

December 2008

# MLA Outcomes Assessment Plan

## **Master of Landscape Architecture Program Department of Landscape Architecture SUNY College of Environmental Science and Forestry**

The Master of Landscape Architecture (MLA) Program at SUNY-ESF is a first professional degree and is open to students who have a bachelor's degree in any discipline. It is unique within the SUNY system, and recognized by the NY State Department of Education. As a professional program, the MLA is accredited by the American Society of Landscape Architects and the associated Landscape Architecture Accreditation Board (similar to ABET accreditation for professional engineering programs). The specialized nature of a professional program like the MLA makes the assessment of learning outcomes relatively straight-forward, yet still critical to maintaining a high quality educational program. Assessment of learning outcomes in some form has always been a central component in the professional accreditation process for the department. In recent years, the documentation and reporting requirements have evolved to become more explicit and transparent, but the underlying need to provide accountability to the profession we serve has provided a consistent theme in the LAAB review process undertaken by the department every 5 years.

### **Rationale**

As a method of ensuring compliance with various external standards, the process of outcomes assessment rarely is seen as more than a mildly disagreeable distraction from the real business of teaching and learning. Such an assessment, as a task in and of itself, is only valuable to an academic program or faculty if it can provide tangible and useful results. Several considerations must be incorporated into the assessment process to assure that whatever results provides value, without becoming an additional administrative burden on an already overtaxed teaching faculty. First, any method developed should be conceived within the existing structure of the educational program, embedded within existing coursework if possible without adding new tasks or layers of additional bureaucratic recordkeeping. Second, the outcomes to be measured, whether quantitatively or qualitatively, need to be considered in a manner which will provide valuable feedback to teaching faculty and thus provide insight into improving teaching and learning.

The plan outlined below is intended to formalize and institutionalize on a more regular and ongoing basis an activity that currently has only seen structured documentation every 5 years with the preparation of the LAAB Self-Study Report for accreditation. A significant part of the preparation of the self study is the statement and clarification of programmatic mission and desired learning outcomes, and a corresponding demonstration of the program's ability to meet the standards of the profession through the delivery of coursework and other educational experiences explicitly tied to these objectives. The primary means of demonstrating our proficiency is through the use of broadly defined portfolios of student work. For past accreditation reports and site visits, student work has been collected across an

array of courses, each contributing individually and/or collectively to capture a “snapshot” of materials from each course assessing all of 15 learning outcomes prior to graduation. Outside professionals representing three major constituent groups (an academic administrator, a practicing LA professional, and a professional LA educator) act as the independent evaluators of the program. The mission and objectives used to define and articulate the learning outcomes for this process are outlined in the following section.

## **Mission and Objectives of the MLA Program**

The mission of the Master of Landscape Architecture Program is “to provide an educational setting and curriculum which cultivates in our students the knowledge, skills and values of the profession of landscape architecture, with the unique signature of ESF’s Department of Landscape Architecture.” This specific mission is derived from that of the College, which encompasses education, research and public service. The mission is focused on the sensitive design and planning of our environment, considering a wide array of human uses and cultural expressions, an understanding of fundamental ecological systems, structure and functions, and the range of landscape settings from urban to wilderness. The curriculum of the Master of Landscape Architecture Program is structured to foster an understanding of the ethics, standards and body of knowledge embraced by the profession of landscape architecture. The program provides students the opportunity to develop a broad background of substantive knowledge and theory, a working understanding of the creative nature of the design process and problem solving, proficiency with the practical skills and craft required in the profession and an understanding of research methods as they relate to professional design and planning applications. Site design, site planning, community design and planning and landscape and urban ecology are used as the primary vehicles for developing and applying knowledge and theory, exploring the design process, and developing the range of skills required by the profession of landscape architecture.

The objectives of the Master of Landscape Architecture Program, specific to achieving the mission, have three main areas of concern: knowledge, skills, and values.

