**This plan provides the PLO/SLO assessment plan for AY 2022-2025**
**Name of the program:** MS. in Architecture, Urban Design (MS.AUD)
**Plan for AY 2022-2023, 2023-2024, 2024-2025**
**Expected date of submission 6/30/2022**
**Contact:** Marcella Del Signore, Director, MS.AUD Program, Associate Professor
School of Architecture and Design, New York Institute of Technology
1855 Broadway New York, NY 10023, phone: 212-261-1779, email: mdelsign@nyit.edu

*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

MS.AUD 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 range of available career opportunities that utilize the discipline's skills and knowledge.
**PLO.1: Students completing the MS.AUD 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, including but not limited to careers in urban design/landscape/architecture, consulting, government, higher education, and nonprofits.**

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.
**PLO.2: Students completing the MS.AUD program will be able to critically evaluate multiple fields and methods in the urban design field to develop interscalar projects that respond to critical issues within the global context of 21st-century urbanism.**

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.

**PLO.3: Students completing the MS.AUD program will be able to understand how urban design confronts the challenges of sustainability and resilience through integrated design strategies at the intersection of urban forms, low-carbon development, and climate science.**

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 MS.AUD program will be able to critically engage with the historical and theoretical development of cities through the social, cultural, economic, political, and morphological aspects that are inherently embedded within urbanization processes.**

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 MS.AUD program will be able to critically engage with theories and methods for research to foster innovation guided by a range of techniques for gathering, analyzing, assessing, interpreting, and comparatively informing critical thinking for research-oriented strategies.**

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 MS.AUD program will be able to analyze the discipline's evolving practice through the engagement with stakeholders and cross-sectorial teams to foster the capacity for collaboration and leadership skills.**

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 MS.AUD Program will be able to be active participants in a culture that fosters positive values in society shaped through the lens of urban design agencies to promote respectful operational domains for the academic and professional environment.**

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 MS.AUD Program will be able to respond to the social, cultural, economic, political, and ecological domains through approaches and methodologies that foster diversity, equity, and inclusion.**

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.

**PLO.9: Students completing the MS.AUD Program will be able to identify, analyze, assess, model, represent, and critically address issues and parameters that impact the health and safety of our cities through multiple scalar lenses.**

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 MS.AUD Program will be able to understand and manage the overlapping domains of the urban design professional field, including the engagement with stakeholders, governmental entities, policy makers, and community organizations, among others, to shape and guide the ethical and regulatory boundaries of the professional 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.

**PLO.11: Students completing the MS.AUD Program will be able to study, analyze, and apply the relevant urban regulatory requirement to understand fundamental principles of land use, laws, and regulations that apply to urban and territorial contexts.**

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.

**PLO.12: Students completing the MS.AUD Program will be able to understand and apply methods to address the use of technology within the urban design field, to measure, evaluate, generate, and engage advanced technological workflows against contemporary urban challenges.**

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.

**PLO.13: Students completing the MS.AUD Program will be able to develop the capacity to generate synthetic design scenarios that embed an array of urban parameters, including user requirements, multi-scalar site conditions, accessible design, and environmental considerations to inform strategic design decisions.**

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
### MS.AUD PROGRAM

| | Term 1 - Fall | | | | Term 2 - Spring | | | | Electives | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ARCH 701 \| Urban Design Studio I | ARCH 841 \| Digital Techniques and Media for Urban Design I | ARCH 721 \| History and Theory of Cities | ARCH XXX \| Elective | ARCH 702 \| Urban Design Studio II | ARCH 842 \| Digital Techniques and Media for Urban Design II | ARCH 725 \| Theories and Case Studies of Urbanism | ARCH XXX \| Elective | ARCH 824 \| Cities, Ecologies, and Infrastructures | ARCH 861 \| Social, Economic, Political, and Technological issues of Urban Design | ARCH 871 \| Housing and Urbanization Systems | ARCH 881 \| Issues of Practice and Community Engagement | ARCH 882 \| Externship |
| **Program Criteria** | | | | | | | | | | | | | |
| PC.1 Career Paths | | | | | | | | | | | | X | X |
| PC.2 Design | X | | | | X | | | | | | | | |
| PC.3 Ecological Knowledge and Responsibility | | | | | | X | | | X | X | | | |
| PC.4 History and Theory | | | X | | | | X | | | | | | |
| PC.5 Research and Innovation | X | | | | X | | | | | | | | |
| PC.6 Leadership and Collaboration | X | | | | | | | | | | | X | X |
| PC.7 Learning and Teaching Culture | | | | | | | X | | | X | | | |
| PC.8 Social Equity and Inclusion | | | | | | | | | X | | | X | |
| **Student Criteria** | | | | | | | | | | | | | |
| SC.1 Health, Safety and Welfare in the Built Environment | | | | | | | | | X | X | X | | |
| SC.2 Professional Practice | | | | | | | | | | | | X | |
| SC.3 Regulatory Context | X | | | | X | | | | | X | | | |
| SC.4 Technical Knowledge | | X | | | | X | | | | | | | |
| SC.5 Design Synthesis | X | | | | X | | | | | | | | |

