Learning Outcome(s) | Assessment Tools and Procedures | Benchmarks | Findings | Curricular and Co-Curricular Changes to be Made
--- | --- | --- | --- | ---
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. | **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 design and graphic material. 2. A better rubric to evaluate graphic and written materials submitted by transfer and new international students. 3. A rubric to review written material required for LARC 151, 389, LARC 465 and LARC 480. 4. A rubric assessing communication and presentation skills for third and fourth year comprehensive studios. 5. 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. | **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 students for admission to the third year studio, were excellent. Rubric 2. At least 90% of the portfolio submissions for transfer and international students demonstrated acceptable graphic communication skills with a grade of B or higher. Rubric 2. At least 90% of the portfolio submissions for transfer and international students will demonstrate acceptable effectiveness in critical thinking and communication skills. Rubric 3. At least 80% of the written material for LARC 151, LARC 389, LARC 465 and LARC 480 evidenced good critical thinking and organization skills. Over 80% of student work completed in third and fourth year comprehensive studios demonstrated that students could present effectively. Rubric 5. 75% of portfolios submitted by 4th year students for admission to the M.L.A. had excellent written and graphic communication skills. In a discussion group during the last semester prior to graduation, at 75% of seniors believed that their comprehensive communication skills are suitable for professional entry level practice and that the B.S.L.A. has been a good program. | Recruit more widely in the state and region to achieve a larger critical mass of students applying for the third year of the BSLA and the MLA program.
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.

Face-to-Face Measures
A group focus discussion with BSLA undergraduate students and graduate students in their last semester of the M.L.A. degree program.

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 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.

Indirect Findings
Jury Reviews at the end of the senior year demonstrated that students have strong verbal, written and graphic skills. Jury Reviews of graduate student work in LArc 554 and 556 demonstrated that the quality of all student work was above a B average. Jury Reviews of the graduate project or thesis defense demonstrated that students successfully integrated the appropriate research methodology and had good communication skills with a grade of B or above.

Face-to-Face Findings
The end of semester discussion with students led by Professor Rula Awwad Rafferty of Interior Design demonstrated that the students were generally to very satisfied with the BSLA and MLA programs. All felt that they had competitive communication and graphic skills but also had concerns that they needed more digital technology communication education.
Learning Outcome(s)

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.

Aligns with University Learning Outcome(s):
Learn and Integrate

Assessment Tools and Procedures

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 design and graphic material. 2. A rubric to review written material required for LArc 151, 254, 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 transfer and international applicants that demonstrates that candidates have the ability to think independently. 6. A rubric for reviewing and evaluating M.L.A. graduate projects/theses content and defense. 6. A rubric for integrating the natural sciences into design process.

Indirect Measure
Jury Review of student work at the end of LArc 254, 463 and LArc 465.

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 254, 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 5. At least 90% of transfer and international student portfolios demonstrated that students have acceptable communication and critical thinking skills. Rubric 6. In a discussion group during the last semester prior to graduation, the large majority of seniors believed that their the program had enabled them to solve problems in an interdisciplinary manner. Project quality and content will were strong.

Indirect Findings
Jury Reviews at the end of LArc 254, LArc 463 and LArc 465 demonstrated over 80% of the students have effective independent

Findings

Direct Findings
Rubric 1. 75% of the portfolios submitted by second year students for admission to the third year studio, demonstrated independent learning skills. Rubric 2. Over 80% of the written material in lower and upper division classes demonstrated progress in independent thinking. Rubric 3. 90% of student work completed in studios demonstrated that students were improving in independent thinking. Rubric 5. 90% of transfer and international student portfolios demonstrated that students have acceptable communication and critical thinking skills. Rubric 6. In a discussion group during the last semester prior to graduation, the large majority of seniors believed that their the program had enabled them to solve problems in an interdisciplinary manner. Project quality and content will were strong.

Indirect Findings
Jury Reviews at the end of LArc 254, LArc 463 and LArc 465 demonstrated over 80% of the students have effective independent

Curricular and Co-Curricular Changes to be Made
Recruit more broadly in the state and region to obtain greater diversity of outstanding students applying to the BSLA and MLA programs.

**Face-to-Face Measures**

Student Interviews: A group focus discussion with seniors and graduate students in their last semester of the B.S.L.A. and M.L.A. degree programs.

Independent learning skills with a grade of B or higher. 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. Project quality and content will demonstrate that required student coursework in Biology, Geology, Soils and Ecology has been successfully integrated in over 80% of MLA student work.

