

**PROGRAM OUTCOMES ASSESSMENT MODEL  
OKLAHOMA STATE UNIVERSITY, STILLWATER, OK**

**(REVISED SEPTEMBER 2001)**

**Program Assessed:**

**Degree: Bachelor of Landscape Architecture**

**Major: Landscape Architecture**

## **OVERVIEW**

### **Executive Summary**

The Oklahoma State Regents for Higher Education have asked that personnel in each institution of higher education in Oklahoma develop and implement a "... process that measures the overall impact of the college/university experience on students..." The Landscape Architecture Program assumes primary responsibility for the development and implementation of the program outcome assessment model for our students. The purpose for developing models for program outcome assessment is to provide a basis for program improvement, to assure the public a program of quality and accountability, and to document progress toward meeting programmatic objectives.

### **MISSIONS, GOALS AND OBJECTIVES**

The Landscape Architecture Program mission is to provide the opportunity for students to develop a comprehensive foundation for technical, professional, and related skills needed to enter into the landscape professions. The foundation enables the student to make a positive contribution to the profession upon graduation as a landscape architect, landscape designer, or landscape contractor.

### **Intended Outcomes/ Objectives**

The intended outcomes/objectives of the Landscape Architecture program are to:

1. Prepare the undergraduate student for a range of professional career roles in private practice or public service in landscape architecture by teaching basic landscape architectural knowledge and problem solving skills.
2. Broaden the students' viewpoint, to exercise and develop their thought processes and to encourage individual interest and development by utilizing University resources to provide a spectrum of general education courses, technical courses, and exposure to other professions.
3. Encourage and assist the students in developing a professional ethic and personal philosophy to guide them in the application of their skills and knowledge of landscape architecture.

## **PROGRAM OUTCOMES**

Program outcomes are closely related to programmatic objectives and curricular objectives. The Landscape Architecture Program activities are unique in that they provide many avenues for possible outcomes. They provide students with a foundation for both technical and professional skills as they enter into the landscape professions. Program outcomes should be assessed based upon internal evaluation of student performance, records of visiting lecturers/critics, records of student portfolio reviews, evaluation of design projects by professional jurors, responses of alumni survey/questionnaire, evaluation of capstone courses, national student design competition and field day, satisfaction survey of study abroad program, performance review of student internship, and responses of student exit interviews.

## **ASSESSMENT METHODS**

There is more than one assessment method that can be used for program outcome assessment. The assessment methods will include internal methods as well as external methods. Existing assessment methods can be adopted or revised to minimize the additional human and financial costs for the assessment program. The following are examples of outcome assessment methods.

### 1. Internal Evaluation of Student Performance

Conduct an internal evaluation of student performance each year. This evaluation should include a record of Landscape Architecture enrollment data, as well as the number of degrees awarded each year. In addition, data should be recorded as to the employment trends of recently graduated students. Other methods to evaluate student performance can be based upon participation in national and intercollegiate competitions as well as completion of internships.

### 2. Records of Visiting Lecturers/Critics

Records should be kept showing the numbers of guest lecturers, jurors, and tour leaders that students are exposed to throughout the school year. Visiting critics are an essential part of student outcome assessment for every design studio. This method should also include a listing of field trips taken as part of the students' study.

### 3. Records of Senior Students' Portfolio Review

Senior Students' Portfolios should be reviewed by a Professional Committee and records kept as to the quality of these Portfolios. Portfolio contents should exhibit a broad but representative sample of students' work during his/her entire college career.

### 4. Evaluation of Design Projects By Professional Jurors

Conduct an evaluation of student projects based upon the opinion of professional jurors. Data for this evaluation should be based upon the level of students critiqued as well as the relevancy of projects done.

#### 5. Evaluation of Capstone Course

The capstone course for the LA curriculum should be evaluated by both faculty and outside professional jurors. Evaluation of the capstone project should be based upon how appropriate the project is in integrating previous course work required for the professional 'BLA' degree in landscape architecture.

