

2012-2013 Assessment Snapshot for Landscape Architecture - B.S.L.A., M.L.A.

[Learning Outcomes](#) 2012-2013 Snapshot (read only) [2013-14 Current Cycle](#) [2014-15 Next Cycle](#)

Last edited by SDrown on 05-SEP-13

Learning Outcome (s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
<p>The graduate of the seamless 5 and 1/2 year B.S.L.A./M.L.A. degree will acquire and possess verbal, written and graphic skills that demonstrate the ability to think critically, organize information creatively and use an array of traditional as well as emerging digital media to communicate effectively and appropriately.</p>	<p>Direct Measure 1. A rubric for reviewing second year portfolios (for admission to the third year studio) . This will include the review of the student's written statement of intent as well as graphic material. 2. A rubric to review written material required for LArc 151, 389, LArc 465 and LArc 480. 3. A rubric assessing communication and presentation skills for third and fourth year comprehensive studios. 4. A rubric for reviewing student portfolios at the end of the B.S.L.A. degree program to determine student candidacy for the M.L.A. degree program. 5. A rubric for reviewing and evaluating M.L.A. graduate projects/theses content and defense.</p> <p>Indirect Measure Jury Review of student work at the end of LArc 463 and LArc 465. (These are the two B.S.L.A. "gateway" studios required for completion of the B.S.L.A. degree and for candidacy for the M.L.A.) Jury Review of Student work in LArc 554 and 556. Jury Review of Graduate project or thesis defense.</p> <p>Student Interviews See questions attached. A group focus discussion with graduate students in their last semester of the M.L.A. degree program.</p>	<p>Direct Benchmarks Direct Benchmarks Rubric 1. - At least 80 % of portfolios submitted by second year students for admission to the third year studio, and 80% of portfolios submitted by transfer students for admission to the third year studio will demonstrate acceptable communication skills with a grade of B or higher. Rubric 2. - At least 80% of the written material for LArc 151, LArc 389, LArc 465 and LArc 480 will demonstrate effectiveness in critical thinking and organization with a grade of B or higher. Rubric 3. At least 80% of student work completed in third and fourth year comprehensive studios will demonstrate effective presentation skills with a grade of B or higher. Rubric 4. - At least 80 % of portfolios submitted by 4th year students for admission to the M.L.A. degree program will demonstrate written and graphic communication skills with a grade of B or higher. The Focus Discussion - In a discussion group during the last semester prior to graduation, at least 80% of seniors will demonstrate that they believe their comprehensive communication skills are suitable for professional entry level practice and that the B.S.L.A. program has been effective in facilitating the development of these skills.</p> <p>Indirect Benchmarks Jury Reviews at the end of LArc 463 and LArc 465 will demonstrate that at least 80 % of the students in these courses have effective verbal, written and graphic skills at a grade level of B or above. Jury Reviews of graduate student work in LArc 554 and 556 will demonstrate that the quality of all</p>	<p>Direct Findings Rubric One:Expectations were met regarding quality of student portfolios. Students' ability to communicate graphically was exceptional as in years past, writing skills were not as developed. Rubric Two:Papers submitted in the courses listed in the rubric were of good to excellent quality with exceptional quality in LArc 480.Rubric 3: Students demonstrated effective presentation skills in upper division courses. Rubric 4.Portfolios submitted by 4th year students for the MLA met expectations.</p> <p>Indirect Findings End of year Juries in most cases demonstrated that students had good to excellent communication skills. Some students in lower level courses needed to communicate more directly but faculty and guests overall felt that students jury presentations met the expectations of each course level.Reviews of graduate final project and thesis presentations were mixed; some students exceeded our expectations, a few need to improved their writing skills.</p> <p>Face-to-Face Findings Focus Discussions and an exit interview resulted in outstanding comments from graduating students who believed their communication skills made them competitive for the workplace.Graduate students also felt that they had learned a great deal about research process and were better prepared for the professional work place as a result.</p>	<p>Faculty will be engaging in a review of the overall mission and content of the new BSLA/MLA curriculum to find ways to improve student communication skills and encourage students to engage more effectively in graphic digital communications. A new hire underway will emphasize the importance of digital communications and research skills.Faculty will also be participating in a CAA wide External Review process.</p>

student work is equal to or greater than a grade of B. Jury Reviews of the graduate project or thesis defense will demonstrate that the student's work successfully integrates the appropriate research methodology and utilizes the appropriate professional communication skills with a grade of B or above.

