

**Department of Horticulture and Landscape Architecture
Landscape Architecture Programs**

Prepared by Paul Hsu

Executive Summary (full report available upon request)

Degree Program(s) Assessed	Assessment Methods Used	Numbers of Individuals Assessed
Bachelor of Landscape Architecture	Records of student enrollment, graduation rate, and employment status from the past 2 to 3 years	92
BLA, Landscape Architecture Major	Records of visiting lecturers/critics	34
	Evaluation of design projects by professional jurors	50
	Records of senior student portfolio reviews	14
	Capstone course evaluation	14
	Student exit interviews	14
	Design competition	18
	Internship performance review	4
	Digital Portfolio for professional phase review	20
	Japan study abroad survey	10

Analysis and Findings

1. Student Performance

Student enrollment in Landscape Architecture (LA) showed a 10% decrease last year. Total number of LA students decreased from 105 to 92 in academic year 2003-04. 14 LA students graduated in the 03-04 academic year. Student employment indicated that students went into private practice and design and build practices with six in private and five in design/build with remaining students actively seeking employment in this economic down time.

2. Records Of Visiting Lecturers/Critics

30 jurors including speakers were arranged throughout the 2003-04 academic year.

3. Records Of Senior Students' Portfolio Review

14 senior students were involved in the review. The results of this review are graded from medium to high.

4. Evaluation Of Design Projects By Professional Jurors

The design evaluation was conducted on junior and senior students' Design I, II, III, IV, V, Seminar II, Land Use and Community Planning, and Recreational Planning projects by outside jurors. Overall, the juror's comments were very positive. They thought that all the projects, either live or hypothetical, are a practical learning experience, and the students presented medium to high quality work.

5. Evaluation of Capstone Course

The project was appropriate and it included adequately complex socio-economic, environmental and landscape architectural, planning and urban design issues. The course instructor and the professional jurors determined that approximately forty-five per cent of the class of 14 performed above the national average, and forty per cent performed at the national level. The performance of 15% per cent of the class was below the national average.

6. Responses Of Student Exit Interviews

An exit interview survey form was sent to 14 undergraduate LA students who graduated Spring 2004. Nine students replied with eight giving the above average rating and one excellent rating for quality of department and many positive comments for improvement. Student comments were reviewed by faculty and they are being addressed.

7. Digital Portfolio for Professional Phase Review

In Spring 2004 we implemented portfolio reviews to third years students who are applying for 4th year professional phase of Landscape Architecture Program. Students are required to compose their portfolio digitally with final output in both digital and print formats. A rubric form is developed to evaluate students' portfolios. Most of the students did excellent work on their portfolio and the rest of students did satisfactory work also. Scores of this evaluation are used along with other application material to select qualified students to be admitted into professional phase of the program.

8. Design Competition

Fourteen students in 5 groups entered National Sand Stone and Gravel Association's Design Competition for quarry reclamation design. Several students also entered in the ASLA national student design competition 2004. One student entered the Charles E. Peterson Prize for Historic Measured Drawings Competition, result is still pending. We also have Peruvian students visited our program and interacted with our Design IV students.

9. Study Abroad Program Survey

10 students participated in this survey. A few questions such as the time frame of the project, the sketchbook project, and what experience they gained from the study abroad and culture exchange programs were ranked very high. This survey is certainly a reflection of the essence of Japan Study Abroad Program and will be used for future program planning and improvement.

10. Internships Performance Review

The internship program is designed to enrich the education of landscape architecture students through meaningful off-campus work experiences. Students are evaluated through bi-weekly reports, employer's evaluation, and the students' oral and written reports. 6 students participated in this program last year and their ratings were among high to medium.

Instructional changes and future planning as a result of outcomes assessment:

The department has been monitoring the student outcomes very closely. Based on the outcomes assessment results of the last few years, we have implemented the following changes or modification.

- Project screening Because of professional jurors' positive responses, more careful screening of real world projects are being made to insure all design courses carry good, realistic, and practical projects. More hands on project will be planned to facilitate experiential learning. Invite professional to simulate an office like charette in studios.
- Computer training Graphic sketches and scanning, digital camera, and presentation software are integrated into graphic courses. Desktop publishing and slide presentation also became part of the design presentation process. Students also are required to publish their portfolio in digital format for performance review.
- Portfolio review Landscape Architecture program continue to apply portfolio review process to maintain the higher quality of students entering professional phase. Third year in a row we went all digital and students adapted to this format very well.
- Internship We maintain good contacts with professionals and employers and assist students with securing internships. Students actively participated in this off-campus educational opportunity. It is critical to maintain contact with professionals in the field and monitor our students' performance as a reference to our curriculum quality.

