

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

Name of the program: [M.S. Architecture, Health and Design](#)

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 future PLO will be here:
http://www.nyit.edu/planning/academic_assessment_plans_reports

M.S. Architecture, Health and Design, Program's Student Learning Outcomes (PLOs) Based on NAAB Program Criteria (PC) & Student Criteria (SC)

[Program Criteria \(PC\):](#)

A- PC.1 Career Paths— understand emerging career paths and how to develop an agile, adaptive attitude and resilient mindset towards volatile future work environments and a range of available career opportunities in new job markets driven by health and design that utilize the acquired skills and knowledge.

PLO1: Students completing the M.S.AHD 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 the methods by which design processes integrate multiple factors, in different settings and scales of development, from humans to buildings to cities to products.

CPI_STUDENT/PROGRAM LEARNING OUTCOMES

PLO2: Students completing the M.S.AHD program will be able to deploy creative and critical thinking to develop human centered 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, health eco-system, adaptation, and resilience principles in their work and advocacy activities.

PLO3: Students completing the M.S.AHD 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 implement circular development strategies and performative environmental and human metrics.

- D- **PC.4 History and Theory**— understand health in design, architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

PLO. 4: Students completing the M.S.AHD 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 design and health research to test and evaluate innovations in the field.

PLO.5: Students completing the M.S.AHD 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 M.S.AHD program will be able to successfully operate, coordinate, negotiate, and lead participation in collaborative teams in the preparation, design, documentation and execution of purpose driven projects in the wider area of health and healthcare and for alternative forms of design 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.S.AHD program will have embarked on a process of life-long learning that prepares them to identify, express, prioritize and value aspects impacting health and devise ways to unlearn stuck practices and overcome established ways of seeing and mindsets.

- 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.S.AHD 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 just and resilient 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 cities to buildings to products.
PLO9: Students completing the M.S.AHD 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. They actively engage with diverse communities, analyze health and safety needs, lived experiences as well as workflow challenges in order to identify opportunities for innovation.
- J- **SC.2 Professional Practice**— understand professional ethics, the regulatory requirements, the fundamental business processes relevant to design and health practice in the United States, and the forces influencing change in these subjects.
PLO 10: Students completing the M.S.AHD program will be able to articulate, communicate and integrate the overlapping disciplines in the design of health and care spaces with ethically and socially responsible reasoning. These include the capability to apply standards to develop and evaluate prototypes and solve challenges through ideas and making thereby adhering to ethical, equitable, regulatory and resilient environmental decisions.
- K- **SC.3 Inclusive Design**— understand design thinking tools and apply human centered methods to design for and with people.
PLO11: Students completing the M.S.AHD program will be able to critically think and communicate across domains, analyze latent relationships within quantitative data and qualitative information and evaluate any potential impacts to people and the eco-systems around them.
- L- **SC.4 Technical Knowledge**— understand the established and emerging systems, their technologies and assemblies and the methods and criteria to assess those technologies against the design, economics, and performance objectives of projects, products or services.
PLO12: Students completing the M.S.AHD 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 and products consistently and coherently according to relevant standards and the user needs.

M- SC.5 Design Synthesis— develop the ability to make creative decisions within projects while demonstrating synthesis of user needs, regulatory requirements, local conditions including accessible design, and consideration of the measurable eco system impacts of their design decisions.

PLO13: Students completing the M.S.AHD program will be able to analyze, prioritize, compare, evaluate, and make decisions within projects, products or services while demonstrating synthesis of user requirements, regulatory requirements, local conditions, and accessible design, and consideration of the measurable impacts of their design decisions on environment and humans.

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

CPI_STUDENT/PROGRAM LEARNING OUTCOMES

PROGRAM AND STUDENT CRITERIA MATRIX

PROGRAM & STUDENT CRITERIA MATRIX

New York Institute of Technology

Master of Science in Architecture, Health and Design

Primary Evidence Source
Secondary Evidence Source

		CORE COURSES							
		Fall				Spring			
		Preparatory Education	ARCH 701C	ARCH 754	ARCH 757	ARCH 753	ARCH 702C	ARCH 752	ARCH 755
		M.S.AHD Studio 1	Body Mind and Built Environment	Materials	History & Theory of Design for Health	M.S.AHD Studio 2	Multidisciplinary Design	Environmental Behavior & Design Intelligence	Medical and Mobility Prototypes
Shared Values									
Design									
Env. Stewardship & Professional Respon.									
Equity, Diversity & Inclusion									
Knowledge & Innovation									
Leadership, Collab. & Community Engagement.									
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 Inclusive Design									
SC.4 Technical Knowledge									
SC.5 Design Synthesis									