### **1. Knowledge**

Students are encouraged to value scholarship and learning as continuous processes which are integral with professional and personal growth. Most important is the core body of knowledge associated with the profession of landscape architecture. This includes: design; graphic communication and visualization; plants and ecology; site engineering and construction documentation; design history; design theory; behavioral factors; urbanism; research methods; project proposal development and professional practice. In addition, the Master of Landscape Architecture Program offers students an opportunity to use elective courses and the Capstone process (research methods, the Capstone proposal and the Capstone Studio) to engage Areas of Study that are within the profession but beyond the core subjects that the Department must teach to meet accreditation standards. The Areas of study are Community Design & Planning, Cultural Landscape Preservation and Studies and Landscape & Urban Ecology.

### **2. Skills**

The skills essential to the professional education of students of landscape architecture are those which will allow them to be responsible for design projects at a variety of scales from inception to implementation. Fundamental to this is competence in decision-making through the effective use of holistic design and planning processes (based on theory, research, analysis and creativity) that lead to the enhancement, protection or transformation of community and place in ways that are

environmentally, socially, economically and aesthetically sound. At all stages, the importance of the development of an array of graphic, oral, and written communication skills is emphasized.

### **3. Values**

The values which will guide each student's future work and education are implicit in the content and progression of the program, and are presented by examples, problems, and discussion. A primary objective is the development of an historical perspective concerning the designed environment, the philosophical, practical and theoretical issues related to landscape architecture, the compelling trends and imperatives of our time, and the on-going research that advances the state of the art. Students learn to value the landscape as both a physical and environmental asset, as well as a visual and cultural expression of time, community and place. A final major concern is the goal of ethical service to society through design and planning in the landscape, particularly with respect to the sustainable stewardship of landscapes, communities and the environment.

Specific outcome oriented objectives for the expression of particular knowledge, skills, or values include the following:

1. MLA graduates should be able to consider, assess, and incorporate a broad range of social, cultural, and behavioral factors into design and planning of the land.
2. MLA graduates should be able to consider, assess, and incorporate a broad range of natural factors and processes, including climate, ecology, geology, soils, hydrology, and physiography into design and planning of the land.
3. MLA graduates should be able to consider, assess, and adapt to a variety of political, legal, and regulatory contexts for design.
4. MLA graduates should be able to consider and draw upon the precedents and typologies developed over the course of the history of art and design.
5. MLA graduates should be able to consider and assess the design context of a particular site, place, or region, and identify important design forms, patterns, and organizing structures.
6. MLA graduates should be able to observe, record, and visualize the form and character of 3-dimensional spaces.
7. MLA graduates should be able to define the nature of a design or planning challenge and to develop coherent proposals for addressing them.
8. MLA graduates should be able to discover, assess and use relevant research from related and unrelated fields to inform strategies and tactics in design and planning and be able to conduct research to help advance the state of the art of landscape architecture.
9. MLA graduates should be able to select, apply, and communicate an appropriate and defensible design process to address and solve a wide range of design and planning problems.
10. MLA graduates should be able to incorporate significant technical considerations necessary for the implementation of site designs, including site grading, drainage and stormwater management, erosion control, soils design, design of pedestrian and vehicular circulation systems, parking design, incorporation of ADA/universal design requirements, incorporation of sustainable systems, and design of ecologically suitable/sustainable plantings.
11. MLA graduates should be able to consider, assess, and select appropriate materials and structural systems to implement design ideas.

12. MLA graduates should be able to effectively communicate design ideas using appropriate methods and techniques (to clients, the public, and contractors), from concept development through construction documentation.
13. MLA graduates should be both aware of, and comfortable adhering to the ethical standards of the profession of landscape architecture.
14. MLA graduates, upon entering into professional work, should value the interests of the communities in which they practice, and society as a whole, as well as their individual clients.
15. MLA graduates should feel a professional obligation to act as stewards of the land itself (considering all its ecological and biophysical complexity) in the course of their professional work.

