**Assessment Report – 2012**

Evidence collected in spring & fall 2011

<table>
<thead>
<tr>
<th>Program Assessment Coordinator</th>
<th>Daniel H. Ortega, ASLA</th>
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<tbody>
<tr>
<td>Report submitted by (include phone/email)</td>
<td>Daniel H. Ortega, ASLA  ext. 51741 <a href="mailto:dhortega@unlv.nevada.edu">dhortega@unlv.nevada.edu</a></td>
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<td>Date Submitted</td>
<td>3-19-12</td>
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**Directions:** Please complete a form for each of the programs within your department. This form was designed to provide a format for assessment reporting and should not be used to limit the amount of information provided. Each box that is attached to each of the sections is designed to adjust to varying lengths. If you have any questions, please contact Dr. Dan Bubb at x51506 or via email.

***Email form to assessment@unlv.edu (Academic Assessment/UNLV)***

### Program Information:

<table>
<thead>
<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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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. express 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 2011 Academic Semesters?

<table>
<thead>
<tr>
<th>Assessment Instrument (e.g., survey, exit exam)</th>
<th>Learning outcome(s) assessed (list by #)</th>
<th>Expected Measures (results that would indicate success)</th>
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<tbody>
<tr>
<td>Individual course portfolios of student work were used as the assessment instrument. For each course, every student who completed the course submitted a portfolio of work that documented their ability to display the appropriate outcomes listed above.</td>
<td>1-14</td>
<td>Program alumni and local practitioners from the landscape architecture and panning professions reviewed the course portfolios. The expected success measure would be at least a 2/3 report that each course outcomes was being met as described in the program’s 5 year assessment plan.</td>
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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 results indicated that the student work was meeting the outcomes as described in the rubric included in the program assessment plan. However, there were some unexpected results related to the current paradigm of professional practice that caused us to reconsider our objectives and outcomes, and ultimately our curriculum, in a more appropriate and holistic manner. While the student work was appropriately responding to the outcomes described in our rubric, the current paradigm of professional practice has changed greatly, mostly as a response to the current economic downturn. Both the planning and landscape architecture professions have experienced a great deal of lay-offs and the changes that in have occurred job related expectations have changed from placing a heavy emphasis on technical ability and design skill, to a skill set that includes knowledge of small to medium-sized business structure, entrepreneurialism, an understanding of the planning and design processes related to green infrastructure design, integrated spatial management, and renewable energies.

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.

As a result of the feedback from the program alumni and local practitioners, we are currently undergoing a re-design of our four-year accredited bachelor of landscape architecture degree. The new degree plan will work to incorporate those area of practice that we feel that we are already covering well while introducing courses that will expose our degree students to areas of practice mentioned as being a part of the current professional paradigm shift occurring in the landscape architecture and planning professions.
5. **Progress.** Describe program changes that have been recommended in past reports. What progress has been made since the recommendation?

Previous recommendations included providing a direct list of course objectives and outcomes that could be placed within an easily managed rubric. We have done so as supported by the previous submission of the program assessment plan. However, in light of re-designing the curriculum the objectives and outcomes, as well as the five-year assessment plan, will most likely be updated to reflect the changes in the curriculum.