**Indirect Benchmarks**

Jury Reviews at the end of LArc 254, 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 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 learning skills at a grade level of B and above. Jury Reviews of graduate student work in LArc 554 and 556 demonstrated that the quality of independent learning skills is at B or above. Jury Reviews of the graduate project or thesis defense showed that students successfully integrated the appropriate research methodology and data gathering tools.

**Face-to-Face Findings**

The end of semester discussion with students led by Professor Rula Awwad Rafferty of Interior Design demonstrated that the students were generally to very satisfied with the BSLA and MLA programs and that they understood the importance of design thinking. They also had critical concerns about the pace of the program and their ability to assimilate all that they had been exposed to.
graduate project or thesis defense will demonstrate that the student's work successfully integrates the appropriate research methodology and data gathering and utilizes the appropriate professional independent learning skills with a grade of B or above.
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<td>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. Aligns with University Learning Outcome(s): Think and Create</td>
<td><strong>Direct Measure</strong> 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. 6. A better rubric for assessing the ability of transfer and international students to understand and integrate natural systems thinking into the design process.</td>
<td><strong>Direct Benchmarks</strong> 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 at least B. Rubric 4. At least 80% of portfolios submitted by 4th year students for admission to the M.L.A. demonstrated that students had creative and critical thinking skills at an acceptable level. In a discussion group during the last semester all of seniors expressed satisfaction with the BSLA program's ability to enhance their creative and critical thinking skills. Rubric 6. At least 90% or transfer and international applicant's portfolios effectively integrated natural systems into the design process.</td>
<td><strong>Direct Findings</strong> Rubric 1. 90% of portfolios submitted by second year students for admission to the third year demonstrated excellent creativity and critical thinking skills. Rubric 2. About 80% of the written material for lower and upper demonstrated good creative thinking skills. Rubric 3. About 85% of student work completed in studios demonstrated creative thinking and graphic skills with a grade of at least B. Rubric 4. At least 80% of portfolios submitted by 4th year students for admission to the M.L.A. demonstrated that students had creative and critical thinking skills at an acceptable level. In a discussion group during the last semester all of seniors expressed satisfaction with the BSLA program's ability to enhance their creative and critical thinking skills. Rubric 6. At least 90% or transfer and international applicant's portfolios effectively integrated natural systems into the design process.</td>
<td><strong>Indirect Findings</strong> Jury Review of student work at the end of LArc 463 and LArc 465. (These are the two B.S.L.A. &quot;gateway&quot; studios required for completion of the B.S.L.A. degree and for...</td>
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candidacy for the M.L.A.)
Jury Review of Student work in LArc 554 and 556.
Jury Review of Graduate project or thesis defense.

Face-to-Face Measures
Student Interviews (see questions attached). A group focus discussion with graduate students in their last semester of the M.L.A. degree program.

satisfaction with their creative and critical thinking skills and that the B.S.L.A. 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 skills, their ability to generate placed based design solutions and that the M.L.A. program has been effective advancing these skills and perceptions. Rubric 6. At least 90% or transfer and international applicants will demonstrate through their portfolio and other application materials that they have the background and knowledge to effectively integrate natural systems into the design process.

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 creative, critical thinking skills at a grade level of B or above. Jury Reviews of graduate student work in LArc 554 and 556 demonstrated that the quality of all student work is equal to or greater than a grade of B and is of a highly creative quality. Jury Reviews of the graduate project or thesis defense demonstrated that the student's work successfully integrated the good research methodology with a grade of B or above.

Face-to-Face Findings
The end of semester discussion with students led by Professor Rula Awwad Rafferty of Interior Design demonstrated that the students were generally to very satisfied with the BSLA and MLA programs. MLA students expressed value for their exposure to research methods.
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.
Learning Outcome(s)

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 concilience of personal abilities and interests with acquired knowledge and professional skills within a global perspective.

Aligns with University Learning Outcome(s):
Clarify Purpose and Perspective

Assessment Tools and Procedures

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 and design 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.

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

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 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. In a discussion group during the last semester B.S.L.A. seniors demonstrated a mature understanding of environmental and social issues. Rubric 4. 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. In a discussion group during the last semester prior to graduation, all of the M.L.A. students demonstrated a mature understanding of environmental and social issues.