## **METHODS OF ASSESSMENT**

Like the outcomes assessment components included in the LAAB accreditation process, the following methods will rely substantially on the evaluation of projects and examinations associated with each class and studio and the utilization of portfolios, Capstone Studio Projects and other selected examples of student work to assess student learning outcomes. Four distinct methods will be utilized in this process, each incorporating a strategy of embedding an assessment tool within an appropriate required course (or courses) in the curriculum.

### **Method One: Evaluation of Grade Point Averages in the Curriculum**

MLA students must have a 3.00 grade point average (GPA) to be awarded a degree. Students wishing to receive a teaching assistantship or a graduate assistantship must have a GPA of 3.20. Beginning this year, after each semester the Graduate Curriculum Committee will review and discuss all students who fail to achieve a 3.00 to determine which learning outcomes are not being met, why they are not being met and what corrective actions (programmatic, pedagogical or behavioral) are necessary on the part of faculty or students.

### **Method Two : Review of Cumulative Professional Portfolios**

Over the past 5 years, all MLA students have been required to prepare a portfolio of student work during their final semester in the program as a component of LSA 655 – Professional Practice. This year, we intend to formalize the use of this requirement as an embedded outcomes assessment tool for use in both our Middle States and LAAB accreditations. Each student will submit a digital copy of their portfolio for permanent documentation on file with the Department of Landscape Architecture; these files will be maintained on an active basis for a minimum of 5 years, and in archival form indefinitely. On an annual basis, the Department of Landscape Architecture Graduate Curriculum Committee will convene to review a random sampling of portfolios and perform an internal learning outcomes assessment, reviewing the selected portfolios utilizing criteria addressing each of the learning outcomes noted above. Each learning outcome will be assessed using a 4 level evaluation rubric.

- Level One: Exceeding Standards

- Level Two: Meeting Standards
- Level Three: Approaching Standards
- Level Four: Not Meeting Standards

The rubric will define the criteria and illustrative indicators necessary to assess levels of competency or student achievement for each learning outcome.

To enable a more manageable assessment process, all 15 of the outcome objectives will not be addressed each year; a selected subset of 3-5 objectives will be reviewed each year, with the complete range of objectives covered in its entirety over not more than a three year span. Every 5 years, all 15 objectives will be assessed by external evaluators as a part of the LAAB accreditation process.

### **Method Three: Design Studio Presentations**

Because the design studio is the primary vehicle for learning and applying the knowledge, skills and values of landscape architecture, much of the on-going process of outcomes assessment is possible through the oral and graphic presentation of student work. The presentation before a design jury, the studio class and invited guests allows the student to clearly communicate the manner and the extent to which they have applied what they have learned in their courses and it allows faculty to clearly see where improvements need to be made in the curriculum. This makes outcomes assessment an on-going and integral aspect of the MLA Program.

### **Method Four: Evaluation of the Capstone Studio Project**

Since 1995, the MLA Program has used the Capstone sequence as a unique opportunity for students to apply the knowledge, skills and values acquired during the three years of study. The Capstone sequence includes LSA 640 Research Methods, LSA 799 Capstone Proposal and LSA 800 Capstone Studio. The sequence allows the student to: learn research methods relevant to the arts of design and planning; identify a design or planning challenge; prepare a proposal as to how that challenge might be addressed; defend that proposal; use knowledge, skills and values acquired in the program to prepare design and/or planning recommendations to meet the identified challenge; defend those recommendations, and; prepare a document that includes each of the above steps and suggests opportunities for further explorations by future students.

