

UNDERGRADUATE/FIRST PROFESSIONAL DEGREE/GRADUATE PROGRAM ASSESSMENT OF STUDENT LEARNING OUTCOMES: INVENTORY OF SPECILIZED AND PROGRAM ACCREDITATION

E1-B

Program and degree(s) offered: Bachelor of Landscape Architecture	Curriculum map attached: <input checked="" type="checkbox"/> Yes, please note any changes in outcomes since the last report: A few notes: An interim E1B assessment report was provided by the previous chair, William Green, in June 2021. The LAR Department rejoined the College of the Environment and Life Sciences on July 1, 2021. The next accreditation will be fall 2023 after 2 extensions – one by the accreditation board and the other by a request of the CELS dean. Based on this schedule and our annual review and reporting, our outcomes continue to meet LAAB accreditation standards. There are no changes to the outcomes since the last report.
Program assessed in <i>this</i> report: Bachelor of Landscape Architecture	
Department Chair: Richard Sheridan	
Form completed by: Richard Sheridan	
Academic Reporting Year: May 2022	

No; please explain:

URL for published learning outcomes: <https://web.uri.edu/lar/files/Student-Outcomes.pdf/>

Professional, Specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	Date of most recent accreditation action by each listed agency	List key issues for continuing accreditation identified in accreditation action letter or report	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.) *	Date and nature of next scheduled review
Landscape Architecture Accreditation Board (LAAB) granted reaccreditation to the BLA program at the University of Rhode Island after a review conducted in October 2015. The BLA received a 6-year reaccreditation that ended December 31, 2021. Reaccreditation was extended by an additional year by LAAB because of COVID. It was	March 7, 2016	<p>Visiting team report indicated that there was one RECOMMENDATION affecting accreditation: Address and resolve facility issues related to heating, cooling, and lighting that adversely affect the teaching and learning environment in Rodman Hall (Standard 7). This recommendation has been met and has been noted in the annual reports to the accreditation board.</p> <p>The 2015/2016 visiting team listed 8 SUGGESTIONS:</p> <ol style="list-style-type: none"> 1. Revisit short- and long-term objectives given transition to A & S 2. Create a more concise mission statement to promote focus and program identity. 3. Pursue new faculty to enhance diversity, specialization in 	<p>Knowledge – Technical and Design presented in assignment and indicated in portfolios.</p> <p>Problem Solving – Process, Service learning, Design Concepts, Master Plans and Creativity produced through finished projects, documents, and drawings.</p> <p>Professional Skills – Construction documentation, business planning, resumes and writing are indicated through examples posted in final portfolio, reports and reviews.</p> <p>Communication/Graphic Skills – CAD, GIS, SketchUp, etc. hand graphics and public speaking. The latter is not included the portfolio review</p>	Reaccreditation visit due in fall 2023

<p>extended an additional year by the Dean of CELS.</p>		<p>necessary areas, curricular and program flexibility, and future opportunities.</p> <ol style="list-style-type: none"> 4. Address the need for sufficient and permanent staff support to better meet the department's admin needs and faculty support. 5. Consider more formalized opportunities for off-campus travel, field trips, and study abroad. 6. Provide wide promotion of the department's service-learning efforts internally and externally to increase awareness and visibility. 7. Consider reconstituting a formal advisory council to guide the program, build wider support and foster relationships with the profession and other stakeholders. 8. Due to the growth challenges incorporate designated space for the program in the proposed A & S building. <p>Some of these 2015/2016 suggestion are outdated. All have been addressed in annual reports to the accreditation board and all are being noted in the 2023 Self Evaluation Report.</p>	<p>but is noted in projects from sophomore to senior year including service projects conducted for public clients and NGOs. Graphic communication is displayed through individual and group projects. All students are expected to exhibit professional presentation skills.</p> <p>Ethical Principles – environmental values, service learning, public engagement, teamwork, and knowledge of international practices are values students are exposed to and develop.</p> <p>Personal Growth/Development – reflection in class and diverse experiences here and abroad. Students write about experiences in studios in their reflections and in upper-level studio and practice classes. Readiness for professional practice is exhibited by graduating students. Post-graduation employment is a critical measure of the success of student learning, skill building and career preparation. Jobs are critical and our students are hired for jobs in the profession throughout New England and around the nation.</p>
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*Record results of key performance indicators on page 2

