

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

Name of the program: Master of Architecture (M.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

M.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 become 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 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.

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 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.

C- PC.3 Ecological Knowledge and Responsibility— holistic understanding of the dynamic between built and natural environments,

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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 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.

- 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 M.Arch program will be able to identify, summarize, and translate, relevant theories and historical examples framed in their local contexts and with respect to 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 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.

- 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 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.

- 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 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.

- 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 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.

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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 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.

- 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 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.

- 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 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.

- 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 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.

- 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, accessible design, and consideration of the measurable environmental impacts of their design decisions.
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.

- N- **SC.6 Building Integration**— develop 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.

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. Matrix: provide/update the assessment matrix that indicates 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

NYIT SoAD	600-Level								700-Level								800 - Level							
	Fall				Spring				Fall				Spring				Fall				Spring			
	ARCH 601	ARCH 611	ARCH 641	ARCH 661	ARCH 602	ARCH 621	ARCH 644	ARCH 662	ARCH 704	ARCH 723	ARCH 741	ARCH 772	ARCH 705	ARCH 722	ARCH 724	ARCH 727	ARCH 801	ARCH 821	ARCH 862	ARCH 791	ARCH 802	ARCH 880	ARCH 791	ARCH 791
Master of Architecture	M.Arch Studio 1	Introduction to Arch. Structures + Tec	Architectural Visual Communication I	Global History of Architecture I	M.Arch Studio 2	Building Systems I	Architectural Visual Communication II	Global History of Architecture II	M.Arch Studio 4	Material Tectonics I	Architectural Visual Communication II	Site Planning	M.Arch Studio 5	Building Systems II	Material Tectonics II	Construction Documents	M.Arch Studio 6	Building Systems III	Architectural History or Theory Optoin	Special Studies in Architecture	M.Arch Studio 7	Practice Models and Strategies	Special Studies in Architecture	Special Studies in Architecture
	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,

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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	<u>ARCH 880</u>	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	<u>ARCH 601</u> <u>ARCH 602</u> <u>ARCH 705</u> <u>ARHC 802</u>	Project presentations, portfolios	Faculty course self-assessments, Assessment Day Surveys	Project assignments; Key interim and final reviews	75% of students score 3 or higher	pending	tbd	
PLO3- Ecological Knowledge and Responsibility	<u>ARCH 621</u> <u>ARCH 722</u> <u>ARCH 772</u> <u>ARCH 821</u>	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	<u>ARCH 661</u> <u>ARCH 662</u> <u>ARCH 862</u>	course assignment; capstone course work;	student survey; interview; students' reflection	assignments; exams;	75% of students score 3 or higher	pending	tbd	

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PLO5- Research and Innovation	<u>ARCH 724</u> <u>ARCH 801</u> <u>ARCH 802</u>	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	ASSESSMENT TYPE: INDIRECT METHODS OF ASSESMENT	MEASUREMENT INSTRUMENTS/ ASSIGNMENTS	BECHMARK/ SCORE	ASSESSMENT RESULTS	CHANGES/ MPROVEMENTS	NOTES
PLO6- Leadership and Collaboration	<u>ARCH 724</u> <u>ARCH 880</u>	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	<u>ARCH 661</u> <u>ARCH 662</u> <u>ARCH 862</u>	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	<u>ARCH 661</u> <u>ARCH 662</u> <u>ARCH 772</u> <u>ARCH 862</u>	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	

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PLO9- Health, Safety and Welfare in the Built Environment	<u>ARCH 611</u> <u>ARCH 621</u> <u>ARCH 722</u> <u>ARCH 821</u>	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 880	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	<u>ARCH 880</u> <u>ARCH 772</u> <u>ARCH 705</u>	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	<u>ARCH 611</u> <u>ARCH 621</u> <u>ARCH 722</u> <u>ARCH 722</u> <u>ARCH 705</u> <u>ARCH 727</u>	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	<u>ARCH 704</u> <u>ARCH 705</u>	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		course	student survey;	assignments;	75% of	pending	tbd	

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Integration	ARCH 704 ARCH 705	assignment; portfolios;	interview; alumni survey; students' reflection	¼ semester & midterm reviews; presentations	students score 3 or higher			
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4. Timeline of the PLO assessment:

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

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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	TYOLOGY OF DATA	WHO IS RESPONSIBLE 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	

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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	
PLO10	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 dissemination of continuing improvement efforts. These are also shared during the faculty meetings taking place during the semester (beginning and end of the semester).

Last updated 2/11/22