Landscape Architecture Program Assessment Plan

Program Information:

<table>
<thead>
<tr>
<th>Program</th>
<th>B.L.A. Bachelor of Landscape Architecture</th>
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<tr>
<td>School/Program</td>
<td>School of Architecture / Landscape Architecture Program</td>
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<td>College</td>
<td>Fine Arts</td>
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<td>Program Assessment Coordinator</td>
<td>Daniel H. Ortega, ASLA, MLA</td>
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1. Student Learning Outcomes for the program.

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. Curriculum Alignment of Student Learning Outcomes. Where is the information covered in the courses required in the program? At what developmental stage is it covered (Beginning, Middle, or End)?

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<th>Courses in program (required &amp; electives)</th>
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I = Introduced, E = Enriched, R = Reinforced, S = Synthesized

I = Expected outcome introduced in introductory level course work or at other appropriate places in the curriculum
E = Expected outcome enriched in intermediate level course work or at other appropriate places in the curriculum
R = Expected outcome reinforced in intermediate to advance level course work or at other appropriate places in the curriculum
S = Expected outcome fully synthesized at the end of career, such as in a capstone course or at other appropriate places in the curriculum
# Courses in Program (required & electives)

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**3. Methods, Instruments and Analysis.** What instruments will be used over the five years? Which learning outcomes will be assessed by the instruments? Who is responsible for instrument development/validation and data collection? When and where will data be collected over the five years? How will results be reported (e.g. percentages, ranks, state or national comparisons) and what are the expected measures (results that would indicate success)?

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Learning outcome(s) assessed (list by #)</th>
<th>Person responsible for instrument &amp; data collection</th>
<th>When and where will data be collected</th>
<th>Expected Measures (results that would indicate success)</th>
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<tbody>
<tr>
<td>1. Individual course portfolios of work. All students will submit a portfolio of that will document their ability to display the Skills and Abilities indicted in each of the above listed areas of assessment.</td>
<td>1-14</td>
<td>Data collected by instructors and given to the Program Coordinator. L.A. program assessment committee will review all portfolios. The L.A. program coordinator will aggregate data and create a summary.</td>
<td>At the end of each semester. Portfolios will be reviewed during the following semester, eg. Fall 2010 will be reviewed Spring 2911, etc.</td>
<td>Questions regarding each outcome will be evaluated separately. Expectations are that at least 70% of students will display expected outcomes.</td>
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<td>2. Common portfolio/application submittal for acceptance to upper-division.</td>
<td>1-14</td>
<td>Data collected by instructors and given to the Program Coordinator. L.A. program assessment committee will review all portfolios. The L.A. program coordinator will aggregate data and create a summary.</td>
<td>Collected in the spring semester of the second year of the curriculum.</td>
<td>Questions regarding each outcome will be evaluated separately. Expectations are that at least 70% of students will display expected outcomes.</td>
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</table>
3. Capstone project and portfolio. Students will complete a capstone project and submit a portfolio that documents the arc of their educational career in the L.A. program. The portfolio will be an all-encompassing, edited version of portfolio samples submitted throughout the curriculum. **1 - 14**  
Data collected by instructors and given to the Program Coordinator. L.A. program assessment committee will review all portfolios. The L.A. program coordinator will aggregate data and create a summary. Collected once at the end of the 4th year capstone studio, LAND 486. Questions regarding each outcome will be evaluated separately. Expectations are that at least 85% of students will display expected outcomes.

| 4. Senior survey | 1 - 14 | Instructors collect student responses for Program Coordinator to summarize, | Collected once at the end of the 4th year capstone studio, LAND 486, beginning Spring 2011. Expect the modal student to report good or great gains related to each outcome as a result of the program. |

**4. Analysis & Reporting.** List the position(s) responsible for data analysis and report below.

The program coordinator will analyze and create the report.

**5. Process for Program Improvement.** What is your plan for reviewing and acting on your findings?

The program coordinator will deliver the report to an assessment committee formed of Landscape Architecture faculty, program alumni, and representatives from the Nevada chapter of the American Society of Landscape Architecture at the beginning of each fall semester. Follow-up meetings will be held as needed following the initial review to assist faculty members in evaluating and revising the content and pedagogy of their courses, at their discretion, to better help students achieve the learning outcomes.

The L.A. faculty will advise as to the initial action for program improvement. The program coordinator, school director, and/or college Dean, when necessary, are responsible for making sure that appropriate changes are carried out.