This plan provides the PLO/SLO assessment plan for AY 2022-2025

Name of the program: Bachelor in Architecture (B.Arch)

Plan for AY 2022-2023, 2023-2024, 2024-2025

Expected date of submission 6/30/2022

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To ensure NYIT's CPI process meeting 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. In this CPI report, each department is requested to create a three-year assessment/evaluation plan to improve student learning for each degree programs. Reports should address the following points:

Program's Student Learning Outcome Assessment Plan

1. PLO: State/update each degree program's learning outcomes. The original PLO are here:
   http://www.nyit.edu/planning/academic_assessment_plans_reports

   B.Arch. Program's Student Learning Outcomes (PLOs) Based on NAAB Program Criteria (PC) & Student Criteria (SC)

   Program Criteria (PC):
   A- **PC.1 Career Paths**— understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.
   PLO1: Students completing the B.Arch program will be able to identify a range of career options that best match their aspiration, abilities, goals, and values as learned in this program.

   B- **PC.2 Design**— understand the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.
   PLO2: Students completing the B.Arch program will be able to deploy creative and critical thinking to develop multi-scalar

projects that account for intrinsic and extrinsic factors.

C- **PC.3 Ecological Knowledge and Responsibility**— holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

PLO3: Students completing the B.Arch program will be able to identify, classify, review, select, translate, and act upon natural and ecological processes that interact with the new and existing built environments, to construct more sustainable development strategies and performative environmental metrics.

D- **PC.4 History and Theory**— understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

PLO. 4: Students completing the B.Arch program will be able to identify, select, classify, summarize, recognize, and translate, theories and historical examples framed in their local contexts and their mutual effects and impacts across social, cultural, and geographical landscapes.

E- **PC.5 Research and Innovation**— engage and participate in architectural research to test and evaluate innovations in the field.

PLO.5: Students completing the B.Arch program will be able to assess information, allowing them to anticipate, operate, deduce, produce, analyze, assemble, estimate, examine, and simulate strategies and methods to foster innovation through applied research and experimentation.

F- **PC.6 Leadership and Collaboration**—understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

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

G- **PC.7 Learning and Teaching Culture**— fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

PLO.7: Students completing the B.Arch program will have embarked on a process of life-long learning that prepares them to identify, express, prioritize, value, and operate to guarantee a creative and professional participation to repear the environment and bring positive outcomes for society.

H- **PC.8 Social Equity and Inclusion**— understanding of diverse cultural and social contexts and help students to translate that

understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

PLO.8: Students completing the B.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.

Student Criteria (SC)- Student Learning Objectives and Outcomes:

I- **SC.1 Health, Safety and Welfare in the Built Environment**— understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

   PLO9: Students completing the B.Arch program will be able to identify, document, analyze, assess, model, illustrate, and critique issues and parameters that impact the health and safety of our built environments

J- **SC.2 Professional Practice**— understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

   PLO 10: Students completing the B.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 ethical responsibilities of architects to operate within the ethical and regulatory boundaries of sustainable construction and practice.

K- **SC.3 Regulatory Context**— understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

   PLO11: Students completing the B.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.

L- **SC.4 Technical Knowledge**— understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

   PLO12: Students completing the B.Arch program will be able to identify, deploy, integrate, and implement the most advanced technical knowledge and up to date emerging systems to assess and improve performance of their projects/ constructions consistently and coherently according to relevant standards and the site conditions.

M- **SC.5 Design Synthesis**— develop the ability to make design 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.

PLO13: Students completing the B.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.

N- **SC.6 Building Integration**— develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

PLO14: Students completing the B.Arch program will be able to correlate, categorize, select, developing the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

2. Matrix: provide/update the assessment matrix that indicate which learning outcomes are assessed in which set of courses. The original matrix is here: http://www.nyit.edu/planning/academic_assessment_plans_reports

PROGRAM AND STUDENT CRITERIA MATRIX

B.ARCH PROGRAM

Course columns by year:

- **Year 1 — Fall:** AAID 101 Design Fundamentals I; AAID 140 Visualization I; AAID 160 Intro to History, Theory. **Spring:** AAID 102 Design Fundamentals II; AAID 240 Visualization II; Arch 161 Survey History of Archite; Arch 211 Statics and Strength of M
- **Year 2 — Fall:** Arch 202 Architectural Design I; Arch 340 Visualization III; Arch 162 Survey History of Archit; Arch 310 Structural Design; Arch 221 Building Construction I. **Spring:** Arch 202 Architectural Design II; Arch 411 Adv. Structural Concepts; Arch 222 Building Construction II
- **Year 3 — Fall:** Arch 301 Architectural Design III; Arch 324 Environmental Systems. **Spring:** Arch 302 Architectural Design IV; Arch 362 City Planning; Arch 325 Environmental Systems
- **Year 4 — Fall:** Arch 401 Architectural Design V; Arch 327 CAD Construction Draw; Arch 413 Arch Silulation & Fabrica. **Spring:** Arch 402 Architectural Design VI; Arch 361 Arch History & Theory S; Arch 272 Environmental Site Plan
- **Year 5 — Fall:** Arch 501 Architectural Design VII; Arch 531 Thesis Topical Researc; Arch 481 Prof. Practice. **Spring:** Arch 502 Architectural Design VIII; Arch Elect. Special Studies/ Externs
- **Non-Curricular Activity:** Lecture Series; Workshops; SoAD Magazine-Atmosphere; Projects Abroad; Special Activities