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Learning Outcome (s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
<p>The graduate of the seamless 5 and 1/2 year B.S.L.A./M.L.A. degree will: Demonstrate the ability to create solutions for place that synthesize process, theory, spatial literacy, technology, and knowledge regarding regenerative natural and cultural systems. Demonstrate the ability to identify a design or planning problem, clarify the issues related to the problem, utilize appropriate research methods to gather data, synthesize research results and apply research results to a graduate project or thesis. Possess the range of skills that provide a foundation for professional practice and preparation for professional licensure (LARE). Demonstrate the ability to integrate knowledge from other disciplines through successful collaborative problem solving in the design studio, design seminars and independent graduate projects or theses.</p>	<p>Direct Measure 1. A rubric for reviewing second year portfolios (for admission to the third year studio) . This will include the review of the student's written statement of intent as well as graphic material. 2. A rubric to review written material required for LArc 151, 389, LArc 465 and LArc 480. 3. A rubric assessing independent learning skills for third and fourth year comprehensive studios. 4. A rubric for reviewing student portfolios at the end of the B.S.L.A. degree program to determine student candidacy for the M.L.A. degree program that addresses independent learning. 5. A rubric for reviewing and evaluating M.L.A. graduate projects/theses content and defense.</p> <p>Indirect Measure Jury Review of student work at the end of LArc 463 and LArc 465. (These are the two B.S.L.A. "gateway" studios required for completion of the B.S.L.A. degree and for candidacy for the M.L.A.) Jury Review of Student work in LArc 554 and 556. Jury Review of Graduate project or thesis defense.</p> <p>Student Interviews Student Interviews See questions attached. A group focus discussion with graduate students in their last semester of the M.L.A. degree program.</p>	<p>Direct Benchmarks Direct Benchmarks Rubric 1. - At least 80 % of portfolios submitted by second year students for admission to the third year studio, and 80% of portfolios submitted by transfer students for admission to the third year studio will demonstrate acceptable independent learning skills with a grade of B or higher. Rubric 2. - At least 80% of the written material for LArc 151, LArc 389, LArc 465 and LArc 480 will demonstrate effectiveness in independent thinking and learning with a grade of B or higher. Rubric 3. At least 80% of student work completed in third and fourth year comprehensive studios will demonstrate effective independent skills with a grade of B or higher. Rubric 4. - At least 80 % of portfolios submitted by 4th year students for admission to the M.L.A. degree program will demonstrate effective independent learning skills with a grade of B or higher. The Focus Discussion - In a discussion group during the last semester prior to graduation, at least 80% of seniors will demonstrate that they believe their comprehensive learning skills and ability to solve problems in an interdisciplinary manner are suitable for professional entry level practice and that the B.S.L.A. program has been effective in facilitating the development of these skills.</p> <p>Indirect Benchmarks Jury Reviews at the end of LArc 463 and LArc 465 will demonstrate that at least 80 % of the students in these courses have effective independent learning skills at a grade level of B or above. Jury</p>	<p>Direct Findings Rubric One:Portfolio submissions for the third year of the program were strong and demonstrated that students were well on their way to developing comprehensive design skills. Rubric Two:Student papers in several courses demonstrated maturation in student independent thinking and problem solving. Papers from the LArc 480 Capstone course demonstrated that the greater majority of students were able to address complex issues from an informed, well researched perspective. Rubric three and four: students projects and portfolios met expectations.</p> <p>Indirect Findings Jury reviews at the end of the senior year demonstrated that students project were well thought out and overall engaged a level of theory acceptable for graduation at the undergraduate level. Graduate students overall demonstrated that they were not only able to follow a research process but also were reflective in the application of their research findings.</p> <p>Face-to-Face Findings A focus group of graduating seniors and graduate level students resulted in some very good discussions that demonstrated students were thinking deeply and broadly about their professional education. Students recognized critical professional and environmental challenges that lay ahead of them in their careers and were able to relate how their professional program prepared them to be better design thinkers. Graduate students greatly valued the added year and one-half</p>	<p>The addition of the MLA has provided faculty the opportunity to discuss the integration of design theory in the curriculum. Much time has been spent attempting to clarify paths for individual students to focus on their strengths and expand their understanding of landscape architecture design process. This discussion will continue this 2013/2014 academic year as we address how landscape resiliency and sustainability becomes more embedded in the BSLA/MLA curriculum. Our faculty search will also look for professional strengths and commitment in candidates.</p>

Reviews of graduate student work in LArc 554 and 556 will demonstrate that the quality of independent learning skills in all student work is equal to or greater than a grade of B. Jury Reviews of the graduate project or thesis defense will demonstrate that the student's work successfully integrates the appropriate research methodology and utilizes the appropriate professional independent learning skills with a grade of B or above.

undertaken in the MLA and spoke well of the program's ability to foster leadership skills.