S-Series

LICENSURE PASSAGE AND JOB PLACEMENT RATES						
		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
State Licensure Passage Rates *						
1	LARE is the licensing exam. To become licensed, candidates must have 2 years professional experience, be graduates of an accredited LAR program, and pass the licensing exam. (See note of explanation "a" below).	N/A	N/A	N/A	N/A	N/A
National Licensure Passage Rates *						
Job Placement Rates **						
1	BLA Degree Received (see note of explanation "b" below)	2017 19 grads	2018 17 grads	2019 16 grads	2020 12 grads	2021 16 grads
2		5 LA design firms in MA, NJ, & RI	5 LA design in MA	8 Design firms in CA, MA, NY, RI, NC & PA	8 Design firms in NY, MA, CT & NE	6 multidisc firms
3		3 multidisc. Firms in NC, MA, & RI	1 Grad School in NY	2 Grad School	2 Grad School	3 LA design firms in RI & MA
4		4 Hort, BOT Gardens	6 Design Build in MA & RI	3 LA Construction	2 Hort and LA	3 Design-build in MA & RI
5		1 Travel	2 International Travel	1 Design-Build		1 Grad school
6		2 not report	1 other	1		3 Not yet reporting
7			2 not report	1 other		
* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g., National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.						
** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.						
Institutional Notes of Explanation						
	BLA – Landscape Architecture: assessed via Landscape Architecture Licensing Exam – Results not available					
	LAR Dept. surveys students one year after graduation to learn how many students are employed in the profession and where					

Please share a summary update and/or highlights about recent assessment activity which has impacted student learning in your program:

Background

The 126-credit Landscape Architecture curriculum is highly structured. In addition to satisfying the university's general education requirements the four-year curriculum includes seven design studios, two construction studios and classes in digital technology, plant sciences and community planning. While not required, summer internships are recommended for all students. The majority of students selecting the major and entering as freshmen graduate within four years, whereas those transferring into Landscape Architecture from other programs or from within the university may require an additional year to complete requirements.

The following is a summary of recent Items of note:

- 1.) ENHANCE STUDENTS LEARNING THROUGH EXPERIENTIAL LEARNING. The Landscape Architecture Department has historically worked to enhance student learning and success through studios and classes that build student skills, internships that provide experiential learning opportunities and an environment that supports creative experimentation and personal growth. We have strived to expand the experiential learning of our students. Two studios to note:

LAR 444 Sustainable Design Studio is a service-learning class in which students work to develop their professional skills while servicing a municipality and/or a stakeholder group. For this studio, each class runs a public workshop where students present what they have learned to date and engage attendees through activities that might include SWOT, charrette, targeted Q and A and precedents of design. To emphasize the real-world nature of design, the class recently included a workshop for student/professional interactions. The past two years, these sessions have included 8–10 professionals in one day rotating in and out of student groups working on different thematic solutions.

LAR 445 is a capstone class that for the past seven years has worked on projects with 3 other capstone classes: Marine Affairs, Environmental and Resource Economics and Ocean Engineering. The classes come together at key moments to share information and receive feedback. The students benefit as they learn about each of the other disciplines and approaches to problem solving. The projects are sponsored by RI Sea Grant and the Coastal Resources Center. In spring 2022 this class became part of a larger effort called "Envision Resilience: Narragansett Bay Challenge where six universities (URI, RISD, Roger Williams, Syracuse University, Northeastern University, University of Florida) approach several study areas within Narragansett Bay and recommend adaptation actions.