#### 6. Responses of Student Exit Interviews

An exit interview should be conducted with all graduating students prior to graduation. During this interview, a broad array of questions concerning the department, program, courses, and instructors should be asked.

#### 7. Learning Styles Inventory Survey

Conduct a survey to determine learning styles and study habits of all students during Graphics II. Project selection and teaching styles should then be adjusted to best suit the students' needs based on their learning styles.

#### 8. Digital Portfolio for Professional Phase Review

Conduct a review of student portfolios as they apply for the 4<sup>th</sup> year professional phase of the landscape architecture program. Faculty members should evaluate these portfolios by using a rubric form that has been designed to determine which students are qualified to pass into the next phase of study within the program. This evaluation should take into account organization, aesthetics, content relevancy, self-reflections, verbal, and essay parts of each students' portfolio.

#### 9. Field Day and Design Competition

Students should be encouraged to attend Field Day Competitions and National Student Design Competitions to gain national recognition of OSU LA program. Records should be kept based on different competition events that LA students participate in each year. Data should include numbers of participating students as well as the success rate of students during these competitions.

#### 10. Study Abroad Program Survey

Conduct a survey of all students who participate in study abroad programs through the LA program. This survey should be used to evaluate the experience and provide information for program planning and improvement for future study abroad programs.

### **APPROPRIATE POPULATION**

Different methods of outcomes assessment are appropriate for different levels of the student population. While many methods are designed for students in their senior years, other methods are most useful when implemented throughout the entire student population. Appropriate population based on assessment method can be defined as follows:

- Records of student performance should involve all students, including freshmen.
- Records of visiting lecturers/critics should involve all students, including freshmen.
- Learning styles surveys should take place during Graphics II so that appropriate teaching styles can be used from an early stage within the LA curriculum.
- Evaluation of design projects by professional jurors should begin during Design I and continue throughout Design VI.
- Digital Portfolio for professional phase review should occur while students are in Design II before being admitted into Design III.
- Records of senior student portfolio reviews should occur during Design VI.
- Capstone course evaluation should occur during Design VI.
- Student Exit Interviews should occur after Design VI upon graduation.
- Evaluation of Design Competitions and Field Day Competitions should involve selective students based upon participation.
- Internship Performance Review should involve selective students based upon participation.
- Study Abroad Surveys should involve selective students based upon participation.

## **ANALYSIS AND INTERPRETATION**

Since the methods for outcome assessment come in many folds, the results will need to be collected, analyzed, evaluated, and communicated to those responsible for program improvements. Tables, histograms, line graphs can be used for presenting different data. A combination of forms, texts, charts and graphics should be used to make a report visually more persuasive and understandable.

## **FACULTY INVOLVEMENT AND USE OF ASSESSMENT DATA**

OSU faculty of the landscape architecture program have been involved in carrying out all parts of this assessment process. An internal evaluation of student performance is done by the director of the landscape architecture program. Other methods of outcome assessment involve all faculty of the landscape architecture program. For instance, all faculty are involved in helping to bring visiting lecturers/critics into the studios to help guide and evaluate student design projects. They also work together to create assessment forms to be used in many of the methods of outcome assessment. Faculty members carry out portfolio reviews for admittance into the 4<sup>th</sup> year of the LA program and are responsible for gathering a professional committee to determine quality of senior students' portfolios and evaluate senior capstone courses. Faculty plays a vital role in both creating and carrying out this assessment plan.

This program model has been designed for the Landscape Architecture Program at Oklahoma State University to help ensure that appropriate program evaluation occurs and that program improvements be identified and carried through when necessary. This assessment plan, including all evaluation forms, was designed by faculty members based upon their opinions of how the program can best be evaluated. All collected data and analyzed results will be shared among students, faculty, and administration. Curriculum quality will be closely monitored by faculty and make alternation or changes according to the constructive opinions.