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<p>The graduate of the seamless 5 and 1/2 year B.S.L.A./M.L.A. degree will: Use design processes to innovatively and systematically generate place-based solutions at various scales, addressing the complex needs of the built and natural environment. Use emerging digital technologies as well as traditional design tools to successfully explore a diversity of design and land planning alternatives. Use applicable design and landscape architecture research methods to explore and propose solutions for complex contemporary problems.</p>	<p>Direct Measure 1. A rubric for reviewing second year portfolios (for admission to the third year studio) . This will include the review of the student's written statement of intent as well as graphic material. 2. A rubric to review written material required for LArc 151, 389, LArc 465 and LArc 480. 3. A rubric assessing creativity and critical thinking skills for third and fourth year comprehensive studios. 4. A rubric for reviewing student portfolios at the end of the B.S.L.A. degree program to determine student candidacy for the M.L.A. degree program. 5. A rubric for reviewing and evaluating M.L.A. graduate projects/theses content and defense.</p> <p>Indirect Measure Jury Review of student work at the end of LArc 463 and LArc 465. (These are the two B.S.L.A. "gateway" studios required for completion of the B.S.L.A. degree and for candidacy for the M.L.A.) Jury Review of Student work in LArc 554 and 556. Jury Review of Graduate project or thesis defense.</p> <p>Student Interviews Student Interviews See questions attached. A group focus discussion with graduate students in their last semester of the M.L.A. degree program.</p>	<p>Direct Benchmarks Direct Benchmarks Rubric 1. - At least 80 % of portfolios submitted by second year students for admission to the third year studio, and 80% of portfolios submitted by transfer students for admission to the third year studio will demonstrate an acceptable level of creativity and critical thinking skills with a grade of B or higher. Rubric 2. - At least 80% of the written material for LArc 151, LArc 389, LArc 465 and LArc 480 will demonstrate effectiveness in critical thinking and creativity with a grade of B or higher. Rubric 3. At least 80% of student work completed in third and fourth year comprehensive studios will demonstrate effective creative thinking and graphic skills with a grade of B or higher. Rubric 4. - At least 80 % of portfolios submitted by 4th year students for admission to the M.L.A. degree program will demonstrate acceptable levels of creativity and critical thinking with a grade of B or higher. The Focus Discussion - In a discussion group during the last semester prior to graduation, at least 80% of seniors will demonstrate satisfaction with their creative and critical thinking skills and that the BSLA program has been effective in facilitating the development of these skills. In a discussion group during the last semester prior to graduation, at least 80% of graduate students will demonstrate satisfaction with their advanced creative and critical thinking skills and that the M.L.A. program has been effective advancing these skills.</p> <p>Indirect Benchmarks Jury Reviews at the end of LArc 463 and LArc</p>	<p>Direct Findings Rubric One: Portfolios submitted for entrance into the third year studio overall demonstrated that the first two years of the program were effective in exposing students to the complexity and diversity of the profession of landscape architecture; students had matured in their appreciation for project scale and context. Rubric Two: This was not determined. Rubrics Three and Four:Comprehensive studio projects and graduate level projects effectively integrated technology and design and met expectations.</p> <p>Indirect Findings Upper division studios and graduate work demonstrated that student work successfully met learning outcomes addressing research and technology processes. Students in the graduate program made use of GIS technologies in their graduate projects at a very professional level.Visiting jury guests whether service learning clients or professionals expressed their satisfaction with the level of sophistication of student design solutions.</p> <p>Face-to-Face Findings An exit interview with graduating seniors and graduate students demonstrated that students believed that they had made substantial progress in developing their critical thinking skills and that they were well prepared to exercise these skills in a professional setting. Graduate students were very articulate about what the MLA program had done for them in advancing research and design process skills.</p>	<p>Faculty will complete work on the development of specific elective tracks for students that enable them to gather knowledge to better inform their graduate project or thesis process. Course learning outcomes in upper division and graduate studios will clarify critical thinking expectations.The SITES initiative will be fully integrated to expand student awareness and appreciation for landscape resiliency and sustainability.</p>

465 will demonstrate that at least 80 % of the students in these courses have effective creative, critical thinking skills at a grade level of B or above. Jury Reviews of graduate student work in LArc 554 and 556 will demonstrate that the quality of all student work is equal to or greater than a grade of B and that student work is representative of highly creative, critical thinking. Jury Reviews of the graduate project or thesis defense will demonstrate that the student's work successfully integrates the appropriate research methodology and utilizes the appropriate critical thinking skills with a grade of B or above.

