, prioritize, value, operate, relate, and participate positively and proactively to collaborative projects and towards the constructive resolution of issues;

➤ [AAID 160- Intro to History-Theory, and Criticism in Architecture \(FA 22\)](#)

➤ [Arch 161- Survey History of Architecture I \(SP 23\)](#)

➤ [Arch 362- City Planning \(FA 22- SP 23\)](#)

CPI _ Improving Program Learning Outcomes Report

- PLO9: Students Graduated from our BSAT program will be able to identify, understand, measure, analyze, evaluate, predict, model, illustrate, critique issue and parameters that will guarantee health and safety of our built environments;
 - [Arch 324- Environmental Systems I \(FA 22\)](#)
 - [Arch 325- Environmental Systems II \(SP 23\)](#)
 - [Arch 272- Environmental Site Planning \(FA 22-SP 23\)](#)

- PLO13: Students Graduated from our BSAT program will be able to identify, choose, evaluate, analyze, prioritize, plan, compare, and integrate the complexity of the parameters part of the several stages of a design process and its effects on the built environment at large;
 - [Arch 102- Design Fundamentals II \(SP 23\)](#)
 - [Arch 202- Architectural Design II \(SP 23\)](#)
 - [Arch 423- Project Integration \(FA22- SP 23\)](#)

- PLO14: Students Graduated from our BSAT program will be able to identify, understand, apply, correlate, control, categorize, select, construct, evaluate, and combine all the components and processes leading to the definition of a building approached as an integrated system of interdependent decisions and performable parts.
 - [Arch 423- Project Integration \(FA22- SP 23\)](#)

2. METHOD: Describe the method of assessment and attach measurement instruments (e.g., rubric, exam items, scoring guide for a particular task, supervisor evaluation form, survey instrument, and other assessment tools).

- PLO1: Students Graduated from our BSAT program will be able to outline a range of career opportunities that are best fit for their own aspiration, aptitudes, and can utilize their knowledge and skills abstained from this program;
 - [Arch 481 \(FA 22, SP 23\)](#)
 - Direct methods of assessment_ course assignment; capstone course work; standardized tests; rubrics shared with the invited guest reviewers
 - Indirect Methods of Assessment_ student survey; interview; alumni survey; students' reflection
- Grade Rubric:
40% Quizzes (8-10); 50% Homework (8 letters, essays, and other writing responses); 10% Final Exam (Multiple choice exam)

- PLO7: Students Graduated from our BSAT program will be able to identify, express, prioritize, value, operate, relate, and participate positively and proactively to collaborative projects and towards the constructive resolution of issues;

CPI _ Improving Program Learning Outcomes Report

AAID 160 (FA 22)

Direct methods of assessment_ course assignment; quizzes; papers and presentations

Indirect Methods of Assessment_ student survey; students' reflection

Grade Rubric:

Weekly travelogues - 100 points (10 weeks); Midterm and final travelogues - 50 points (25 + 25); Writing assignment (2) - 100 points (50 midterm, 50 final); Presentation (3) - 30 points (10 each); Attendance and Participation - 20 points

Arch 161 (SP 23)

Direct methods of assessment_ course assignment; quizzes; papers

Indirect Methods of Assessment_ student survey; students' reflection

Grade Rubric:

30% Weekly quizzes; 30% Writing assignments; 30% Diagramming Exercises; 10% Attendance and Participation

Arch 362 (FA 22- SP 23)

Direct methods of assessment_ course assignment; quizzes; presentations

Indirect Methods of Assessment_ student survey; students' reflection

Grade Rubric:

10% Class participation; 30% (3 x 10%) Quizzes; 20% (2 x 10%) Presentation Groups; 10% (2 x 5%) Response Groups; 30% Glossary Submissions; 10% Outline; 20% Final Glossary submission

- PLO9: Students Graduated from our BSAT program will be able to identify, understand, measure, analyze, evaluate, predict, model, illustrate, critique issue and parameters that will guarantee health and safety of our built environments;