Shared Values
- Design
- Env. Stewardship & Professional Respon.
- Equity, Diversity & Inclusion
- Knowledge & Innovation
- Leadership, Collab. & Community Engmt.
- Lifelong Learning

Program Criteria
- PC.1 Career Paths
- PC.2 Design
- PC.3 Ecological Know. & Respon.
- PC.4 History & Theory
- PC.5 Research & Innovation
- PC.6 Leadership & Collaboration
- PC.7 Learning & Teaching Culture
- PC.8 Social Equity & Inclusion

Student Criteria
- SC.1 HSW in the Built Environ.
- SC.2 Professional Practice
- SC.3 Regulatory Context
- SC.4 Technical Knowledge
- SC.5 Design Synthesis
- SC.6 Building Integration

3. METHOD: Describe the method of assessment, and measurement instruments (e.g., rubric, exam items, scoring guide for a particular task, supervisor evaluation form, and standardized assessment tool). Note: direct learning outcome assessment is required. Both direct and indirect assessment are strongly recommended.

Direct measuring instruments include but not limited to: course assignment, portfolios, internships evaluation, capstone course work, thesis, research project, standardized tests, etc.

Indirect measuring instruments include but not limited to: Student survey, interview, alumni survey, employer survey, focus group, students' reflection, etc

STUDENT LEARNING OUTCOMES	COURSES	ASSESSMENT TYPE: *DIRECT METHODS OF ASSESMENT*	ASSESSMENT TYPE: *INDIRECT METHODS OF ASSESMENT*	MEASUREMENT INSTRUMENTS/ ASSIGNMENTS	BECHMARK/ SCORE	ASSESSMENT RESULTS	CHANGES/ MPROVEMENTS	NOTES
PLO1- Career Paths	Arch 481	course assignment; capstone course work; standardized tests	student survey; interview; alumni survey; students' reflection	assignments; exams	75% of students score 3 or higher	pending	tbd	
PLO2- Design	AAID 101 / AAID 102 / Arch 302 / Arch 401	course assignment; portfolios;	student survey; interview; alumni survey; students' reflection	assignments; ¼ semester & midterm reviews; presentations	75% of students score 3 or higher	pending	tbd	
PLO3-Ecological Knowledge and Responsibility	Arch 302 / Arch 324 / Arch 325 / Arch 272	course assignment; portfolios; capstone course work	student survey; interview; alumni survey; students' reflection	assignments; exams; ¼ semester & midterm reviews; presentations	75% of students score 3 or higher	pending	tbd	
PLO4- History and Theory	AAID 160 / Arch 161 / Arch 162	course assignment; capstone course work;	student survey; interview; students' reflection	assignments; exams;	75% of students score 3 or higher	pending	tbd	

		ASSESSMENT TYPE: *DIRECT METHODS OF ASSESMENT*	ASSESSMENT TYPE: *INDIRECT METHODS OF ASSESMENT*	MEASUREMENT INSTRUMENTS/ ASSIGNMENTS	BECHMARK/ SCORE	ASSESSMENT RESULTS	CHANGES/ MPROVEMENTS	NOTES
	Arch 361							
PLO5- Research and Innovation	Arch 501 / Arch 531 / Arch 502	course assignment; portfolios; research project	student survey; interview; students' reflection	assignments; exams; ¼ semester & midterm reviews; presentations	75% of students score 3 or higher	pending	tbd	
STUDENT LEARNING OUTCOMES		**ASSESSMENT TYPE:** *DIRECT METHODS OF ASSESMENT*	**ASSESSMEN T TYPE:** *INDIRECT METHODS OF ASSESMENT*	**MEASUREMENT INSTRUMENTS/ ASSIGNMENTS**	**BECHMARK/ SCORE**	**ASSESSMENT RESULTS**	**CHANGES/ MPROVEMENTS**	**NOTES**
PLO6- Leadership and Collaboration	Arch 402 / Arch 502	course assignment; portfolios;	student survey; interview; alumni survey; students' reflection	assignments; ¼ semester & midterm reviews; presentations	75% of students score 3 or higher	pending	tbd	
PLO7-Learning and Teaching Culture	AAID 160 / Arch 161 / Arch 362	course assignment; capstone course work;	student survey; interview; alumni survey; students' reflection	assignments; exams;	75% of students score 3 or higher	pending	tbd	
PLO8- Social Equity and Inclusion	Arch 301 / Arch 401	course assignment; portfolios;	student survey; interview; alumni survey; students' reflection	assignments; ¼ semester & midterm reviews; presentations	75% of students score 3 or higher	pending	tbd	
PLO9- Health, Safety and Welfare in the Built Environment	Arch 324 / Arch 325 / Arch 272	course assignment; capstone course work;	student survey; interview; alumni survey; students' reflection	assignments; exams; ¼ semester & midterm reviews; presentations	75% of students score 3 or higher	pending	tbd	