Findings

Direct Findings
Rubric 1. The majority of portfolios submitted by second year and transfer students demonstrated a mature knowledge of landscape architecture. Rubric 2. Written materials in lower and upper division classes showed that students were developing an growing awareness of landscape architecture. Rubric 3. Over 80% of portfolios submitted by 4th year students for admission to the M.L.A. degree program demonstrated a mature appreciation for landscape architecture. In a discussion group during the last semester B.S.L.A. seniors demonstrated a mature understanding of environmental and social issues. Rubric 4. Over 70% of students participated in an international study program or internship experience. Rubric 5. 75% of B.S.L.A. graduates continued on to the the M.L.A. program at UI. In a discussion group during the last semester prior to graduation, all of the M.L.A. students demonstrated a mature understanding of environmental and social issues.

Curricular and Co-Curricular Changes to be Made

Recruit more broadly in the state of Idaho and increase the critical mass of students applying to the third year of the BSLA and the MLA programs.
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. 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 issues and their potential role as a professional in researching and addressing these issues.

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 indicated that graduate students had 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 indicated that the student's work is professional and scholarly. 4. Alumni survey's required for LAAB accreditation were not undertaken.

Face-to-Face Findings
The end of semester discussion with students led by Professor Rula Awwad Rafferty of Interior Design demonstrated that the students were generally to very satisfied with the BSLA and MLA programs. Answers to questions demonstrated that students were very aware of the role of their profession in society and valued it for this role. Some excellent responses
addressing these. Rubric 3. Jury Reviews of the graduate project or thesis defense will demonstrate that the student's work is professional and scholarly. 4. Alumni survey's required for LAAB accreditation will demonstrate that recent graduates value their profession as a contributor to complex social and environmental issues.
Learning Outcome(s)

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.

Aligns with University Learning Outcome(s):
Practice Citizenship

Assessment Tools and Procedures

Direct Measure

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

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 the MLA candidates will demonstrate that they value the role of community outreach and engagement.

Indirect Benchmarks
Jury Reviews at the end of LArc 463 and LArc 465 will demonstrate that at least 80% of the MLA candidates will demonstrate that they value the role of community outreach and engagement.

Findings

Direct Findings
Rubric 1. 75% of student written material demonstrated that students value the role of community service and outreach. Rubric 2. At least 80% of portfolios submitted by 4th year students for admission to the M.L.A. degree program demonstrated that their service learning projects were successful. The Focus Discussion - In a discussion group during the last semester the majority of the MLA candidates demonstrated that they value the role of community outreach and engagement.

Indirect Findings
Rubric 1. Jury Reviews at the end of LArc 463 and LArc 465 indicated that at the majority of the community based projects in studios had been important to students. 2. Jury Reviews of graduate student work clearly demonstrated that community based projects are significant experiences. 3. Jury Reviews of the graduate project demonstrated that students value and understand research.

Curricular and Co-Curricular Changes to be Made

Recruit more broadly in the state and region to obtain greater diversity of outstanding students applying to the BSLA and MLA programs. Integrate service learning in the studios more effectively. Bring in guest lecturers and alumni who are experienced professionals with value for community action and service.
environmental and/or cultural stewardship.

**Face-to-Face Measures**

Student Interviews (see questions attached). A group focus discussion with graduate students in their last semester of the M.L.A. degree program.

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 students value and understand the research process and that student's work successfully integrates the appropriate research methodology to solve a critical social or environmental problem.

**Face-to-Face Findings**

The end of semester discussion with students led by Professor Rula Awwad Rafferty of Interior Design demonstrated that the students valued the role of community engagement as a segment of their curriculum and thought it was an effective and comprehensive way to also learn important design and technical skills.

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Close the Loop Questions

Discuss your progress on the actions identified in your Assessment plan for 2014-15.

We did not make many changes this year due in part to the loss of one faculty member and the hiring of a new faculty member. I don't think we made as much progress as we could have in bringing outside guest critics and lecturers as well. Budget shortfalls at the college level hindered our ability to engage in some of the activities we anticipated. Overall however, I think we were better teachers and mentors. The chair also reached out state-wide in meeting with high school students. This hopefully will "bear fruit" in the coming year.

In what ways were the changes you made in 2014-15 effective in improving your program?

I believe that all faculty tried harder to do with less and in so doing improved their ability to reach out to students and be even more effective in a period that could have been marked by less effective teaching. The process to reach out through regional recruitment visits to high school resulted in improved presentations, connectivity with Idaho communities and support from alumni. There is a great unmet need in the state for landscape architecture and much more awareness raising must take place.

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