CPI_STUDENT/PROGRAM LEARNING OUTCOMES

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	ASSESSMEN T TYPE: INDIRECT METHODS OF ASSESMENT	MEASUREMENT INSTRUMENTS/ ASSIGNMENTS	BECHMARK/ SCORE	ASSESSMENT RESULTS	CHANGES/ MPROVEMENTS	NOTES
PLO1- Career Paths	Arch 753 Arch 755	course assignment; standardized tests	student survey; interview; alumni survey; students' reflection	assignments; papers, exams;	75% of students score 3 or higher	pending	tbd	
PLO2- Design	Arch 701 Arch 702	course project; assignments; portfolios;	student survey; interview; alumni survey; students' reflection	assignments; ¼ semester & midterm & final reviews; Public presentations	75% of students score 3 or higher	pending	tbd	
PLO3-Ecological Knowledge and Responsibility	Arch 701 Arch 702 Arch 752	Course project assignments; portfolios;	student survey; interview; alumni survey; students' reflection	assignments; ¼ semester & midterm & final reviews; Public presentations	75% of students score 3 or higher	pending	tbd	
PLO4- History and Theory	Arch 753	course assignment;	student survey; interview; students' reflection	assignments; papers, exams;	75% of students score 3 or higher	pending	tbd	

CPI_STUDENT/PROGRAM LEARNING OUTCOMES

PLO5- Research and Innovation	Arch 701/702 Arch 755 Arch 755 Arch 757	course assignment; portfolios; research project	student survey; interview; students' reflection	assignments; exams; ¼ semester & midterm & final reviews; public 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	Arch 701 Arch 702	course project; assignments; portfolios;	student survey; interview; alumni survey; students' reflection	assignments; ¼ semester & midterm & final reviews; Public presentations	75% of students score 3 or higher	pending	tbd	
PLO7-Learning and Teaching Culture	All courses	course assignment;	student survey; interview; alumni survey; students' reflection	assignments; exams;	75% of students score 3 or higher	pending	tbd	
PLO8- Social Equity and Inclusion	Arch 752 Arch 754	course assignment;	student survey; interview; alumni survey; students' reflection	assignments; exams; presentations	75% of students score 3 or higher	pending	tbd	
PLO9- Health, Safety and Welfare in the Built Environment	Arch 752 Arch 754 Arch 755	course assignment;	student survey; interview; alumni survey; students' reflection	assignments; exams; presentations	75% of students score 3 or higher	pending	tbd	
PLO10- Professional Practice	Arch 757 Arch 753 Arch 755	course assignment;	student survey; interview; alumni survey; students'	assignments; exams; presentations	75% of students score 3 or higher	pending	tbd	

CPI_STUDENT/PROGRAM LEARNING OUTCOMES

	Arch 756		reflection					
PLO11- Inclusive Design	Arch 754	course assignment;	student survey; interview; alumni survey; students' reflection	assignments; exams; presentations	75% of students score 3 or higher	pending	tbd	
	Arch 753							
	Arch 752							
	Arch 755							
PLO 12- Technical Knowledge	Arch 757	course assignment;	student survey; interview; alumni survey; students' reflection	assignments; exams; presentations	75% of students score 3 or higher	pending	tbd	
	Arch 756							
PLO13- Design Synthesis	Arch 701	course project; assignment; portfolios;	student survey; interview; alumni survey; students' reflection	assignments; ¼ semester & midterm & final reviews; Public presentations	75% of students score 3 or higher	pending	tbd	
	Arch 702							

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	X	
PLO3	X		X	
PLO4		X		

CPI_STUDENT/PROGRAM LEARNING OUTCOMES

PLO5	X	X	X	
PLO6		X		
PLO7	X		X	
PLO8	X		X	
PLO9	X	X	X	
PLO10			X	
PLO11	X		X	
PLO12	X	X	X	
PLO13	X	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 & market survey; institutional data	faculty	chair & director	tbd/ course coordinator	annual review	
PLO2	student portfolio;	faculty	chair & director	tbd/ course coordinator	annual review	
PLO3	student portfolio; grade analysis	faculty	chair & director	tbd/ course coordinator	annual review	

CPI_STUDENT/PROGRAM LEARNING OUTCOMES

PLO4	grade analysis	faculty	chair & director	tbd/ course coordinator	annual review	
PLO5	student portfolio; grade analysis; participation to curricular and extra curricular research projects	faculty	chair & director	tbd/ course coordinator	annual review	
PLO6	Data from collaborative and community projects	faculty	chair & director	tbd/ course coordinator	annual review	
PLO7	employment & alumni survey; report on collaborative and community projects	faculty	chair & director	tbd/ course coordinator	annual review	
PLO8	grade analysis in courses	faculty	chair & director	tbd/ course coordinator	annual review	
PLO9	student portfolio; grade analysis in specific courses	faculty	chair & director	tbd/ course coordinator	annual review	
PL010	grade analysis in specific courses	faculty	chair & director	tbd/ course coordinator	annual review	
PLO11	student portfolio; grade analysis in specific courses	faculty	chair & director	tbd/ course coordinator	annual review	
PLO12	student portfolio; grade analysis in specific courses	faculty	chair & director	tbd/ course coordinator	annual review	
PLO13	student portfolio; grade analysis in specific courses	faculty	chair & director	tbd/ course coordinator	annual review	

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

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

Last updated 6/30/22