

# CPI \_ Improving Program Learning Outcomes Report

CPI Improving PLO Report (AY22-23)

Name of the program M.Arch

Dean' signature  8.16.2023

Expected Date of Submission 6/30/2023

Department Chair or Director: David Diamond

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 plans (2022-2025) are posted through the link:

[http://www.nyit.edu/planning/academic\\_assessment\\_plans\\_reports](http://www.nyit.edu/planning/academic_assessment_plans_reports).

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

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

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):
  - a. **PLO2:** Students completing the M.Arch program will be able to deploy creative and critical thinking to develop multi-scalar projects that account for *intrinsic and extrinsic, including environmental factors*.
  - b. **PLO3:** Students completing the M.Arch program will be able to identify, assess and act upon both built and natural ecological processes, to construct more *sustainable strategies for building and development*.
  - c. **PLO9:** Students completing the M.Arch program will be able to research, identify, document, analyze, assess, model, illustrate, and critique issues and parameters that impact *the health and safety of our built environments*.
  - d. **PLO12:** Students completing the M.Arch program will be able to identify, deploy, integrate, and implement up-to-date *technical knowledge and emerging systems, to assess and improve the performance of their projects* consistently and coherently according to relevant standards and the site conditions.
  - e. **PLO13:** Students completing the M.Arch program will be able to analyze, prioritize, compare, evaluate, and make decisions within architectural projects while demonstrating *synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts* of their design decisions.
  - f. **PLO14:** Students completing the M.Arch program will be able to correlate, categorize, select, developing the ability to make design decisions within architectural projects while demonstrating the *integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance*.
  
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).

PLOs	Courses	Direct Assess Method	Indirect Assess Method	Benchmarks
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<b>PLO2</b>	<b>ARCH 705</b>	Evaluation of assignments, exams, projects	Faculty course self-evaluations, faculty perceptions of skills demonstrated in course sequences	75% of students achieve grades of B or higher
	<b>Conclusions</b>	100% of students achieved grades of B or higher.	Students' greatest weakness is in integration of design with technical skills. Remedial work is required to reinforce basic 2-d drawing skills.	<b>Met</b>
	<b>ARCH 802</b>	Evaluation of assignments, exams, projects	Faculty course self-evaluations, faculty perceptions of skills demonstrated in course sequences	75% of students achieve grades of B or higher
	<b>Conclusions</b>	94% of students achieved grades of B or higher	Observations at progress and final reviews indicate that PLO2 has been met.	<b>Met</b>
	Plan to improve	In Arch 705, we may introduce specialist consultants to assist students in developing specific skills. In ARCH 802, we might front-load more attention at an architectural, rather than at a territorial or urban scale.		
<b>PLO3</b>	<b>ARCH 722</b>	Evaluation of assignments, exams, projects	Faculty course self-evaluations, faculty perceptions of skills built in course sequences	75% of students achieve grades of B or higher
	<b>Conclusions</b>	100% of students achieved grades of B or higher	Student evaluations indicate effective syllabus and course organization	<b>Met</b>
	<b>ARCH 802</b>	Evaluation of assignments, exams, projects	Faculty course self-evaluations, faculty perceptions of skills built in course sequences	75% of students achieve grades of B or higher
	<b>Conclusions</b>	100% of students achieved grades of B or higher	Faculty + student course evaluations indicate robust coverage of PLO3	<b>Met</b>
	Plan to improve	Enrollment growth allows ARCH 802 to split into studios focusing on issues relating to PLO3 at urban and architectural scales respectively.		
<b>PLO9</b>	<b>ARCH 722</b>	Evaluation of assignments, exams, projects	Faculty course self-evaluations, faculty perceptions of skills built in course sequences	75% of students achieve grades of B or higher