In the Capstone sequence each MLA student is guided by a major professor and at least one (and sometimes more) additional faculty member or professional who constitute the students committee. The makeup of the committee is based on the Area of Study chosen by the student. The committee works with the student to select a thematic studio, one related to the chosen Area of Study, in the fourth semester of the program and relevant electives. In addition the committee helps the student to identify a Capstone topic, project location and (often) a project client. Students take LSA 640 Research Methods in the Fourth semester of the program. In that class they learn how to identify researchable topics, what research topics might be relevant to landscape architecture, various ways to conduct research, how to distinguish between good and poor research and how to use research to address design and planning challenges. They take LSA 799 Capstone Proposal in the fifth semester. The student develops the proposal with the aid of their committee and must defend it twice through illustrated oral presentations to faculty and other graduate students. The weekly meetings with the committee and the two presentations allow the student to marshal the professional knowledge and skills necessary to identify a design or planning challenge and to create a viable proposal for meeting that challenge. In the sixth and final semester students take LSA 800 Capstone Studio Project. This is an individual design or planning project carried out by the student with guidance from his or her committee. This is where the student most comprehensively marshals the knowledge, skills and values acquired in the program. Each student presents the Capstone Studio project three times in the final semester. The first two

presentations are to show the work in progress and to receive instructive critique. The final presentation, called the Capstone Seminar, is to present the project's final recommendations.

The GPA review, the portfolio reviews, the design studio presentations and the reviews of the Capstone Studio projects will continue to be major assessment tools for the Master of Landscape Architecture Program.

## **THE MASTER OF LANDSCAPE ARCHITECTURE ASSESSMENT PLAN OVERVIEW**

**LEARNING OBJECTIVE ONE:** MLA graduates should be able to consider, assess, and incorporate a broad range of social, cultural, and behavioral factors into design and planning of the land.

**WHERE ADDRESSED IN THE PROGRAM:** LSA 650 Behavioral Factors of Community Design; LSA 652 Community Development Process; LSA 605 History of Landscape Architecture; LSA 600 Introductory Design Studio; LSA 601 Site Design Studio; LSA 620 Advanced Site Design; LSA 670 Thematic Design Studios; LSA 800 Capstone Studio; LSA 632 Planting Design.

**HOW ASSESSED – GOALS & METHODS:** Design studio presentations and critiques; evaluations of cumulative professional portfolios and Capstone Studio projects.

**DATA COLLECTION PLAN:** Data to be collected throughout the program, through presentations and critiques in the design studios, through portfolio reviews in LSA 655 Professional Practice and through reviews of the LSA 800 Capstone Studio at the end of the sixth and final semester.

**ASSESSMENT RESULTS:** Assessment will result in qualitative evaluations of student learning outcomes to identify strengths and shortcomings.

**RESPONSE TO ASSESSMENT RESULTS:** Faculty will implement appropriate programmatic and pedagogical adjustments.

**LEARNING OBJECTIVE TWO:** MLA graduates should be able to consider, assess, and incorporate a broad range of natural factors and processes, including climate, ecology, geology, soils, hydrology, and physiography into design and planning of the land.

**WHERE ADDRESSED IN THE PROGRAM:** LSA 611 Natural Factors in Design & Planning; LSA 632 Planting Design; LSA 600 Introductory Design Studio; LSA 601 Site Design Studio; LSA 620 Advanced Site Design Studio; LSA 670 Thematic Studios; LSA 800 Capstone Studio.

**HOW ASSESSED – GOALS & METHODS:** Final examination; design studio presentations and critiques; evaluations of cumulative professional portfolios and Capstone Studio projects.

**DATA COLLECTION PLAN:** Data to be collected throughout the program through final examinations and presentations and critiques in the design studios; at the end of the program through cumulative professional portfolio reviews and evaluations of Capstone Studio projects.

**ASSESSMENT RESULTS:** Assessment will result in qualitative evaluations of student learning outcomes to identify strengths and shortcomings.

**RESPONSE TO ASSESSMENT RESULTS:** Faculty will implement appropriate programmatic and pedagogical adjustments.

**LEARNING OBJECTIVE THREE:** MLA graduates should be able to consider, assess, and adapt to a variety of political, legal and regulatory contexts for design and planning.

**WHERE ADDRESSED IN THE PROGRAM:** LSA 652 Community Development Process; LSA 650 Behavioral Factors in Community Design; LSA 601 Site Design Studio; LSA 620 Advanced Site Design; LSA 670 Thematic Design Studios; LSA 800 Capstone Studio; LSA 615 Site Construction; LSA 645 Construction Documentation; LSA 655 Professional Practice.