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Learning Outcome (s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
<p>The graduate of the seamless 5 and 1/2 year B.S.L.A./M.L.A. degree will through design juries, community-based engagement, international travel, independent research, internships and field trips, demonstrate the conscience of personal abilities and interests with acquired knowledge and professional skills within a global perspective.</p>	<p>Direct Measure</p> <ol style="list-style-type: none"> 1. A rubric for reviewing second year portfolios (for admission to the third year studio) . This will include the review of the student's written statement of intent as well as graphic material. 2. A rubric to review written material required for LArc 151, 389, LArc 465 and LArc 480. 3. A rubric assessing the student's sense of professional purpose and perspective for third and fourth year comprehensive studios. 4. A rubric for reviewing student portfolios at the end of the B.S.L.A. degree program to determine student candidacy for the M.L.A degree program. 5. A rubric for reviewing and evaluating M.L.A. graduate projects/theses content and defense. <p>Indirect Measure</p> <p>Jury Review of student work at the end of LArc 463 and LArc 465. (These are the two B.S.L.A "gateway" studios required for completion of the B.S.L.A. degree and for candidacy for the M.L.A.)</p> <p>Jury Review of Student work in LArc 554 and 556. Jury Review of Graduate project or thesis defense.</p> <p>Student Interviews</p> <p>Student Interviews See questions attached. A group focus discussion with graduate students in their last semester of the M.L.A. degree program.</p>	<p>Direct Benchmarks</p> <p>Rubric 1. - At least 80 % of portfolios submitted by second year students for admission to the third year studio, and 80% of portfolios submitted by transfer students for admission to the third year studio will demonstrate that the student's interest in landscape architecture is informed, intelligent and purpose driven. Rubric 2. - At least 80% of the written material for LArc 151, LArc 389, LArc 465 and LArc 480 will demonstrate that students are developing an expanded awareness of landscape architecture and their role in the profession. Rubric 3. - At least 80 % of portfolios submitted by 4th year students for admission to the M.L.A. degree program will demonstrate a mature appreciation for landscape architecture and its role in addressing environmental and social issues. The Focus Discussion - In a discussion group during the last semester prior to graduation, at least 80% of the B.S.L.A. seniors will demonstrate a mature understanding of environmental and social issues and an intelligent level of commitment to the profession. Rubric 4. . At least 70% of students have participated in an international study program or internship experience. At least 90% of the students participate in a national or regional conference or field trip. Rubric 5. At least 80% of B.S.L.A. graduates continue on the the M.L.A. program at UI or are pursuing and advanced degree elsewhere. The Focus Discussion - In a discussion group during the last semester prior to graduation, all of the M.L.A. students will demonstrate a mature understanding of environmental and social</p>	<p>Direct Findings</p> <p>Rubric One: Student statements of intent for admission to the third year studios demonstrated that this rubric was met. Rubric Two: Student written material throughout the program demonstrated that students were largely aware of the bigger issues facing human settlement and the relationship of design to stewarding the landscape. Rubric Three: Students applying for the MLA program demonstrated that they valued community and the role of landscape architects in addressing complex social and environmental problems. Students participating in the China Study Abroad program demonstrated the ability to work effectively with their Chinese student counterparts and effectively address design and planning issues in a culturally diverse landscape. Graduate theses and final projects effectively demonstrated that personal interests about landscape architecture had matured to a professionally informed level.</p> <p>Indirect Findings</p> <p>Rubric One: The large majority of Students in LArc 463 and 465 demonstrated that their personal interests in landscape architecture had matured to include an appreciation for comprehensive project development and process. Rubrics two and three: Graduate Students demonstrated in project juries that they had benefited from the research process required in their graduate courses and were articulate about the role of landscape architecture in solving complex environmental problems. Student participation in international scholarship,</p>	<p>Faculty will continue to pursue study abroad programs in China and Italy in an effort to increase student awareness of global economic, social and environmental conditions that may be addressed through landscape architecture. Student interest in internships and their value to education and career alike is very encouraging. Faculty will work to increase and formalize internship opportunities in the 2013/2014 academic year.</p>

issues and their potential role as a professional in researching and addressing these issues.

internships and field trips exceeded 80% of total students in the class.

Indirect Benchmarks

Indirect Benchmarks
 Rubric 1. Jury Reviews at the end of LArc 463 and LArc 465 will demonstrate that at least 80 % of the students in these courses express a comprehensive awareness of the profession of landscape architecture and its alignment with personal values and goals. Rubric 2. Jury Reviews of graduate student work in LArc 554 and 556 will demonstrate that graduate students have an advanced awareness of critical issues and the role of their profession in addressing these. Rubric 3. Jury Reviews of the graduate project or thesis defense will demonstrate that the student's work is professional and scholarly.