PLO10- Professional Practice	Arch 481 Arch Elec	course assignment; capstone course work;	student survey; interview; alumni survey; students' reflection	assignments; exams;	75% of students score 3 or higher	pending	tbd	
PLO11- Regulatory Context	Arch 362 Arch 401 Arch 272 Arch 481	course assignment; portfolios; capstone course work	student survey; interview; alumni survey; students' reflection	assignments; exams; ¼ semester & midterm reviews; presentations	75% of students score 3 or higher	pending	tbd	
PLO 12- Technical Knowledge	AAID 211 Arch 221 Arch 222 Arch 310 Arch 402 Arch 221	course assignment; capstone course work;	student survey; interview; alumni survey; students' reflection	assignments; exams; ¼ semester & midterm reviews; presentations	75% of students score 3 or higher	pending	tbd	
PLO13- Design Synthesis	Arch 302 Arch 501 Arch 502	course assignment; portfolios;	student survey; interview; alumni survey; students' reflection	assignments; ¼ semester & midterm reviews; presentations	75% of students score 3 or higher	pending	tbd	
PLO 14- Building Integration	Arch 301 Arch 402	course assignment; portfolios;	student survey; interview; alumni survey; students' reflection	assignments; ¼ semester & midterm reviews; presentations	75% of students score 3 or higher	pending	tbd	

4. Timeline of the PLO assessment:

STUDENT LEARNING OUTCOMES	ACADEMIC YEAR 2022-23	ACADEMIC YEAR 2023-24	ACADEMIC YEAR 2024-25	NOTES
PLO1	X		X	
PLO2		X	X	
PLO3		X		
PLO4		X	X	
PLO5			X	
PLO6		X		
PLO7	X		X	
PLO8		X	X	
PLO9	X		X	
PL010			X	
PLO11		X		
PLO12			X	
PLO13	X		X	
PLO14	X		X	

5. Personal responsibilities for implementing the assessment, collecting data and analyzing the results against expected outcomes

STUDENT LEARNING OUTCOMES	TYPOLOGY OF DATA	WHO IS RESPONSIBE FOR COLLECTING DATA	WHO IS RESPONSIBLE FOR ANALYZING DATA	HOW TO IMPLEMENT/ RESPONSE FOR IMPLEMENTATION	TIME FRAME	NOTES
PLO1	employment & license survey; institutional data	faculty & coordinators	coordinators & directors	tbd/ course coordinator	annual review	
PLO2		faculty & coordinators	coordinators & directors	tbd/ course coordinator	annual review	
PLO3	student portfolio; grade analysis	faculty & coordinators	coordinators & directors	tbd/ course coordinator	annual review	
PLO4	student portfolio; grade analysis	faculty & coordinators	coordinators & directors	tbd/ course coordinator	annual review	
PLO5	student portfolio; grade analysis; participation to curricular and extra curricular research projects	faculty & coordinators	coordinators & directors	tbd/ course coordinator	annual review	
PLO6	Data from externship	faculty & coordinators	coordinators & directors	tbd/ course coordinator	annual review	
PLO7	participation to curricular and extra curricular collaborative and community projects	faculty & coordinators	coordinators & directors	tbd/ course coordinator	annual review	
PLO8	student portfolio; grade analysis in specific courses	faculty & coordinators	coordinators & directors	tbd/ course coordinator	annual review	
PLO9	student portfolio; grade analysis in specific courses	faculty & coordinators	coordinators & directors	tbd/ course coordinator	annual review	

PL010	externship data	faculty & coordinators	coordinators & directors	tbd/ course coordinator	annual review	
PLO11	externship data	faculty & coordinators	coordinators & directors	tbd/ course coordinator	annual review	
PLO12	student portfolio; grade analysis in specific courses	faculty & coordinators	coordinators & directors	tbd/ course coordinator	annual review	
PLO13	student portfolio; grade analysis in specific courses	faculty & coordinators	coordinators & directors	tbd/ course coordinator	annual review	
PLO14	student portfolio; grade analysis in specific courses	faculty & coordinators	coordinators & directors	tbd/ course coordinator	annual review	

II. Brief description of how the plan is shared and communicated with all faculty members in the department

Plans for improvement are shared and discussed among faculty within the coordination meetings regarding each of the classes involved at the beginning and end of the semester, and with the presence of representative from the Dean's and Chair's office to facilitate integration and divulgation. These are also shared during the faculty meetings taking place during the semester (beginning and end of thew semester).

Last updated 2/11/22