**HOW ASSESSED – GOALS & METHODS:** Final examinations; design studio presentations and critiques; evaluations of cumulative professional portfolios and Capstone Studio projects.

**DATA COLLECTION PLAN:** Data to be collected throughout the program through final examinations and through presentations and critiques in the design studios; at the end of the program through review of cumulative professional portfolio reviews and evaluations of Capstone Studio projects.

**ASSESSMENT RESULTS:** Assessment will result in qualitative evaluations of student learning outcomes to identify strengths and shortcomings.

**RESPONSE TO ASSESSMENT RESULTS:** Faculty will implement appropriate programmatic and pedagogical adjustments.

**LEARNING OBJECTIVE FOUR:** MLA graduates should be able to consider and draw upon the precedents and typologies developed over the course of the history of art and design.

**WHERE ADDRESSED IN THE PROGRAM:** LSA 600 Introductory Design Studio; LSA 601 Site Design; LSA 620 Advanced Site Design; LSA 670 Thematic Design Studios; LSA 800 Capstone Studio; LSA 552 Graphic Communication; LSA 605 History of Landscape Architecture; LSA 632 Planting Design; LSA 652 Community Development Process.

**HOW ASSESSED – GOALS & METHODS:** Final examinations; design studio presentations and critiques; evaluations of cumulative professional portfolios and Capstone Studio projects.

**DATA COLLECTION PLAN:** Data to be collected throughout the program through final examinations and through presentations and critiques in the design studios; at the end of the program through review of cumulative professional portfolios and evaluations of Capstone Studio projects.

**ASSESSMENT RESULTS:** Assessment will result in qualitative evaluations of student learning outcomes to identify strengths and shortcomings.

**RESPONSE TO ASSESSMENT RESULTS:** Faculty will implement appropriate programmatic and pedagogical adjustments.

**LEARNING OBJECTIVE FIVE:** MLA graduates should be able to consider and assess the design context of a particular site, place or region and identify important design forms, patterns and organizing structures.

**WHERE ADDRESSED IN THE PROGRAM:** LSA 600 Introductory Design Studio; LSA 601 Site Design Studio; LSA 620 Advanced Site Design Studio; LSA 670 Thematic Design Studios; LSA 800 Capstone Studio; LSA 611 Natural Factors in Design & Planning; LSA 632 Planting Design; LSA 650 Behavioral Factors in Community Design; LSA 605 History of Landscape Architecture; LSA 652 Community Development Process.

**HOW ASSESSED – GOALS & METHODS:** Final examinations; design studio presentations and critiques; evaluation of cumulative professional portfolios and Capstone Studio projects.

**DATA COLLECTION PLAN:** Data to be collected throughout the program through final examinations and through presentations and critiques in the design studios; at the end of the program through reviews of cumulative professional portfolios and through evaluations of Capstone Studio projects.

**ASSESSMENT RESULTS:** Assessment will result in qualitative evaluations of student learning outcomes to identify strengths and shortcomings.

**RESPONSE TO ASSESSMENT RESULTS:** Faculty will implement appropriate programmatic and pedagogical adjustments.

**LEARNING OBJECTIVE SIX:** MLA graduates should be able to observe, record, and visualize the form and character of three-dimensional spaces.

**WHERE ADDRESSED IN THE PROGRAM:** LSA 552 Graphic Communication; LSA 500 Digital Graphics; LSA 632 Planting Design; LSA 600 Introductory Design Studio; LSA 601 Site Design Studio; LSA 620 Advanced Site Design Studio; LSA 670 Thematic Design Studios; LSA 800 Capstone Studio; LSA 605 History of Landscape Architecture; LSA 615 Site Construction; LSA 645 Construction Documentation.

**HOW ASSESSED – GOALS & METHODS:** Final examinations; design studio presentations and critiques; evaluations of cumulative professional portfolios and Capstone Studio projects.