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	<b>Conclusions</b>	100% of students achieved grades of B or higher	Student evaluations indicate effective syllabus and course organization	<b>Met</b>
	<b>ARCH 821</b>	Evaluation of assignments, exams, projects	Faculty course self-evaluations, faculty perceptions of skills built in course sequences	75% of students achieve grades of B or higher
	<b>Conclusions</b>	100% of students achieved grades of B or higher	Faculty self-evaluation suggests students could arrive better prepared with basic 2-d drawing skills to represent the issues embedded in PLO9. Additionally, fine tuning of required and supplemental reading materials to build a more solid knowledge base.	<b>Met</b>
<b>Plan to improve</b>		The technical sequence coordinator and faculty teaching these courses continue to adjust the course syllabi and delivery methods and collaborate with faculty of concurrent courses.		
<b>PLO12</b>	<b>ARCH 722</b>	Evaluation of assignments, exams, projects	Faculty course self-evaluations, faculty perceptions of skills built in course sequences	75% of students achieve grades of B or higher
	<b>Conclusions</b>	100% of students achieved grades of B or higher	Student evaluations indicate increased appreciation of issues relating to PLO12	<b>Met</b>
	<b>ARCH 705</b>	Evaluation of assignments, exams, projects	Faculty course self-evaluations, faculty perceptions of skills built in course sequences	75% of students achieve grades of B or higher
	<b>Conclusions</b>	94% of students achieved grades of B or higher	Student work was widely seen to have demonstrated student abilities to plausibly integrate design, technical, site conditions and environmental concepts.	<b>Met</b>
<b>Plan to improve</b>		As the capstone course for demonstrating design and technical integrations to the NAAB the faculty and coordinators continuously strive to bring students a little further in each successive year. Adjustments underway to prior semester syllabi are meant to augment student abilities in prior semesters, in both the technology and design sequences.		
<b>PLO13</b>	<b>ARCH 704</b>	Evaluation of assignments, exams, projects	Faculty course self-evaluations, faculty perceptions of skills built in course sequences	75% of students achieve grades of B or higher
	<b>Conclusions</b>	76% of students achieved grades of B or higher	Faculty self-evaluations recognize that PLO13 was barely met in this course and indicate that	<b>Met</b>

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			a more circumscribed and focused project statement, with non-negotiable site and program parameters would boost student abilities to integrate the issues cited in PLO13 including assessment of measurable outcomes.	
	<b>ARCH 705</b>	Evaluation of assignments, exams, projects	Faculty course self-evaluations, faculty perceptions of skills built in course sequences	75% of students achieve grades of B or higher
	<b>Conclusions</b>	94% of students achieved grades of B or higher	Faculty self-evaluations recognize deficiencies in student preparedness for this course. Faculty recommend more sharply defining parameters and more closely limiting options to help students focus on development of project details and testing of measurable outcomes. Student feedback indicates successful teaching methods and enhanced learning in this course.	<b>Met</b>
<b>Plan to improve</b>		The faculty for both courses plan to fine-tune course syllabi, project parameters and design methods to focus (limit) design options to promote deeper project development in terms of measurable assessments of performance and plausibility of technical details.		
<b>PLO14</b>	<b>ARCH 704</b>	Evaluation of assignments, exams, projects	Faculty course self-evaluations, faculty perceptions of skills built in course sequences	75% of students achieve grades of B or higher
		76% of students achieved grades of B or higher	Faculty self-evaluations indicate that a more circumscribed and focused project statement, with non-negotiable site and program parameters would boost student abilities to develop exterior wall systems while integrating the other systems and issues cited in PLO14.	<b>Met</b>
	<b>ARCH 705</b>	Evaluation of assignments, exams, projects	Faculty course self-evaluations, faculty perceptions of skills built in course sequences	75% of students achieve grades of B or higher
	<b>Conclusions</b>	94% of students achieved grades of B or higher	Faculty self-evaluations recognize deficiencies in student preparedness for this course. Faculty recommend more sharply defining parameters and more closely limiting	<b>Met</b>

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			options to help students focus on development of project details and testing of measurable outcomes. Student feedback indicates successful teaching methods and enhanced learning in this course.
<b>Plan to improve</b>		The faculty for both courses plan to fine-tune course syllabi, project parameters and design methods to focus (limit) design options to promote deeper project development in terms of measurable assessments of performance and plausibility of technical details.	

Attach rubrics, grading criteria, or survey questions that are used to assess above learning outcomes.

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

<b>SEE ANALYSIS PANELS IN CHART ABOVE</b>
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4. INTERPRETATION: to what degree did students achieve the program learning outcomes based on your data analysis and expected learning outcomes?
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](#)

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

While the director compiles and analyzes collected data, faculty engagement is robust among the director, studio faculty, course sequence coordinators, and key adjunct faculty members.

The director meets with constituent faculty prior to the start of each semester to review course goals, review syllabi and learning-outcome rubrics.

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Faculty members exchange perspectives and commit to program priorities in the development and delivery of their respective courses. Many M.Arch. faculty and guests attend mid-term and final studio reviews. Their feedback allows us to gauge student success and come to consensus about what worked and what needs to be approached differently.

Additionally, the M.Arch. completed an extensive review of its academic programs for the NAAB in November of 2022. That effort was the product of 18 months of intense preparation, based on coursework completed in the 2021-2022 academic year. While the 2022-2023 academic year benefitted from that self-study, it was less tightly monitored. The M.Arch. lost its administrative assistant in mid-November, leaving the program understaffed at a moment when newly implemented reporting documents are collected, a process often requiring repeated follow-up. Consequently, the M.Arch. does not have as complete a record of 2022-23 courses as for the prior year. Documentation of learning outcomes is mostly limited to final grading, feedback from studio reviews, student evaluations and verbal feedback from faculty coordinators and instructors.

*Last updated 4/14/23*