## FORM

### INTERNAL EVALUATION OF STUDENTS' PERFORMANCE

#### Student Enrollment

Year	Males	Females	Foreign	Total

#### Record of Persistence

Academic Years	Number Entered	Number Remained	% Change

#### Degrees Awarded

Academic Year	Number Graduated

#### Record of Advanced Study

Institution	Number	Year Entered Grad. School

#### Employment

Present Occupation	Males	Females	Total
Advanced Study and Research			
teaching			
Private Practice			
Design/Build			
Volunteer Service			
Other (Unemployed)			
Unknown			

**National and Intercollegiate Competition**

Years	Competition Events	Categories	Placing/Awards

**Internships Performance Review**

Academic Years	Number Entered	Employers' Rating		
		High	Medium	Low



# FORM

## RECORDS OF VISITING LECTURERS/CRITICS

[illegible]

# FORM

## RECORDS OF STUDENTS' PORTFOLIO REVIEW

[illegible]

# FORM

## EXAMPLES OF JURY SHEET

(INSTRUCTORS SHOULD DEVELOP THEIR OWN FORMS TO SUIT DIFFERENT PROJECT NEEDS.  
HOWEVER, THE LAST FEW QUESTIONS TO ASSESS THE STUDENT PERFORMANCE SHOULD BE  
CONSISTENT THROUGH OUT THE DEPARTMENT)

**LA 4424, Spring 93**

### **Michigan Vietnam Monument Project Grading Criteria**

#### Professional Juror Evaluation Sheet

Please rate the performance of the entire class based on your professional experience.

A. Is the project a practical learning experience for students?

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B. Is the performance of this class up to the national/professional standard?

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C. How would you compare the quality of the work completed on this project with the work completed by students who you have taught or encountered in the past?

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Jury Member's Name: \_\_\_\_\_

Professional Title: \_\_\_\_\_

Date: \_\_\_\_\_

**FORM**  
**ALUMNI SURVEY/QUESTIONNAIRE**

Personal Data:    Name \_\_\_\_\_  
                         Home Address \_\_\_\_\_  
                         City, State, Zip \_\_\_\_\_  
                         Telephone \_\_\_\_\_

Firm data:        Business Name \_\_\_\_\_  
                         Firm Address \_\_\_\_\_  
                         City, State, Zip \_\_\_\_\_  
                         Telephone \_\_\_\_\_

**General Questions**

1. Are you currently employed or enrolled in a graduate or professional school program?
2. Are you employed full-time or part-time?
3. Which of the following best describes your employer?
  - Large corporation
  - Small corporation
  - Small business
  - Federal government
  - State government
  - Local government
  - Nonprofit organization
  - Educational
  - Self-employed
4. What is the name of your employer? What is your position title?
5. How closely is your current position related to your major?
6. What is your approximate annual salary range?
7. In general, how well did your undergraduate studies prepare you for your current position?
8. If you are enrolled in graduate or professional school, what degree are you pursuing?
9. What is the name of your graduate or professional school?
10. In general, how well did your undergraduate studies prepare you for your graduate school or professional school program?
11. How satisfied are you with your overall educational experience at OSU?
12. How satisfied are you with the quality of instruction you received in your major field of study?
13. How well do you think your OSU education prepared you in your ability to use a computer?
14. How well do you think your OSU education prepared you in your ability to write effectively?

15. How well do you think your OSU education prepared you in your ability to identify analyze problems?
16. To what extent did your OSU education contribute to your understanding of diverse cultures?
17. To what extent did your OSU education contribute to your understanding of current social and political issues?
18. To what extent did your OSU education contribute to your understanding of responsible citizenship?