Student learning is accessed in several ways in these studios:

- Students receive on-going desk critiques by faculty and visiting critics, providing an iterative learning and assessment process.
- Students receive feedback from professionals and townspeople in midterm and final presentations. This feedback is a valuable assessment related to each student's semester work.
- As an additional evaluation, at the end of the semester, students are given written reflection assignments and reports to prepare.

- 2.) PROFESSIONAL ASSESSMENT OF STUDENT LEARNING IN LAR – As a professional program, students are given opportunities to learn what it is like to perform and be critiqued as a professional. Through service-learning, faculty lead the studios in which public clients from around the state receive planning and design assistance focused on complex problems. Students follow a

design process, evaluating existing conditions, learning about history and local culture, and developing needs statements and design programs.

During the last year (2021-2022) the seniors have had exposure to and input from town and planning managers (Wakefield, Peacedale, Warren, Barrington RI), professors from other institutions (RISD, Roger Williams, UMASS, Cornell, Florida State), professional landscape architects, architects, geologists, and representatives from RI Sea Grant, CRMC, The Craig Group, Nantucket Preservation Trust, EPA, Fuss & O'Neill, Greenwave, Scape, RI Infrastructure Bank, RIDOT.

This type of feedback is a credible and useful assessment of student learning in the key performance indicators: knowledge, problem solving, professional skills, communication/graphics skills, ethical principles and personal growth.

- 3.) **PORTFOLIO ASSESSMENT** – We have two formal portfolio reviews in our program. The first is a portfolio assessment performed in April of sophomore year. Following a successful review of the sophomore portfolio, students are permitted to move into the upper divisions in the next semester. There is a second portfolio review in the last semester of senior year. The senior portfolio is required to be of professional quality and is evaluated first by outside professionals and afterwards reviewed by the faculty. The department uses the information from the assessors to make changes in the curriculum. Not only can the changes be related to graphics and technology, but they may also reflect new topics employers will appreciate. Current topics include, increasing urbanization and open space needs, sea level rise, sustainability, resilience, diversity, social equity and environmental justice.
- 4.) **SHOWCASE OF STUDENT WORK** - To get students ready for their career, the department hosts in-person and remote student showcases. These events are attended by alumni and employers who are interested in the program and its students (for jobs and internships). In spring 2021, due to COVID, the student chapter of ASLA planned a virtual event with the student work (and the students) organized in different virtual rooms. It was attended by over 100 interested alumni and employers. It turned out to be a successful job recruiting occasion, interviewing opportunity, mentoring session and a get together all at once.
- 5.) **THE URI LANDSCAPE ARCHITECTURE LECTURE SERIES** has been a mainstay of the program for 29 years and addresses important issues of the time. For example: the 2018-2019 topic was Leading Women in Landscape Architecture, the 2019-2020 topic was Climate Change Design and in 2020-2021 it was Activism, Equity and Environmental Justice. One of the lectures in 2021-2022 was titled Cultural Landscapes for Planetary Justice, another was Race and Gender in the Emergence of Landscape Architecture. This lecture series continues to have a profound effect on student learning and education of our department. Students can have dinner and/or interact with the lecturers. In some cases, students who have taken the initiative to present themselves as future professionals have obtained interesting internships and jobs.
- 6.) **INTERNSHIPS** – Internships are optional but recommended. They are part of their experiential learning (LAR 477) and are a supporting elective. Internships provide an additional avenue of assessment. To get credit, students prepare a final report and a presentation which is given to the faculty and their classmates. Their employer also writes a short assessment of their work and skills.
- 7.) **MINIMUM GPA** – The program also uses student GPA as an assessment of how effective the curriculum helps students achieve the learning objectives. Landscape architecture students must maintain a 2.5 GPA. If a student drops below that standard, they work with their advisor and are given one semester to improve their standing to stay in the program. In addition, a minimum of a 2.0 “C” must be obtained in all LAR classes, or the student is required to retake the class.