Arch 324 (FA 22)

Direct methods of assessment_ course assignment; capstone course work;

Indirect Methods of Assessment_ student survey; interview; alumni survey; students' reflection

Grade Rubric:

65% Assignments; 20% Final Project Portfolio (a cohesive, well explained collection and further development of prior analyses); 10% Class Participation/ Attendance; 5% Adjustment factor to any evaluation based on the students' intensity of effort and commitment to the course. It can be assumed that a minimum effort on these assignments will result in a poor evaluation. Each student is required to keep detailed, graphic notes from class lectures and the readings.

Arch 325 (SP 23)

Direct methods of assessment_ course assignment; capstone course work;

Indirect Methods of Assessment_ student survey; interview; alumni survey; students' reflection

Grade Rubric:

CPI _ Improving Program Learning Outcomes Report

77% Studio Assignments (11 total); 13% Final Project Portfolio (a cohesive, well explained collection of the prior analyses/ assembled project); 5% Class Participation/ Attendance; 5% Adjustment factor to any evaluation based on the students' intensity of effort and commitment to the course. It can be assumed that a minimum effort on these assignments will result in a poor evaluation. Each student is required to keep detailed, graphic notes from class lectures and the readings.

Arch 272 (FA 22- SP 23)

Direct methods of assessment_ course assignment; capstone course work; presentation

Indirect Methods of Assessment_ student survey; interview; alumni survey; students' reflection

Grade Rubric:

5% Project 1: Individual Zoning Analysis + Bulk Regulations (ZD-1); 20% Project 1: Team Urban Project + Site Pressure Justifications; 20% Project 2: Team Rural Project + Site Pressure Justifications; 20% Project 3: Team Analysis / Synthesis / Comparison (Urban + Rural) ; 10% Debate Assignment 1 with precedent examples / topical research; 10% Debate Assignment 2 with precedent examples / topical research; 5% Individual A.R.E. Assignments (2 problems: Site Design + Site Grading); 10% Participation, readings/discussion, attendance, site visits, timely completion of assignments, portfolio

- PLO13: Students Graduated from our BSAT program will be able to identify, choose, evaluate, analyze, prioritize, plan, compare, and integrate the complexity of the parameters part of the several stages of a design process and its effects on the built environment at large;

Arch 102 (SP 23)

Direct methods of assessment_ course assignment; portfolios;

Indirect Methods of Assessment_ student survey; interview; alumni survey; students' reflection

Grade Rubric:

30% FLEETING VESSELS 05 weeks; 30% FLUID VESSELS 05 weeks; 30% SUNKEN VESSELS 05 weeks; 10% Portfolio and Participation

Arch 202 (SP 23)

Direct methods of assessment_ course assignment; portfolios;

Indirect Methods of Assessment_ student survey; interview; alumni survey; students' reflection

Grade Rubric:

15% Site Analysis; 15% Precedent Analysis; 20% Design Process; 20% Design Development; 20% Presentations / Portfolio; 10% Participation / Completion of Assignments on time / Attendance

Arch 423 (FA 22- SP 23)

Direct methods of assessment_ course assignment; capstone course work; portfolio

Indirect Methods of Assessment_ student survey; alumni survey; students' reflection

Grade Rubric:

10% Participation (includes class discussions both in lecture and on Canvas platform); 15% Assignments that are unrelated or adjacent to the Project Studio (primarily HW A & HW B); 25% Studio Project Progress Assignments - The primary development of the design; 25% Mid Term Presentation

CPI _ Improving Program Learning Outcomes Report

and Jury; 25% Final Presentation & Jury.

- PLO14: Students Graduated from our BSAT program will be able to identify, understand, apply, correlate, control, categorize, select, construct, evaluate, and combine all the components and processes leading to the definition of a building approached as an integrated system of interdependent decisions and performable parts.