**DATA COLLECTION PLAN:** Data to be collected throughout the program through final examinations and through presentations and critiques in the design studios; at the end of the program through evaluations of cumulative professional portfolios and evaluations of Capstone Studio projects.

**ASSESSMENT RESULTS:** Assessment will result in qualitative evaluations of student learning outcomes to identify strengths and shortcomings.

**RESPONSE TO ASSESSMENT RESULTS:** Faculty will implement appropriate programmatic and pedagogical adjustments.

**LEARNING OBJECTIVE SEVEN:** MLA graduates should be able to define the nature of design and planning challenges and to develop coherent proposals for addressing them.

**WHERE ADDRESSED IN THE PROGRAM:** LSA 600 Introductory Design Studio; LSA 601 Site Design Studio; LSA 620 Advanced Site Design Studio; LSA 670 Thematic Design Studios; LSA 640 Research Methods; LSA 800 Capstone Studio; LSA 652 Community Development Process; LSA 650 Behavioral Factors in Community Design; LSA 799 Capstone Proposal; LSA 615 Site Construction; LSA 645 Construction Documentation Studio; LSA 632 Planting Design.

**HOW ASSESSED – GOALS & METHODS:** Final examinations; design studio presentations and critiques; evaluations of Capstone proposals, cumulative professional portfolios and Capstone Studio projects.

**DATA COLLECTIONS PLAN:** Data to be collected throughout the program through final examinations and through presentations and critiques in the design studios; at the end of the program through evaluations of cumulative professional portfolios and evaluations of Capstone Studio projects.

**ASSESSMENT RESULTS:** Assessment will result in qualitative evaluations of student learning outcomes to identify strengths and shortcomings.

**RESPONSE TO ASSESSMENT RESULTS:** Faculty will implement appropriate programmatic and pedagogical adjustments.

**LEARNING OBJECTIVE EIGHT:** MLA graduates should be able to discover, assess and use relevant research from both related and unrelated fields to inform design and planning strategies and tactics and be able to conduct research to advance the state of the art of landscape architecture.

**WHERE ADDRESSED IN THE PROGRAM:** LSA 650 Behavioral Factors in Community Design; LSA 605 History of Landscape Architecture; LSA 652 Community Development Process; LSA 600 Introductory Design Studio; LSA 601 Site Design Studio; LSA 620 Advanced Site Design Studio; LSA 670 Thematic Design Studios; LSA 800 Capstone Studio; LSA 640 Research Methods; LSA 799 Capstone Proposal.

**HOW ASSESSED – GOALS & METHODS:** Final examinations; design studio presentations and critiques; evaluations of Capstone proposals, cumulative professional portfolios and Capstone Studio projects.

**DATA COLLECTION PLAN:** Data to be collected throughout the program through term papers, final examinations, oral presentations and through presentations and critiques in the design studios; at the end of the program through evaluations of Capstone proposals, Capstone Studio projects and cumulative professional portfolios.

**ASSESSMENT RESULTS:** Assessment will result in qualitative evaluations of student learning outcomes to identify strengths and shortcomings.

**RESPONSE TO ASSESSMENT RESULTS:** Faculty will implement appropriate programmatic and pedagogical adjustments.

**LEARNING OBJECTIVE NINE:** MLA graduates should be able to select, apply and communicate an appropriate and defensible design process to address and solve a wide range of design and planning problems.

**WHERE ADDRESSED IN THE PROGRAM:** LSA 600 Introductory Design Studio; LSA 601 Site Design Studio; LSA 620 Advanced Site Design Studio; LSA 670 Thematic Design Studios; LSA 799 Capstone proposal; LSA 800 Capstone Studio; LSA 632 Planting Design; LSA 615 Site Construction; LSA 645 Construction Documentation Studio; LSA 650 Behavioral Factors in Community Design; LSA 652 Community Development Process; LSA 640 Research Methods.

**HOW ASSESSED – GOALS & METHODS:** design studio presentations and critiques; evaluations of course projects; evaluations of Capstone proposals and Capstone projects.

