**Assessment Report – 2013**

Evidence collected in spring & fall 2012

Report due March 30, 2013

**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)***

<table>
<thead>
<tr>
<th>Program Information:</th>
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<tr>
<td><strong>Program</strong></td>
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<tr>
<td><strong>Department(s)</strong></td>
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<td><strong>College</strong></td>
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<tr>
<td><strong>Program Assessment Coordinator</strong></td>
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<tr>
<td><strong>Report submitted by</strong> (include phone/email)</td>
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<td><strong>Date Submitted</strong></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 Bachelor of Landscape Architecture (BLA) program, students will document Skills and Abilities relevant to:

1. areas of practice in landscape architecture and the range of applications associated with each area;
2. a range of landscape architecture design processes;
3. a range of creative tools such as brainstorming, divergent, and convergent thinking, etc.;
4. a range of design considerations relevant to site inventory and analysis and site design considerations;
5. a range of planning considerations relevant to landscape architecture, including history and precedence, regulations, and economics;
6. a range of issues related to sustainability relevant to landscape architecture;
7. a range of technical considerations relevant to landscape architecture construction;
8. a range of issues related to plant knowledge;
9. a range of principles that define the profession, demonstrate a professional demeanor, and articulate the systems that support landscape architecture;
10. 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. 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. a range of principles that foster a capacity to communicate effectively in graphic, written, and verbal formats;
13. 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 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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<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 planning professions reviewed a sample of 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 concerns regarding student ability to clearly communicate their design process, and design intent with respect to programming.

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, the LA and P faculty (full time and PTI's) will meet to establish strategies that can be applied across the curriculum to insure that process and programming essentials are being communicated clearly.
In the 2012 assessment report, there was an indication that previous assessment feedback suggested that the current paradigm of professional practice warranted an evaluation of our current curriculum. The program has had one full time faculty member leave and as a result the curriculum changes have been temporarily postponed. However, we are using this as an opportunity to review our current program mission and objectives in order to ensure that the curriculum changes represent a holistic plan of future progress. One meeting of full and part –time faculty took place during the Spring 13 semester to initiate steering this initiative. As a result an on-line survey that would measure the effectiveness of our current mission and objectives is being formatted for distribution to alumni and practitioners.