Arch 423 (FA 22- SP 23)

Direct methods of assessment_ course assignment; capstone course work; portfolio

Indirect Methods of Assessment_ student survey; alumni survey; students' reflection

Grade Rubric:

10% Participation (includes class discussions both in lecture and on Canvas platform); 15% Assignments that are unrelated or adjacent to the Project Studio (primarily HW A & HW B); 25% Studio Project Progress Assignments - The primary development of the design; 25% Mid Term Presentation and Jury; 25% Final Presentation & Jury.

3. ANALYSIS of the assessment results: provide criteria based disaggregate and aggregate data analysis.

In all of the classes (seminars and studios) indicated above and included into the first assessment period (FA 22- SP 23) 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

PLO1: Students Graduated from our BSAT program will be able to outline a range of career opportunities that are best fit for their own aspiration, aptitudes, and can utilize their knowledge and skills abstained from this program;

Arch 481 (assignments collected from 20 students)

Superior Work: 35%

Very Good Work: 40%

Satisfactory Work: 20%

Poor Work: 5%

CPI _ Improving Program Learning Outcomes Report

Failing: 0%

PLO7: Students Graduated from our BSAT program will be able to identify, express, prioritize, value, operate, relate, and participate positively and proactively to collaborative projects and towards the constructive resolution of issues;

AAID 160 (assignments collected from 30 students)

Superior Work: 50%

Very Good Work: 27%

Satisfactory Work: 20%

Poor Work: 3%

Failing: 0%

Arch 161 (assignments collected from 36 students)

Superior Work: 46%

Very Good Work: 20%

Satisfactory Work: 26%

Poor Work: 6%

Failing: 2%

Arch 362 (assignments collected from 12 students)

Superior Work: 44%

Very Good Work: 55%

Satisfactory Work: 1%

Poor Work: 0%

Failing: 0%

PLO9: Students Graduated from our BSAT program will be able to identify, understand, measure, analyze, evaluate, predict, model, illustrate, critique issue and parameters that will guarantee health and safety of our built environments;

Arch 324 (assignments collected from 22 students)

Superior Work: 41%

CPI _ Improving Program Learning Outcomes Report

Very Good Work: 23%
Satisfactory Work: 26%
Poor Work: 6%
Failing: 4%

Arch 325 (assignments collected from 12 students)

Superior Work: 38%
Very Good Work: 28%
Satisfactory Work: 16%
Poor Work: 11%
Failing: 8%

Arch 272 (assignments collected from 34 students)

Superior Work: 29%
Very Good Work: 60%
Satisfactory Work: 9%
Poor Work: 2%
Failing: 0%

PLO13: Students Graduated from our BSAT program will be able to identify, choose, evaluate, analyze, prioritize, plan, compare, and integrate the complexity of the parameters part of the several stages of a design process and its effects on the built environment at large;

Arch 102 (assignments collected from 57 students)

Superior Work: 46%
Very Good Work: 33.5%
Satisfactory Work: 16.5%
Poor Work: 3.5%
Failing: 0.5%

Arch 202 (assignments collected from 42 students)

CPI _ Improving Program Learning Outcomes Report

Superior Work: 41%
Very Good Work: 26%
Satisfactory Work: 24%
Poor Work: 9%
Failing: 0%

Arch 423 (assignments collected from 20 students)

Superior Work: 28%
Very Good Work: 32%
Satisfactory Work: 33%
Poor Work: 7%
Failing: 0%

PLO14: Students Graduated from our BSAT program will be able to identify, understand, apply, correlate, control, categorize, select, construct, evaluate, and combine all the components and processes leading to the definition of a building approached as an integrated system of interdependent decisions and performable parts.

Arch 423 (assignments collected from 20 students)

Superior Work: 28%
Very Good Work: 32%
Satisfactory Work: 33%
Poor Work: 7%
Failing: 0%

4. INTERPRETATION: to what degree did students achieve the program learning outcomes based on your data analysis and expected learning outcomes?