8.) JOBS – An important measure of success in our BLA program is the rate of success in finding a job or a graduate school. Our department offers students many opportunities to interact with potential employers - at public studio presentations, with professional critics, during showcases of work, at the lecture series and during internships. Our program has a strong reputation in the industry and the numbers from the last 2 years ('20 & '21) confirm this. Of our graduating seniors, 71% were hired by interdisciplinary firms, design firms or design build companies. We have noticed a recent shift in that our graduates are being picked up by large interdisciplinary firms that address complex issues, often international in scope. Even though the job market is doing very well at this time, we have had 3 students attend graduate school in the last 2 years. All these numbers indicate that the students are receiving the education that the industry demands.

Student Learning Outcomes: Program Assessment Curriculum Map

Curriculum maps illustrate the link between the courses and requirements in a program, to the program learning outcomes. Maps represent where students are given the opportunity to achieve the outcomes, from introduction to mastery, as they proceed through the curriculum.

To complete the matrix:

- Across the top: List all the courses and other program requirements (e.g., internships, service-learning, portfolios), developmentally/sequentially when possible.
- Down the side: List your Program Student Learning Outcomes.
- Use the Map Key below: consider the goal of key assignments and activities before assigning a code. (Courses often scaffold several outcomes but may focus assignments on specific areas).

Academic Program:	LANDSCAPE ARCHITECTURE					
Reporting Year:	2022					
<p>Program Student Learning Outcomes</p> <p>Explicit statements of observable, measurable results that specify what a student is expected to know or be able to do as a result of their participation in an academic program. Statements should be detailed and meaningful enough to guide decision in program planning, improvement, pedagogy, and practice.</p> <p>Map Key I = Outcome Introduced R = Outcome Reinforced E = Outcome Emphasized for Mastery * = Not Required/Recommended</p>	<p>Course Numbers/Program Requirements</p> <p>Program requirements can include internships, service learning, portfolios, comprehensive exams, seminars, and requirements that may not be associated with a course number.</p> <p>Course Numbers/Program Requirements:</p>					

Program Student Learning Outcomes:	LAR101	LAR201	LAR202	LAR243	LAR244	LAR246	LAR300	LAR301	LAR302	LAR343	LAR344	LAR345	LAR346	LAR350*	LAR353	LAR354	LAR443	LAR444	LAR445	LAR447	LAR450	LAR477*	CPL 410	CPL 434	CPL 538	GEG101	ART207	PLS200
Professional Communication: Letters, Resume & Portfolio				I	I	R						I							E		E							
1. COMMUNICATION AND GRAPHIC REPRESENTATION <i>(demonstrates knowledge of process, methods, and application)</i>																												
Oral Presentation	I				I					R	R						R	E				R		R				
Hand Graphics, Drawing & Render				I	I					R	R						R	E								I		
CAD							I	R		R	R	R	R				R	E	E					R				
GIS									I	I	R						R	E										
Digital Design Media (PS, ID & Illus.)						I				R	R						R	E				E		R				
2. COMMUNICATION AND GRAPHIC REPRESENTATION <i>(demonstrates knowledge of process, methods and application--continued)</i>																												
Written Word	I													1				R	E			R	E					
3. ETHICAL PRINCIPLES <i>(demonstrates an understanding of ethical principles associated with environmental protection, stewardship and community values)</i>																												
Environmental Concerns: Conservation, Restoration & Stewardship	I	I		I						R	R			E	R	R	E	E	E	E				R		I		
Service Learning & Community Values									I	R								E	E	E								
Social/Cultural Values and Equity				I					R	R				I	R	R	R	E	E	R			R	E				
Sustainability, Resilience & Climate Change		I		I					I	R				R	R	R	E	E	E	E								
PERSONAL GROWTH <i>(demonstrates an understanding of global issues, teamwork, collaboration and personal development)</i>																												
Global Awareness	I								I	I				I	R		R	E	E	E			E		I			
Teamwork and Multidisciplinary Partnerships				I					R	R							R	E	E			R		E				
Reflecting on Personal Growth	I			I	R	R	R	E	E	I	I				R	R	R	R	R	E	E							