**DATA COLLECTION PLAN:** Data to be collected throughout the program through evaluations of course projects, studio presentations and critiques; at the end of the program through evaluations of Capstone proposals and Capstone Studio projects.

**ASSESSMENT RESULTS:** Assessment will result in qualitative evaluations of student learning outcomes to identify strengths and shortcomings.

**RESPONSE TO ASSESSMENT:** Faculty will implement appropriate programmatic and pedagogical adjustments.

**LEARNING OBJECTIVE TEN:** MLA graduates should be able to incorporate significant technical considerations necessary for the implementation of site designs, including site grading, drainage and storm water management, erosion control, soils design, design of pedestrian and vehicular circulation systems, parking design, incorporation of ADA/universal design requirements, incorporation of sustainable systems, and design of ecologically suitable/sustainable plantings.

**WHERE ADDRESSED IN THE PROGRAM:** LSA 632 Planting Design; LSA 611 Natural Factors in Design & Planning; LSA 615 Site Construction; LSA 645 Construction Documentation; LSA 600 Introductory Design Studio; LSA 601 Site Design Studio; LSA 620 Advanced Site Design Studio; LSA 670 Thematic Design Studio; LSA 800 Capstone Studio; LSA 650 Behavioral Factors in Community Design; LSA 652 Community Development Process.

**HOW ASSESSED – GOALS & METHODS:** Final examinations; studio presentations and critiques; evaluations of course projects and Capstone projects.

**DATA COLLECTION PLAN:** Data to be collected throughout the program through final examinations, evaluations of course projects, studio presentations and critiques; at the end of the program through evaluations of Capstone projects.

**ASSESSMENT RESULTS:** Assessment will result in qualitative evaluations of student learning outcomes to identify strengths and shortcomings.

**RESPONSE TO ASSESSMENT:** Faculty will implement appropriate programmatic and pedagogical adjustments.

**LEARNING OBJECTIVE ELEVEN:** MLA graduates should be able to consider, assess, and select appropriate materials and structural systems to implement design ideas.

**WHERE ADDRESSED IN THE PROGRAM:** LSA 611 Planting Design; LSA 615 Site Construction; LSA 645 Construction Documentation Studio; LSA 600 Introductory Studio; LSA 601 Site Design Studio; LSA 621 Advanced Site Design Studio; LSA 670 Thematic Design Studios; LSA 800 Capstone Studio.

**HOW ASSESSED – GOAL & METHODS:** Final examinations; studio presentations and critiques; evaluations of course projects and Capstone projects.

**DATA COLLECTION PLAN:** Data to be collected throughout the program through final examinations, evaluation of course projects and presentations and critiques in design studios; at the end of the program through evaluations of Capstone studio projects.

**ASSESSMENT RESULTS:** Assessment will result in qualitative evaluations of student learning outcomes to identify strengths and shortcomings.

**RESPONSE TO ASSESSMENT:** Faculty will implement appropriate programmatic and pedagogical adjustments.

**LEARNING OBJECTIVE TWELVE:** MLA Graduates should be able to effectively communicate design ideas using appropriate methods and techniques (to clients, the public, and contractors), from concept development through construction documentation.

**WHERE ADDRESSED IN THE PROGRAM:** LSA 552 Graphic Communication; LSA 500 Digital Graphics; LSA 645 Construction Documentation Studio; LSA 600 Introductory Design Studio; LSA 601 Site Design Studio; LSA 620 Advanced Site Design Studio; LSA 670 Thematic Design Studios; LSA 800 Capstone Studio.

**HOW ASSESSED – GOALS & METHODS:** Course-related projects; presentations and critiques in the design studios; evaluations of cumulative professional portfolios and of Capstone Studio projects.

**DATA COLLECTION PLAN:** Data to be collected throughout the program through course-related exercises and projects; at the end of the program through evaluations of cumulative professional portfolios and Capstone Studio projects.

**ASSESSMENT RESULTS:** Assessment will result in qualitative evaluations of student learning outcomes to identify strengths and shortcomings.