- We were very pleased with the results of PLO 1. These show evidence that the students within the program obtain the necessary knowledge and tools to be able to proceed and succeed in their professional careers being their work mostly

CPI _ Improving Program Learning Outcomes Report

evaluated very good or satisfactory. The faculty teaching this class confirm that skills such as professional ethical behaviors, management of processes and contracts that are crucial for the profession are successfully understood, metabolized, and applied by the students through assignments, and simulations. The active participation to presentation and conversations with experienced professionals invited during the class is also relevant for the students besides the exercises and papers.

- We were pleased with the results of PLO 7. The few failings are due mostly to the inexperience of the students in managing and coordinating properly the amount of homework during the first semesters of their academic path. They then progressively develop a productive methodology of studying. In fact the percentage of Superior- Very Good- and Satisfactory work in the History-Theory sequence, proofs that the students are engaged and able to critically elaborate the contents of the courses. Interpreting the data, we also realized that more students are able to reach a Satisfactory level while the courses become more focused on specific topics and relate more to the work they produce in studio. We found very useful and easier to relate for students adopting a global and more diverse and inclusive perspective towards the history of architecture and design in terms of references, therefore we are strengthening it and be sure that papers and assignments are also open and performable to include the variety of communication and representation skills of each students.
- We were pleased with the results of PLO 9. We are confident that the students are understanding the relevance of the environmental factors into the design processes and of their responsibility in understanding and learning strategies and approaches that foster sustainability as also outlined by the percentage of Superior and Very Good work. We also notice that there is a higher percentage of Poor work in the courses involved in this PLO, but we understand that often this comes from missing submission of some of the parts of the work that leads to the final grade, due to the complexity of it. We are the assessing this issue consolidating some of the assignments and better coordinating them with the work that simultaneously is produced in the studio class. This integration and horizontal coordination allows students to better understand their projects holistically and to address complexity in synergy, which is also a premise to their professional experiences.
- We were pleased with the results of PLO 13. Even though we have from 3.5 to 9% Poor work, we also have very rare failures and a positive percentage of Very Good and Satisfactory work. We understand that the reason for the Poor work in the two studios (Arch 202- Arch 423) could be also due to the increased level of complexity of the work and in Arch 423 also to the team work assignments which results often in some of the students not contributing enough to the team effort. On the other side, we also see a very productive and creative work level which has increased experimental qualities then the previous years, with a variety of explorations. More attention is also dedicated to the most recent building technologies and methods, which will help with the proceeding of the educational path for the students.

CPI _ Improving Program Learning Outcomes Report

- We were very pleased with the results of PLO 14. The percentage of Very Good and Satisfactory work make us confident that with some adjustments to the organization of the assignments and a better structuring of the team work, we will be able to improve some of the Poor work. We are pleased of the capability of the students to manage with confidence the most recent technologies and the building and assembling methods that are explored in this class and crucial to make students more competitive in the professional fields.

5. CLOSE THE LOOP – If the expected program learning outcomes were successfully met, describe how the program will keep or expand the good practices, if not, refine or create the next cycle of [PDSA](#)

The program met the criteria established and will keep self-assessing the quality of the work during and at the end of each semester. Coordination meetings with the coordinators and assessment meetings with all the faculty involved will proceed to guarantee the quality required from each class through the Fall 23 and Spring 24. A yearly revision of structure and contents of the syllabi is in place during the Summer 23 to be sure that elements of weakness are promptly addressed, while potentials and strengths are maintained and consolidated even through the needed updates and changes.

II. Brief Description of Faculty Engagement in the Current Annual Assessment Report:

All the faculty and coordinators are engaged through meetings and conversations in preparation, during and at the conclusion of each semester. Faculty are also involved in sharing and verifying that the rubrics defined by the coordinators for each course are complete, shared and discussed critically. These are also part of a dialogue among faculty of different but sequential or related courses, to double check and coordinate vertical continuity across the semesters/years and horizontal consistency among interrelated courses.

Last updated 4/14/23