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/ IMPROVEMENTS | NOTES |
|---|---|---|---|---|---|---|---|---|
| PLO.1- Career Paths | Arch 881 Arch 882 | 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 | |
| PLO.2- Design | Arch 701 Arch 702 | course assignment; portfolios; capstone course work | student survey; interview; alumni survey; students' reflection | assignments; ¼ semester & midterm reviews; presentations | 75% of students score 3 or higher | pending | tbd | |
| PLO.3-Ecological Knowledge and Responsibility | Arch 824 Arch 861 Arch 842 | 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.4- History and Theory | Arch 721 Arch 725 | course assignment; capstone course work; | student survey; interview; students' reflection | assignments; exams; | 75% of students score 3 or higher | pending | tbd | |
| PLO.5- Research and Innovation | Arch 701 Arch 702 | 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 | COURSES | ASSESSMENT TYPE: *DIRECT METHODS OF ASSESMENT* | ASSESSMENT TYPE: *INDIRECT METHODS OF ASSESMENT* | MEASUREMENT INSTRUMENTS/ ASSIGNMENTS | BECHMARK/ SCORE | ASSESSMENT RESULTS | CHANGES/ IMPROVEMENTS | NOTES |
|---|---|---|---|---|---|---|---|---|
| **PLO.6- Leadership and Collaboration** | Arch 701<br>Arch 702<br>Arch 881<br>Arch 882 | course assignment; portfolios; capstone course work; | student survey; interview; alumni survey; students' reflection | assignments; ¼ semester & midterm reviews; presentations | 75% of students score 3 or higher | pending | tbd | |
| **PLO.7-Learning and Teaching Culture** | Arch 725<br>Arch 861 | course assignment; capstone course work; | student survey; interview; alumni survey; students' reflection | assignments; exams; | 75% of students score 3 or higher | pending | tbd | |
| **PLO.8- Social Equity and Inclusion** | Arch 881<br>Arch 824 | course assignment; portfolios; capstone course work; | student survey; interview; alumni survey; students' reflection | assignments; ¼ semester & midterm reviews; presentations | 75% of students score 3 or higher | pending | tbd | |
| **PLO.9- Health, Safety and Welfare in the Built Environment** | Arch 824<br>Arch 861<br>Arch 871 | 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 | |
| **PLO.10- Professional Practice** | Arch 881 | course assignment; capstone course work; | student survey; interview; alumni survey; students' reflection | assignments; exams; | 75% of students score 3 or higher | pending | tbd | |
| **PLO.11- Regulatory Context** | Arch 871 | course assignment; portfolios; capstone course work | student survey; interview; alumni survey; | assignments; exams; | 75% of students score 3 or higher | pending | tbd | |

| | Arch 701 | | students' reflection | ¼ semester & midterm reviews; presentations | | | | |
|---|---|---|---|---|---|---|---|---|
| | Arch 702 | | | | | | | |
| | Arch 861 | | | | | | | |
| **PLO.12- Technical Knowledge** | Arch 841 | 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 | |
| | Arch 842 | | | | | | | |
| **PLO.13- Design Synthesis** | Arch 701 | course assignment; portfolios; capstone course work; | student survey; interview; alumni survey; students' reflection | assignments; ¼ semester & midterm reviews; 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 |
|---|---|---|---|---|
| PLO.1 | | X | X | |
| PLO.2 | X | X | X | |
| PLO.3 | X | X | | |
| PLO.4 | | X | X | |
| PLO.5 | | | X | |
| PLO.6 | | X | | |

| | | | | |
|---|---|---|---|---|
| **PLO.7** | X | | X | |
| **PLO.8** | | X | X | |
| **PLO.9** | X | | X | |
| **PL0.10** | | | X | |
| **PLO.11** | X | X | | |
| **PLO.12** | | | X | |
| **PLO.13** | 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 |
|---|---|---|---|---|---|---|
| **PLO.1** | employment & license survey; institutional data; Data from externship | faculty & coordinators | coordinators & directors | tbd/ course coordinator | annual review | |
| **PLO.2** | student portfolio; grade analysis | faculty & coordinators | coordinators & directors | tbd/ course coordinator | annual review | |
| **PLO.3** | student portfolio; grade analysis | faculty & coordinators | coordinators & directors | tbd/ course coordinator | annual review | |
| **PLO.4** | student portfolio; grade analysis | faculty & coordinators | coordinators & directors | tbd/ course coordinator | annual review | |
| **PLO.5** | student portfolio; grade analysis; | faculty & coordinators | coordinators & directors | tbd/ course coordinator | annual review | |

| | | | | | |
|---|---|---|---|---|---|
| | participation to curricular and extra curricular research projects | | | | |
| **PLO.6** | Data from externship | faculty & coordinators | coordinators & directors | tbd/ course coordinator | annual review |
| **PLO.7** | participation to curricular and extra curricular collaborative and community projects | faculty & coordinators | coordinators & directors | tbd/ course coordinator | annual review |
| **PLO.8** | student portfolio; grade analysis in specific courses | faculty & coordinators | coordinators & directors | tbd/ course coordinator | annual review |
| **PLO.9** | student portfolio; grade analysis in specific courses | faculty & coordinators | coordinators & directors | tbd/ course coordinator | annual review |
| **PL0.10** | externship data | faculty & coordinators | coordinators & directors | tbd/ course coordinator | annual review |
| **PLO.11** | student portfolio; grade analysis in specific courses | faculty & coordinators | coordinators & directors | tbd/ course coordinator | annual review |
| **PLO.12** | student portfolio; grade analysis in specific courses | faculty & coordinators | coordinators & directors | tbd/ course coordinator | annual review |
| **PLO.13** | 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 the semester).*

*Last updated 7/18/2022*