- **Study Abroad** Based on the Japan study abroad program survey, many improvements such as host family exchange, culture workshop, urban landscape professional office visit, and citizen interaction, and studio exchange with Kyoto University of Art and Design were implemented on our Japan Study Abroad Program 2003 and 2004. Peruvian students visited our program and interacted with Design IV students.
- **Design Charette** based on student exit interviews and design course evaluations, we invited major professional office to conduct several design charette and/or workshops. Students got the benefit of real world intense but creative design processes.

Program Outcome Assessed

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, or landscape designer. Based on these goals and objectives, our program assessment model concentrates on the following aspects: 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 course, national student design competition and field day, satisfaction survey of study abroad program, performance review of student internship, and responses of student exit interviews.

Methods used to assess program outcomes

The methods used to assess landscape architecture program are in line with our outcome assessment model. The methods used and a brief explanation follows:

- Records of student enrollment, graduation rate, and employment status from the past 2 to 3 years
- Records of visiting lecturers/critics that demonstrate the degree of exposure our students acquired from outside world professionals
- Records of student portfolio reviews by outside professionals for BLA
- Evaluation of design projects by professional jurors to judge student performance and project quality.
- Capstone course evaluation by faculty and outside jurors for BLA
- Student exit interviews to assess short term needs and long term goals within the programs
- Digital portfolio design and evaluation
- Use of Learning styles survey to enhance teaching and identify student strength and weakness. (not used this year)
- Use of satisfaction survey for Study Abroad Programs (Japan) to identify the strength and weakness of each program
- Enter student field day competition and student design competitions to identify our student performance at national level
- Student internship performance review to understand the job market and student competence.

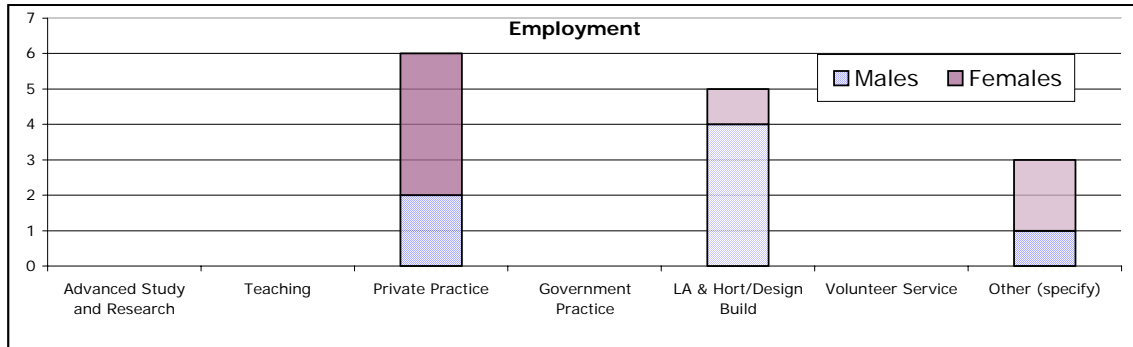
Results of outcomes assessment methods to date

1. Student Performance

Student enrollment in Landscape Architecture in the last year showed a slight decrease. Total number of LA students decreased from 105 to 92 in academic year 2003-2004. The Department is still in need of more space for jury and critique rooms. Landscape Architecture program continue to execute portfolio review processes to maintain the higher quality of student learning and prepare them for professional phase and career application.

Fourteen LA students graduated in the 03-04 academic year. Student employment indicated that students went into private practice and design and build practices with six in private and five in design/build, three students are actively seeking employment this summer. This shows a trend that most of our students went into private practice and some went into design/build practice.

We have made an evaluation of the employment trend of our recently graduated students from the 2003 to 2004 period. As indicated before, majority of our students went in to private practices and design/build and very few went into advanced degree or teaching arena. The following column chart also depicts the number of male and female graduates. Our male and female students entering the job market this year are quite balanced.

