

# **2012 – 2013 Master of Landscape Architecture Academic Assessment Plan**

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*Office of the Provost*

*University of  
Florida*

*Institutional  
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*Continuous Quality  
Enhancement*

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# Academic Assessment Plan for Master of Landscape Architecture

College of Design, Construction and Planning

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## A. Mission

The mission of the Department of Landscape Architecture is to advance the ethical, creative and skillful application of the art and the science of planning and designing urban, rural and natural environments. The Bachelor of Landscape Architecture program focuses on establishing a core set of environmental and human values by developing critical thinking skills through the application of appropriate landscape design and planning practices. Additionally, the Master of Landscape Architecture seeks excellence through professional practice, service, research and scholarly pursuits.

Situated in the College of Design, Construction and Planning, the Department supports the College's mission by providing an exceptional education and training in landscape architecture advancing the University's mission by strengthening the human condition and improving of the quality of life for a diverse human population.

## B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Integrate concepts from the general body of knowledge of the profession of Landscape Architecture in design decision-making.	Juried review by faculty and visiting professionals.	Campus
Skills	Apply core professional skills in landscape architecture.	Juried review by faculty and visiting professionals.	Campus
Skills	Combine and analyze information from multiple sources to support design decision-making.	Juried review by faculty and visiting professionals.	Campus
Skills	Produce professional visual, oral and written communications	Juried review by faculty and visiting professionals.	Campus

Skills	Devise research methodologies and conclusions appropriate to individual area of interest	Juried review by faculty and visiting professionals.	Campus
Professional Behavior	Display ethical behaviors and professional conduct.	Juried review by faculty and visiting professionals and completion of a successful internship.	Campus

### Assessment measures

The Master of Landscape Architecture (MLA) program consists of lecture and seminar courses, and design and construction studios. The lecture courses typically use quizzes, exams, research papers and projects, while the design and construction studios typically use group and individual planning, design and construction projects.

#### Juried Review

Student Learning Outcomes are assessed at the end of each student's graduate program through the evaluation of their graduate terminal project or graduate thesis. This evaluation is conducted by a team of faculty and visiting professionals.

#### Internship

Students are required to complete a minimum of 240 hour summer internship under the guidance of a registered landscape architect. The employer must submit a letter at the end of the internship that contains a statement of the duration of employment of the student as well as summary of the student's responsibilities and a brief evaluation of the student's work.

## C. Research

The MLA is an accredited first professional degree. As such, it is required to meet the following:

- A first-professional program encompasses the body of knowledge common to the profession and promotes acquisition of knowledge and skills necessary to enter the professional practice of landscape architecture:
  - at the bachelor's level in a context enriched by the liberal arts and natural and social sciences.
  - at the master's level by providing instruction in and application of research and/or scholarly methods.

To meet this accreditation requirement, students complete a self-initiated exploration of either evidence-based design (terminal project) or scholarly research (thesis) in specific aspect(s) of landscape architecture. The terminal project or thesis requires a student to identify a research topic and then use scholarly inquiry and/or research methods as the basis for exploring the stated professional practice issue or problem. Students are required to take one research methods course prior to entering into thesis/terminal project; in addition, prior classes (lecture, seminar, and studio) include the application of research in developing best practices, solving specific problems, and other professional activities.

## D. Assessment Timeline

Program Master of Landscape Architecture

College of Design, Construction and Planning

SLOs	Assessment: Juried Final Presentation of Thesis or Terminal Project	Assessment: Satisfactory Completion of Internship
<b>Knowledge</b>		
#1	√	
<b>Skills</b>		
#2	√	
#3	√	
#4	√	
#5	√	
<b>Professional Behavior</b>		
#6	√	√

## E. Assessment Cycle

Use this Assessment Cycle template for your plan. Add or delete rows as needed to accommodate your SLOs.

Assessment Cycle for:

Program Master of Landscape Architecture

College of Design, Construction and Planning

Analysis and Interpretation:

Spring 2012

Program Modifications:

Completed by Fall 2012

Dissemination:

Completed by Spring 2013

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Knowledge</b>							
#1			√	√	√	√	√
<b>Skills</b>							
#2			√	√	√	√	√
#3			√	√	√	√	√
#4			√	√	√	√	√
#5			√	√	√	√	√
#6			√	√	√	√	√

## F. Measurement Tools

The following direct and indirect assessment tools are used both internally and externally to the program.

Juried Review - Direct Assessment

Student Learning Outcomes are assessed at the end of each student’s graduate program through the evaluation of their graduate terminal project or graduate thesis. This evaluation is conducted by a team of faculty and visiting professionals.

Internship – Direct Assessment

Students are required to complete a minimum of 240 hour summer internship under the guidance of a registered landscape architect. The employer must submit a letter at the end of the internship that contains a statement of the duration of employment of the student as well as summary of the student’s responsibilities and a brief evaluation of the student’s work.

LAAB Accreditation - External/Indirect Assessment

The Landscape Architectural Accreditation Board (LAAB) accredits programs leading to first professional degrees at the bachelor’s and master’s level in Landscape Architecture. The LAAB assesses “how well a program meets its own specific and institutional educational mission and objectives” as well as it “evaluates all programs against standards that ensure the educational components leading to entry level professional competence. These standards are developed by consensus of the community of interest and are regularly reviewed and assessed.”

LARE - Licensure Exam - External/Direct Assessment

In order to be a Licensed Landscape Architect, one must pass the Landscape Architecture Registration Exam (LARE). Licensure exists in 46 of the U.S. states. To be eligible to sit for the exam, one must graduate from a Landscape Architectural Accreditation Board (LAAB) Accredited Master of Landscape Architecture program and have one year of professional experience under a registered landscape architect or have six years of professional experience under a registered landscape architect.

**G. Assessment Oversight**

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Tina Gurucharri	Landscape Architecture	guruch@ufl.edu	352.392.6098 x. 328
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Kay Williams	Landscape Architecture	willsk@ufl.edu	352.392.6098 x. 326

## Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
<b>Mission Statement</b>	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
<b>Student Learning Outcomes (SLOs) and Assessment Measures</b>	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
<b>Research</b>	Research expectations for the program are clear, concise, and appropriate for the discipline.				
<b>Assessment Map</b>	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
<b>Assessment Cycle</b>	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
<b>Measurement Tools</b>	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
<b>Assessment Oversight</b>	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				