Face-to-Face Findings

Exit interviews demonstrated that the large majority of students felt that study abroad, field trips and internships were important to their personal and professional development.

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<p>The graduate of the seamless 5 and 1/2 year B.S.L.A./M.L.A. degree will: Develop a foundation of values and principles guiding life work as a professional steward of local and global communities. Develop a commitment to applied research and scholarship that enhances and informs evidenced-based professional design practice.</p>	<p>Direct Measure 1. A rubric to review written material required for LArc 151, 389, LArc 465 and LArc 480. 2. A rubric assessing student work and verbal presentation for third and fourth year comprehensive studios. 3. A rubric for assessing student portfolios at the end of the B.S.L.A degree program to determine student candidacy for the M.L.A. degree program. 4. A rubric for reviewing and evaluating M.L.A. graduate projects/theses content and defense.</p> <p>Indirect Measure 1. Jury Review of student work at the end of LArc 463 and LArc 465. (These are the two B.S.L.A "gateway" studios required for completion of the B.S.L.A. degree and for candidacy for the M.L.A.) 2. Jury Review of Student work in LArc 554 and 556. 3. Jury Review of Graduate project or thesis defense. 4. Alumni survey questions preceding each accreditation to assess the role of graduates in community service, service learning, life long learning and professional action related to environmental and/or cultural stewardship.</p> <p>Student Interviews Student Interviews See questions attached. A group focus discussion with graduate students in their last semester of the M.L.A. degree program.</p>	<p>Direct Benchmarks Direct Benchmarks Rubric 1 - At least 80% of the written material for LArc 151, LArc 389, LArc 465 and LArc 480 will demonstrate that students are aware and value the role of community service and outreach in the profession and their curriculum. Rubric 2. At least 80 % of portfolios submitted by 4th year students for admission to the M.L.A. degree program will demonstrate that their service learning projects and activities in studio were significant and valuable learning experiences with a grade of B or higher. The Focus Discussion - In a discussion group during the last semester prior to graduation, at least 80% of seniors will demonstrate that they value the role of community outreach and engagement as a significant component of the B.S.L.A. program that has been effective in facilitating the development of these skills.</p> <p>Indirect Benchmarks Indirect Benchmarks Jury Reviews at the end of LArc 463 and LArc 465 will demonstrate that at least 80 % of the community based projects in these courses have been successful with a grade of B or above. 2. Jury Reviews of graduate student work in LArc 554 and 556 will demonstrate that all community based projects are successful with grade of B or above. 3. Jury Reviews of the graduate project or thesis defense will demonstrate that the student's work successfully integrates the appropriate research methodology to solve a critical social or environmental problem.</p>	<p>Direct Findings Rubric One: Students were exposed to a range of service learning projects at all levels of the curriculum including the second year planting design studio. Evidence of value for and understanding of the importance of community was largely evident and exceeded expectations in some courses. Rubric Two: Portfolios submitted for admission to the graduate program included high quality, diverse community service learning projects. Students statements of intent addressed the value of community facilitation and their perception of the landscape architects role.</p> <p>Indirect Findings Student juries at the upper division and graduate level studios successfully demonstrated that students met community client expectations and were able to create imaginative and comprehensive solutions that were sensitive to community needs. A review of the alumni surveys from Spring 2012 demonstrated that graduates valued professional community engagement and viewed their service learning experience in school as important.</p> <p>Face-to-Face Findings A discussion group for graduating seniors and graduate students addressed the significance of service learning throughout the BSLA/MLA program. Graduate students also spoke about the importance of specific technologies and being important to working effectively in communities.</p>	<p>Faculty will work to structure service learning more effectively throughout the entire program to engage students in critical experiences that build public process skills.</p>

Evaluation Questions

Discuss your progress on the actions identified in your Assessment plan for 2011-12.

Faculty and students expanded study abroad experiences to include China. Reviewed and modified learning outcomes for the BSLA undergraduate curriculum. Increased numbers of international students. One student successfully submitted her thesis as a peer reviewed paper. Changed course numbers and structure of the bridging year to create a better bridging year experience for the 3 year MLA students

In what ways were the changes you made in 2011-12 effective in improving your program?

Created a stronger MLA program with more students in Boise as well as Moscow. Outcomes for the fourth year of the BSLA degree were clarified and resulted in what appears to be a better 4th year curriculum.

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