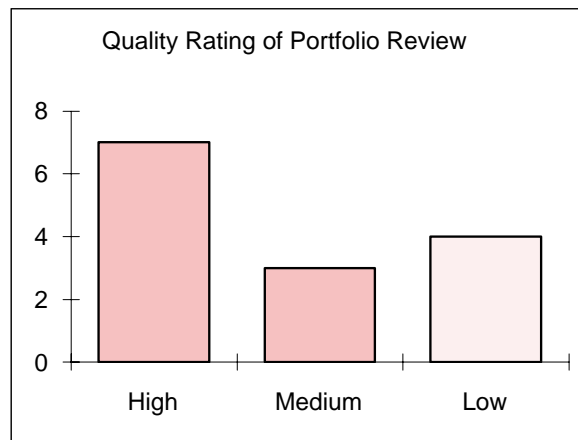


2. Records of Visiting Lecturers/Critics

In a program involving design, one of the most important aspects of student outcomes is to expose them to the professional activities. Students who participate in our programs are involved in field trips and live projects, exposed to industry speakers, and their work is evaluated by professional jurors. There were a variety of events going on in 2003-2004. These events cover a wide range of disciplines such as landscape architecture design, environmental planning, natural resources, and historic preservation. 30 jurors and speakers were invited to OSU to participate in lectures or project evaluation. Four field trips with tour leaders were arranged throughout the academic year 03-04.

3. Records of Senior Students' Portfolio Review

A student portfolio review was conducted in Spring 2004 among the current graduating landscape architecture students enrolled in LA 4112 Seminar II. The students presented their final portfolios to six members of Landscape Architecture Professional Advisory Council. 14 students were involved in the review. The result of this review was graded from low, medium to high. Majority of students falls into the high and medium category.



4. Evaluation of Design Projects by Professional Jurors

The design evaluation was conducted on junior and senior students' Design I, II, III, IV, V, Seminar II, Land Use and Community Planning, and Recreational Planning projects by outside jurors. Overall, the juror's comments were very positive. They thought that all the projects, either live or hypothetical, are a practical learning experience, and the students presented medium to high quality work. Suggestions for improvement were also noted.

The following are a few representative extractions:

A. Is the project a practical learning experience? Yes, I was impressed by all the presentations – I have doing these for thirty years and I would be hard pressed to make a comparable showing. Great project, great work and presentation, impressive! Yes, extremely so, having a real site, a real client, and a real budget is an unusual learning experience for a student.

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

Performance overall was excellent – some groups were better prepared than others. I would think that for a second semester design class these projects were up to a national standard. Yes, the performance is up to par.

5. Evaluation of Capstone Course

The capstone component of the LA Curriculum, Design VI - LA 4524, implemented in Spring Semester 2004, was evaluated by internal faculty and outside jurors. The capstone course is designed to integrate previous course work required for the professional 'BLA' degree in landscape architecture. The project solution is presented in graphic, narrative, and written form. The subject problem, "A Mixed-Use Development Master Plan and Design Development for Las Vegas" was provided Design Workshop. The Master Plan and Design Development Phases of the project were juried by; [REDACTED] (Design Workshop, Denver, CO), [REDACTED], ASLA (MESA Design Group, Dallas, TX), [REDACTED] (EDAW, Tempe, AZ), and [REDACTED], ASLA (Shrickel, Rollins & Associates, Inc. Arlington, TX).

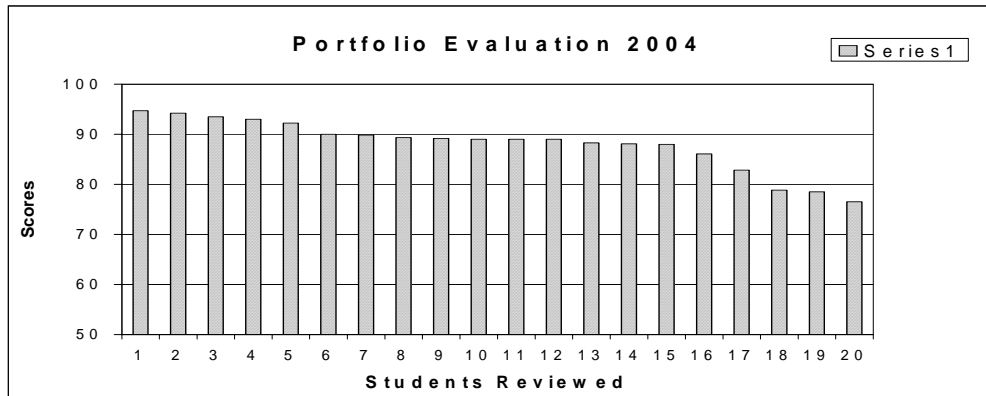
The project was appropriate for the course in scale and scope. Further, it included adequately complex socio-economic, environmental and landscape architectural, planning and urban design issues. The opportunity for demonstrating knowledge of design process, including programming, utilization of design creativity and knowledge of technical components and design details was excellent. The course professor and the professional jurors determined that approximately forty-five percent of the class of 14 performed above the national average, and thirty percent performed at the national level. The performance of 15% per cent of the class was below the national average.