### **Landscape Architecture Questions**

1. What was your area of emphasis?
2. Which of the following would you say best describes the primary types of projects undertaken by your firm?
  - Residential Sites
  - Commercial Sites
  - Industrial Sites
  - Institutional Sites
  - Playground, parks, recreational
  - Apartments and housing
  - Urban spaces
  - Land development
  - Environmental assessment
  - Urban & Regional planning
  - Other: Specify
3. Given your current responsibilities, what additional skills/subjects would have been helpful to you?
  - Computer graphics
  - Cost estimation
  - Grading and drainage
  - More business classes
  - More computers
  - More construction background
  - More surveying classes
  - More technical writing
  - More real-world projects
  - Problem solving skills
  - Other:
4. How satisfied are you with the quality of academic advising you received as a Landscape Architecture major?
5. How satisfied were you with the following subject areas of your degree program?
  - Design
  - Construction
  - Plant materials
  - Graphics
  - History and introduction
  - Planning
  - Horticulture

Computer aided design  
Professional practice and seminar

6. How helpful to you were the following aspects of your undergraduate degree program?

Your portfolio  
Your internship  
Your senior project  
Your interactions with individual faculty  
Your courses in your major

**FORM**  
**Department of Horticulture and Landscape Architecture**  
**Student Exit Interview Questionnaire**

Undergraduate:

1. Were you a full-time student or a part-time student while at OSU? \_\_\_\_\_
2. A. Did you enroll at OSU as a freshman? \_\_\_\_\_  
B. If not, what were your reasons? \_\_\_\_\_
3. How long did it take to complete your Horticulture/Landscape Architecture degree at OSU? \_\_\_\_\_
4. Were you a transfer student? If so, from what college and department? \_\_\_\_\_

School \_\_\_\_\_ and Department \_\_\_\_\_  
OSU College \_\_\_\_\_ and Department \_\_\_\_\_

5. If a transfer student, did your previous undergraduate course work prepare you for entrance into OSU's Horticulture/Landscape Architecture/Landscape Contracting/Turf program? \_\_\_\_\_
6. Please rate your Horticulture/Landscape Architecture/Landscape Contracting/Turf education at OSU:

Below Average  
Average  
Above Average  
Excellent

7. What did you like the most about the department and program? \_\_\_\_\_
8. What did you like the least about the department and program? \_\_\_\_\_
9. Please comment on the courses and instruction you received within the department and program. Feel free to provide any constructive comments, suggestions, ideas, etc. for curriculum/program improvement.

\_\_\_\_\_  
\_\_\_\_\_

- a. Comments on specific courses: \_\_\_\_\_
- b. What course or courses did you find most valuable and why? \_\_\_\_\_

- c. Comments on specific professors/instructors:

1. Address quality of instruction \_\_\_\_\_
2. Availability \_\_\_\_\_
3. Other \_\_\_\_\_

- d. Comments on facilities: \_\_\_\_\_

\_\_\_\_\_

10. Did your departmental educational experience include adequate scientific/design and applied components? \_\_\_\_\_
11. Were the prerequisites for Horticulture/Landscape Architecture courses needed and what prerequisites should be added or deleted? \_\_\_\_\_

12. What deficiencies do you perceive exist in our programs? \_\_\_\_\_
13. a. How would you rate the quality of advising in our department?
- Below Average  
Average  
Above Average  
Excellent
- b. If a transfer student, how did our advising compare with previous advising experiences? \_\_\_\_\_
14. Other suggestions to improve the department and its programs?
- \_\_\_\_\_
- \_\_\_\_\_
15. a. Are you planning on attending graduate school? Yes or No
- b. If yes, immediately and where? \_\_\_\_\_
- If later, give approximate time \_\_\_\_\_
16. Job opportunities:
- a. Do you have a job upon graduation?
- If so, with whom and what is the address?
- b. Have you interviewed with any firm?
- If so, with whom or number of interviews.
- c. Are you willing to relocated outside of Oklahoma?
17. How did you find out about the Horticulture/Landscape Architecture/Landscape Contracting/Turf programs?
18. What made you choose your \_\_\_\_\_ major?
19. What are your career goals?
- a. Within next 5 years \_\_\_\_\_
- b. Long-term; 10 years \_\_\_\_\_
20. Did you complete an internship? If so, please rate your experience.
- Below Average  
Average  
Above Average  
Excellent
21. What is your alumni mailing address: \_\_\_\_\_



