Undergraduate Academic Assessment Plan 2012-13

Bachelor of Design: Landscape Architecture (CIP 04.0601)

College of Design, Construction and Planning

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May 2013

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Mission Statement

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 Design in 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.

Student Learning Outcomes (SLOs)

https://catalog.ufl.edu/ugrad/current/design/majors/landscape-architecture.aspx.

Content/Knowledge
1. Integrate concepts from the general body of knowledge of the profession of Landscape Architecture in design decision-making.
2. Apply ethical understanding and professional conduct to design decision-making.

Critical Thinking

3.   Combine and analyze information from multiple sources to support design decision-making.

Communication
4. Produce professional visual, oral and written communications.

Curriculum Map

Program: Bachelor of Design in Landscape Architecture   (CIP 04.0601)   College of Design, Construction and Planning

Key: **I**ntroduced   **R**einforced   **A**ssessed

Courses SLOs	LAA 1920	LAA 2330	LAA 2376	LAA 2710	LAA 2360	LAA 2379	LAA 2532	LAA 3350	LAA 3420	LAA 3352	LAA 3421	LAA 4356	LAA 4450	LAA 3230	LAA 4210	LAA 4353
Content/Knowledge																
#1- Integrate concepts from the general body of knowledge of the profession of Landscape Architecture in design decision-making.	I	I		I R	I R		I R	I R	I R	I R	I R	I R	R	I R		R A Juried Project Presentation
#2- Apply core professional skills in landscape architecture.		I						I R	I R		I R	R	R		R A	R A Juried Project Presentation
Critical Thinking																
#3- Combine and analyze information from multiple sources to support design decision-making.		I			I R A Selective Admissions			I R	R	R	R	R	R			R A Juried Project Presentation
Communication																
#4- Produce professional visual, oral and written communications.			IR		I R	I R		R	I R	I R	I R	I R	R			R A Juried Project Presentation

Assessment Cycle

Program:
Bachelor of Design in Landscape Architecture

College:
Design, Construction and Planning

Analysis and Interpretation:
Improvement Actions:
Dissemination:

July - September
Completed by October 1
Completed by November 1

Year SLOs	12-13	13-14	14-15	15-16
Content/Knowledge				
#1		√	√	√
Critical Thinking				
#2		√	√	√
#3		√	√	√
Communication				
#4		√	√	√

Methods and Procedures

SLO Assessment Matrix for 2013-14

For this new program we expect the first students in fall 2013.

2013-14 Student Learning Outcome	Assessment Method	Measurement Procedure
1. Integrate concepts from the general body of knowledge of the profession of Landscape Architecture in design decision-making.	Juried project presentation	Jury review
2. Apply core professional skills in landscape architecture	Juried project presentation	Jury review
3. Combine and analyze information from multiple sources to support design decision-making.	Juried project presentation	Jury review
4. - Produce professional visual, oral and written communications.	Juried project presentation	Jury review

The Bachelor of Design in Landscape Architecture program consists of lecture courses and design and construction studios. To assess student learning, 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. Additionally, the following methods and procedures are used both internally and externally to the program.

Selective Admissions
In order to be admitted into the Upper Division Bachelor of Design in Landscape Architecture, students must go through a selective admissions process. To be admitted, students must satisfactorily complete the lower division Gen Ed requirements along with the required pre-professional courses, and they must exhibit a pin-up of their creative work for faculty review and approval.

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.

Juried Project Presentations
Undergraduate Bachelor of Design: Landscape Architecture students complete an independent Project during the last semester of the program. Final presentations are given to a jury panel of landscape architecture faculty that question and evaluate the student's work. The jury members complete a written <u>Student Learning Outcome Assessment</u> form that evaluates the students work.

Honors, Awards and Scholarships
Other indirect measures are the honors, awards and scholarships our students receive, both from within and outside the department. Within the department, we annually recognize student achievement by awarding scholarships. This past year, 27 students were awarded departmental scholarships. Outside the department, this past academic year one student won a competitive national scholarship and was recognized at the organization's national conference. Students are also recognized by winning or being finalists in design competitions. This academic past year, one student won a state students design competition.

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Tina Gurucharri	Chair and Undergraduate Coordinator	guruch@ufl.edu	352.392.6098 x 328
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Undergraduate Student Learning Outcomes

Content Knowledge	Critical Thinking	Communication
Demonstrate and understand the design process and associated skills.	Communicate about the discipline using a variety of formats and approaches.	Think critically, analytically and logically about spatial design.
Develop vocabulary and graphic skills associated with the studio teaching methodology.	Acquire skills in drawing, electronic imaging, materials and environmental issues.	Develop understanding of the relationship between behavior and the built environment.
Acquire, interpret and analyze information as it relates to the design process.		

STUDENT 1

CONTENT KNOWLEDGE
- Well Met / Met / Not Met
- Well Met / Met / Not Met
- Well Met / Met / Not Met

CRITICAL THINKING
- Well Met / Met / Not Met
- Well Met / Met / Not Met

COMMUNICATION
- Well Met / Met / Not Met
- Well Met / Met / Not Met

NOTES

STUDENT 2

CONTENT KNOWLEDGE
- Well Met / Met / Not Met
- Well Met / Met / Not Met
- Well Met / Met / Not Met

CRITICAL THINKING
- Well Met / Met / Not Met
- Well Met / Met / Not Met

COMMUNICATION
- Well Met / Met / Not Met
- Well Met / Met / Not Met

NOTES

STUDENT 3

CONTENT KNOWLEDGE
- Well Met / Met / Not Met
- Well Met / Met / Not Met
- Well Met / Met / Not Met

CRITICAL THINKING
- Well Met / Met / Not Met
- Well Met / Met / Not Met

COMMUNICATION
- Well Met / Met / Not Met
- Well Met / Met / Not Met

NOTES

STUDENT 4

CONTENT KNOWLEDGE
- Well Met / Met / Not Met
- Well Met / Met / Not Met
- Well Met / Met / Not Met

CRITICAL THINKING
- Well Met / Met / Not Met
- Well Met / Met / Not Met

COMMUNICATION
- Well Met / Met / Not Met
- Well Met / Met / Not Met

NOTES

STUDENT 5

CONTENT KNOWLEDGE
- Well Met / Met / Not Met
- Well Met / Met / Not Met
- Well Met / Met / Not Met

CRITICAL THINKING
- Well Met / Met / Not Met
- Well Met / Met / Not Met

COMMUNICATION
- Well Met / Met / Not Met
- Well Met / Met / Not Met

NOTES