**RESPONSE TO ASSESSMENT:** Faculty will implement appropriate programmatic and pedagogical adjustments.

**LEARNING OBJECTIVE THIRTEEN:** MLA graduates should be both aware of, and comfortable with, adhering to the ethical standards of the profession of landscape architecture.

**WHERE ADDRESSED IN THE PROGRAM:** LSA 697 Topics and Issues of Landscape Architecture; LSA 600 Introductory Design Studio; LSA 601 Site Design Studio; LSA 620 Advanced Site Design Studio; LSA 670 Thematic Design Studios; LSA 800 Capstone Studio; LSA 655 Professional Practice; LSA 650 Behavioral Factors in Community Design; LSA 652 Community Development Process.

**HOW ASSESSED – GOALS & METHODS:** Course-related projects; presentations and critiques in the design studios; evaluations of cumulative professional portfolios and of the Capstone Studio project.

**DATA COLLECTION PLAN:** Data to be collected throughout the program through course-related projects and final examinations; at the end of the program through evaluations of cumulative professional portfolios and Capstone Studio projects.

**ASSESSMENT RESULTS:** Assessment will result in qualitative evaluations of student learning outcomes to identify strengths and shortcomings.

**RESPONSE TO ASSESSMENT:** Faculty will implement appropriate programmatic and pedagogical adjustments.

**LEARNING OBJECTIVE FOURTEEN:** MLA graduates, upon entering into professional work, should value the interests of the communities in which the practice, and society as a whole, as well as their individual clients.

**WHERE ADDRESSED IN THE PROGRAM:** LSA 697 Topics and Issues in Landscape Architecture; LSA 601 Introductory Design Studio; LSA 601 Sites Design Studio; LSA 620 Advanced Sited Design Studio; LSA 670 Thematic Design Studios; LSA 800 Capstone Studio, LSA 655 Professional Practice; LSA 650 Behavioral Factors in Community Design, LSA 652 Community Development Process.

**HOW ASSESSED – GOALS & METHODS:** Course-related projects and examinations; presentations and critiques in the design studios; evaluations of cumulative professional portfolios and of Capstone Studio projects.

**DATA COLLECTION PLAN:** Data to be collected throughout the program through course-related projects and examinations; at the end of the program through evaluations of cumulative professional portfolios and Capstone Studio projects.

**ASSESSMENT RESULTS:** Assessment will result in qualitative evaluations of student learning outcomes to identify strengths and shortcomings.

**RESPONSE TO ASSESSMENT:** Faculty will implement appropriate programmatic and pedagogical adjustments.

**LEARNING OBJECTIVE FIFTEEN:** MLA graduates should feel a professional obligation to act as stewards of the land itself (considering all of its ecological and biophysical complexity) in the course of their work.

**WHERE ADDRESSED IN THE PROGRAM:** LSA 697 Topics and Issues in Landscape Architecture; LSA 611 Natural Factors in Design & Planning; LSA 600 Introductory Design Studio; LSA 601 Site Design Studio; LSA 620 Advanced Site Design Studio; LSA 670 Thematic Design Studios; LSA 800 Capstone Studio; LSA 632 Planting Design; LSA 615 Site Construction; LSA 645 Construction Documentation; LSA 655 Professional Practice; LSA 650 Behavioral Factors in Community Design; LSA 652 Community Development Process.

**HOW ASSESSED – GOALS & METHODS:** Course-related projects and examinations; presentations and critiques in design studios; evaluations of cumulative professional portfolios and of Capstone Studio projects.

**DATA COLLECTION PLAN:** Data to be collected throughout the program through course-related projects and examinations and projects; at the end of the program through evaluations of cumulative professional portfolios and of Capstone Studio projects.

**ASSESSMENT RESULTS:** assessment will result in qualitative evaluations of student learning outcomes to identify strengths and shortcomings.

**RESPONSE TO ASSESSMENT:** Faculty will implement appropriate programmatic and pedagogical adjustments.

