Expected Outcomes: Produce disciplinary leaders.

Produce professional landscape architects who have the requisite creative and adaptive capacities to become disciplinary leaders.

Assessment methods

Method: Direct assessment of student performance.

Evaluation of student performance against learning outcomes for each course in the program, conducted collectively by faculty in regular reviews of student work.

Findings:

1. The evolution of students' professionalism resides in their increasing ability to a) access information as required, and use it to develop novel and effective designs, b) communicate clearly and convincingly, c) make appropriate decisions. 2. Student ability to demonstrate professionalism, and creative and adaptive capacities depends to a certain extent on their UG degrees (ie whether design-based or not). 3. Students can generally design landscape interventions across a range of site variables but not all students can do so creatively and adaptively. 4. It is very difficult to assess from student work whether they have the capacity to become disciplinary leaders, as leadership ability derives from a complex of abilities, some of which are personality-based and others a matter of time.

How did you use findings for improvement?

1. We have decided to change this learning outcome to one which is less generic and more easily assessed on the basis of student performance in the program.

Additional comments:

None


Review of final year student performance by means of an evaluation of their Thesis Books against the learning outcomes for the course.

Findings:

1. Thesis Books are improving each year. 2. Many are very ambitious and need to be reigned in. 3. Many restrict themselves to the known. 4. Students find it difficult to develop focused projects when they are getting conflicting advice. 5. Preparation for Thesis Studio prior to its beginning is critical. 6. The effectiveness of Thesis Studio is compromised by unrestricted entry.

How did you use findings for improvement?

1. The program needs to enable students to prepare for Thesis Studio in the Summer prior. 2. Students need to understand and distinguish the different approaches to design research, and be supported in their decisions. 3. Faculty need to review the effectiveness of Thesis Committees.
Additional comments:
None

**Method**: Indirect assessment by student survey.

Evaluation of students' own performance against program learning outcomes by students in a range of courses that exemplify the program.

**Findings**:
Students assessed their own performance against this LO as satisfactory.

**How did you use findings for improvement?**

Program faculty needs to develop ongoing conversations with students around the issues associated with this LO.

**Additional comments**:
None

**Expected Outcomes**: Inculcate creative design capabilities.

Consolidate and expand a creative design research culture enabling faculty and students to produce recognized scholarship that contributes to new ways of thinking in landscape architecture.

**Assessment methods**

**Method**: Direct assessment of student performance.

Evaluation of student performance against learning outcomes for each course in the program, conducted collectively by faculty in regular reviews of student work.

**Findings**:
1. Students learn and thrive when assisting faculty with their research. 2. The idea of design research is poorly understood by students. 3. Often students' research is superficial, unoriginal and weakly supported by evidence or case studies. 4. Students' research strategies are improved through their participation in conferences as presenters of their own research.

**How did you use findings for improvement?**

1. Assign students to professors to assist with faculty research. 2. Clarify what design research is, its different methodologies and approaches, and their applications in class, in student forums and in the program handbook. 3. Ensure faculty do not use the term loosely. 4. Get more students to conferences.

**Additional comments**:
None

**Method**: Direct assessment of Thesis Studio books.

Review of final year student performance by means of an evaluation of their Thesis Books against the learning outcomes for the course.

**Findings**:
1) Thesis books show that students' capacity to conduct meaningful design research develops throughout the two semesters of Thesis Studio. 2) Some students do not develop this
capacity and have to extend their research into the summer. 3) Sometimes the links between analysis and outcomes are weak. 4) Thesis Studio instructor sometimes has to direct students more than he should, in order to get results.

How did you use findings for improvement?

1) A more rigorous and structured approach to the development of student research in Thesis Studio is required. 2) Clear milestones should be set between the formal reviews. 3) Students need to learn how to more effectively interrogate their own work, and formulate clear strategies for new work on the basis of their findings.

Additional comments:

None

Method : Indirect assessment by student survey.

Evaluation of students' own performance against program learning outcomes by students in a range of courses that exemplify the program.

Findings:

Students' assessed their performance against this outcome as satisfactory.

How did you use findings for improvement?

1. Chair needs to communicate with students about Program Objectives on a more regular basis. 2. Program needs to inform students regularly on how the program is making improvements on the basis of their assessments.

Additional comments:

None

Expected Outcomes : Foster meaningful civic and social engagement.

Challenge and extend the ethics of civic and social engagement through directed outreach that addresses the always-growing range of issues associated with working in the public realm.

Assessment methods

Method : Direct assessment of student performance.

Evaluation of student performance against learning outcomes for each course in the program, conducted collectively by faculty in regular reviews of student work.

Findings:

1. Students who have entered the program without a design background have in the past been exposed to more outreach opportunities than those who enter with Advanced Placement. 2. Many faculty are capitalizing on the wide range of opportunities for community outreach that the region provides. 3. Students are developing a nuanced and inflected approach to public space design as a result of community engagement. 4. There currently seems to be about the right amount of community-based studio projects in the program. 5. Research assistants have more exposure than non-assistants.

How did you use findings for improvement?

1. The main issue of ensuring all students are exposed to outreach opportunities is being addressed by severely limiting the Advanced Placement entry. 2. Faculty will continue to
introduce community-based projects into studio. 3. Continue to develop partnerships with communities and to invite and enable sponsored studios.

Additional comments:

None

Review of final year student performance by means of an evaluation of their Thesis Books against the learning outcomes for the course.

Findings:

How did you use findings for improvement?

Additional comments:

Method: Indirect assessment by student survey.
Evaluation of students’ own performance against program learning outcomes by students in a range of courses that exemplify the program.

Findings:

How did you use findings for improvement?

Additional comments: