### Program Information:

<table>
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<tr>
<th>Program</th>
<th>Landscape Architecture and Planning</th>
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<tr>
<td>Department(s)</td>
<td>School of Architecture</td>
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<tr>
<td>College</td>
<td>Fine Arts</td>
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<tr>
<td>Program Assessment Coordinator</td>
<td>Daniel H. Ortega</td>
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<td>Report submitted by</td>
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<td>(include phone/email)</td>
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<td>Date Submitted</td>
<td>April 4 2011</td>
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1. Student Learning Outcomes for the program. List the Student Learning Outcomes for the program. Number for later reference.

Upon completion of the B.L.A. program in Landscape Architecture, students will document Skills and Abilities relevant to:

1. discern areas of practice in landscape architecture and the range of applications associated with each area.;
2. implement a range of landscape architecture design processes;
3. implement a range of creative tools such as brainstorming, divergent, and convergent thinking, etc.;
4. implement a range of design considerations relevant to site inventory and analysis and site design considerations;
5. implement a range of planning considerations relevant to landscape architecture, including history and precedence, regulations, and economics;
6. discern a range of issues related to sustainability relevant to landscape architecture;
7. implement a range of technical considerations relevant to landscape architecture construction;
8. analyze and describe a range of issues related to plant knowledge;
9. discern a range of principles that define the profession, demonstrate a professional demeanor, and articulate the systems that support landscape architecture;
10. discern a range of principles that demonstrate an awareness of the role of landscape architects as advocates and providers of public/client education, including but not limited to issues of: environmental awareness and stewardship, and an awareness and sensitivity to issues related to social justice such as socio-economic diversity, cultural diversity and inclusivity;
11. implement a range of research fundamentals that foster a capacity for comprehensive reading, working in groups, critical thinking, primary and secondary research, and selecting appropriate deliverables.
12. implement a range of principles that foster a capacity to communicate effectively in graphic, written, and verbal formats;
13. discern a range of issues meant to introduce the importance and structure of the Landscape Architecture Registration Examination;
14. a range of principles that foster a capacity to effectively express a level of competence necessary to succeed as a designer including, but not limited to, craftsmanship, portfolio development, marketing, and developing an awareness of the contemporary issues, practices, techniques, and technologies that influence professional development.
2. Planned assessments: Methods, Instruments and Analysis. According to the Assessment Plan for this program, what were the planned assessments to be conducted during the Spring & Fall 2010 Academic Semesters?

The learning objectives identified above form the basis for landscape architecture and planning’s first quantifiable outcomes rubric. These objectives have been identified using input offered by LA and P faculty, alumni, and local landscape architectural practitioners. The newly formed rubric will assess each student’s ability to express their skills and abilities as met with excellence, met, met minimal competency, and not met. Each course listed in the LA and P assessment plan will measure its identified objectives via course portfolio submissions.

3. Results, conclusions and discoveries. What are the results of each planned assessment listed above? Is the outcome at, above, or below what was expected? What conclusions or discoveries do you draw from the results? Describe below or attach to the form.

The first portfolio review will occur in early summer 2011. The summer review will review the work submitted in Fall 2010 and Spring 2011. The quantifiable data related to each object will be available after that review takes place. After the initial summer 2011 review, the process should prove to be able to be repeated during each subsequent semester break, thus allowing for a timely submission of outcomes from that point on.

4. Use of results. What program changes are indicated, and how will they be implemented? Include a description of who will review and act on the findings. If none, describe why changes are not needed.

The results of the portfolio review sessions will be used to determine student strengths and weaknesses with respect to our identified objectives, as well as to determine the viability of each specific objective. Every three years the data will be looked at collectively to see if there are courses with identifiable patterns of weakness, at that point the pedagogical approach to courses with a continuously demonstrated record of weaknesses can be adjusted to assure that those weaknesses are being addressed.

5. Progress. Describe program changes that have been recommended in past reports. What progress has been made since the recommendation?

The benchmark report will be compiled in summer 2011. Any and all reports submitted after that should be able to demonstrate quantifiable trends in progress.