# FORM

## PORTFOLIO EVALUATION RUBRIC FORM

<b>Portfolio Evaluation</b> <b>Admission to the Professional Phase</b> <b>Landscape Architecture Program</b> <b>Oklahoma State University</b>				
Evaluation Score in points	Deficient = insufficient preparation, weak organization, incorrect information	Fair = Beginning conceptual understanding; main idea broad with little details	Good = Clear conceptual understanding of information, proficient in professional ideas	Excellent = Outstanding work; work rich in depth and precise detail, consistent presentation
Points	Deficient (1)	Fair (2)	Good (3)	Excellent (4)
<b>organization mechanics</b>	no thought process, structure confusing, poor paste up job	lack of focus, thought process not clear, paste up job ok	thought process easy to follow, clearly labeled, good focus, paste up job neat	excellent thought process, logical transitions, excellent focus, clearly labeled, paste up job exciting
<b>aesthetics, graphics</b>	elementary, sloppy, simple graphics, format boring, juvenile, primitive, rudimentary	copied clip art, no use of sketches and sections, background lacks contrast, fonts and labeling dull	clear clip art, clear sketches and sections, good contrast color background, fonts and labels easy to read	clear clip art, excellent sketches and sections, excellent contrast color background, fonts and labels exciting
<b>content relevancy</b>	only personal information	mostly personal information, no course work or field work or field samples	examples of related course work or field samples	outstanding examples of related course work or field examples
<b>self reflections</b>	no reflective pieces	mostly descriptive-not telling why pieces were included	some personal reflection of pieces	excellent integration of experiences and theory, thoughtful reflection
<b>verbal</b>	inarticulate	limited articulation	articulate	highly articulate
<b>essay</b>	lack clarity, sloppy	limited clarity, clean	good clarity, proficient in professional ideas	high clarity, in depth professional ideas
<b>Subtotal</b>				
<b>Total Score</b>		<b>Comments</b>		
<b>Student Name</b>		<b>Evaluator's Signature</b>		

Evaluators: Please mark the proper criterion for each category. Maximum points a student can accumulate are 24 points and minimum

**FORM**  
**PERU STUDY ABROAD PROGRAM SURVEY**

Rank the educational experience from the Peru program.
Rank the way this experience will influence your college coursework.
Rank how well the trip relates to the LA program at OSU.
Rank how beneficial it was to work with architecture students.
Rank how much you learned from the Peruvian professors.
Rank how beneficial the sketching class was.
Rank how beneficial the obrisk class was.
Rank how the trips will help your future designs.
Rank the challenge level of the project.
Rank the design studio environment.
Rank how much you learned from the Peruvian design process.
Rank the time frame of the project.
Rank how much you learned from the trips we took.
Rank how much you learned about sketching and journalizing.
Rank how beneficial the sketchbook project was.

# FORM

## Japan Study Abroad Program Survey

### Summer 2001

**Rank the following experiences regarding your stay in Japan on a scale of 1 to 10.**

Poor										Excellent
1	2	3	4	5	6	7	8	9	10	
1. Overnight stay and relationship with your host family in Kameoka.....										
2. Daily travel and guided tours of Japanese Gardens.....										
3. Interaction with Kameoka citizens through tours and other program activities.....										
4. Lectures										
History of the Japanese Garden.....										
Green Festa (by Mr. Hasegawa).....										
5. Green Festa activities with the citizens of Kameoka.....										
6. Visiting the office of a professional Landscape Architect.....										
7. Tour led by professional gardeners of Kameoka										
Residential Gardens.....										
Stoneyard.....										
Bamboo Shop.....										
8. Duration of Entire Program.....										
9. Accommodations while in Japan										
Oomoto.....										
Youth Hostels										
Yutano – Kyoto.....										
Ryokuchi – Osaka.....										
10. Time allowed per site (for sketching, notes, etc.).....										
11. Overall cost.....										
12. Extended Study in Taipei.....										
13. Extended Study in Beijing.....										
14. How would you rank your overall experience from the Japan Study Abroad Program?.....										
15. What other program activities could be added to make the program more beneficial to students in the future?										
Botanical Garden.....										
Studio Exchange.....										
Other (please list):										