6. Responses of Student Exit Interviews

An exit interview survey form was sent to 14 undergraduate LA students who graduated Spring 2004. Nine students responded and eight of them gave the department an average to above average rating and one excellent rating of quality education of Landscape Architecture at OSU. Students like the program in terms of opportunity for involvement in student organizations, a laid back atmosphere, most of the professors cared about the students, and the commitment by the students and faculty towards landscape architecture. On the other hand, students did not like some class structures; projects were rushed and did not go into enough practical detail-grading, not being pushed hard enough, and the overlapping of some courses. Suggestions were made such as give more time in final semester for job searches, new faces with exciting ideas, pushed students more, the facility needs to keep up with technology and it needs to be taught and used more.

7. Digital Portfolio for Professional Phase Review

In Spring 2004, we conducted portfolio reviews to third years students who are applying for 4th year professional phase of Landscape Architecture Program. This is the second time we digital portfolio for students entering professional phase. We gave students short instruction on how to produce digital portfolios and make color prints for easier review. A rubric form is developed to evaluate students' portfolios. The results of their scores are shown below. Most of the students did well on their portfolio and only a few students did unsatisfactory work. Scores of this evaluation are used along with other application material to select qualified students to be admitted into professional phase of the program. Three students were not admitted in the process.



8. Design Competition

Fourteen students in LA 4514 Landscape Architecture Design Studio V during the Fall semester submitted their designs to the National Sand Stone and Gravel Association Quarry Reclamation Design Competition in May 2004.

In May 2004 [REDACTED] fifth year Landscape Architecture students entered the Harwellen Estate in Tulsa City as a historic designed landscape in the Charles E. Peterson Measured Drawing competition in sponsored by the U.S. National Park Service's Historic American Buildings Survey (HABS). Three students in fourth year will enter their class work to ASLA national student design competition.

National and Intercollegiate Competition

Years	Competition Events	Categories Entered	Placing
04	Charles E. Peterson Prize	Historic Designed Landscape	N/A
04	ASLA National	Student Design Competition	N/A
04	National Stone Association	Reclamation Design	N/A

9. Study Abroad Program Survey

Japan Study Abroad program 2004 survey results

1. Overnight stay and relationship with your host family	9.38
2. Daily travel and guided tours of Japanese Gardens	8.63
3. Interaction with Kameoka citizens	9.00
4. Lectures	
History of the Japanese Garden	7.88
Bamboo	8.00
5. Green Festa activities with the citizens	9.00
6. Garden workshop with the professionals	9.13
7. Tour led by professional gardeners	8.63
8. Visiting the office of a professional Landscape Architect	7.75
9. Studio exchange with Kyoto University of Art and Design	9.00
10. Duration of Entire Program	8.63
11. Accommodations while in Japan	
Youth Hostels (Tokyo)	9.13
Oomoto (Kameoka)	7.88
Hotel (Kyoto)	9.25
Hotel (Osaka)	7.38

12. Time allowed per site (for sketching, notes, etc	8.88
13. Overall cost	7.75
14. How would you rank your overall experience of this Study Program?	8.88

A questionnaire is developed to survey students who participated in the Japan Study Abroad Program. 8 students participated in this survey. A few questions such as the time frame of the project, time allowed for sketchbook, quality of host family program, culture interaction, and workshop, and other program activities to be added in the future. Almost all categories were ranked high. The accommodation at Osaka was ranked the poorest. The cost is also a concern for some students. Every student enjoyed the host family program, lectures and workshops, and visit of gardens. Time allowed per site for sketching is satisfactory and a studio exchange with Kyoto University of Art and Design received high ratings. This survey is certainly a reflection of the success of Japan Study Abroad Program and should be used for future program planning and improvement. Peruvian students from University of Scientific, Peru Lima visited our program and interacted with Design IV students. A three week long studio was conducted and evaluated by professional jurors.

10. Internships Performance Review

The internship program is designed to enrich the education of landscape architecture students through meaningful off-campus work experiences. The program provides an enhancement of the student's education by allowing for periods of supervised off-campus employment. Students are evaluated through bi-weekly reports, employer's evaluation, and the students' oral and written reports. Six students participated in this program last year and their ratings were among high to medium.

11. Student Advisory Committee Informal Assessment

Each month during the academic year, student representatives from all class levels meet with the LA Program Director and the Department Head to talk about needs within the program, curriculum issues and related learning issues. Class representatives are charged with obtaining feedback/comments from their fellow students before each meeting. Students provide immediate feedback and suggestions to proposed plans and current courses within the program. This interaction enables the department faculty to receive regular student input. Informal student feedback or assessment is particularly helpful in making mid-course adjustments during the current our ensuing semester. Students often provide positive suggestions on how we can improve the learning process or experience.

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