

**Report for the Landscape Architecture Accreditation Board
 Natural Resources and Environmental Design
 B.S. in Landscape Architecture
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Introduction: The Landscape Architecture Program in the Department of Natural Resources and Environmental Design has gained a national reputation for its program quality, national symposia, community service projects, dedicated faculty and students. The Landscape Architectural Accreditation Board (LAAB) visitation team reported in November of 2011 that they were pleased with the overall quality of the B.S. in Landscape Architecture Program. The team concluded that “The BSLA program has benefited through the strong and sustained leadership of Prof. Perry Howard, a highly regarded educator who is a past president of the American Society of Landscape Architects (ASLA). Prof. Howard and his long time faculty colleague Prof. John Robinson, and their most recent faculty colleague, Prof. Anna Reaves, have established a robust, comprehensive and relevant undergraduate Landscape Architecture (LA) program which enjoys strong support from the professional LA community within and outside the state.”

I. University Tuition and Fees

Table 1: University Tuition and Fees (In State) Per Year

| Est. Expense Per Year (In State) | Cost |
|--|-----------------|
| In State Tuition and Required Fees | \$5,058 |
| Health Insurance (*required for all students) | \$1,470 |
| Residence Hall | \$7,350 |
| Meal Plan | \$2,675 |
| Books and Supplies | \$200 |
| TOTAL | \$16,753 |

Table 2: University Tuition and Fees (Out of State) Per Year

| Est. Expense Per Year (Out of State) | Cost |
|--|-----------------|
| Out of State Tuition and Required Fees | \$15,657 |
| Health Insurance (*required for all students) | \$1,470 |
| Residence Hall | \$7,350 |
| Meal Plan | \$2,675 |
| Books and Supplies | \$200 |
| TOTAL | \$27,352 |

II. Expected Outcomes for the Educational Program and Its Student Learning Outcomes

Program outcomes and selected student learning outcomes for the B.S. in Landscape Architecture Program are as follows:

A. Program outcomes (POs): The Landscape Architecture Program in the Department of Natural Resources and Environmental Design has identified three Program outcomes. Each year these outcomes are assessed, and the Program will develop strategies to continuously improve outcomes. The three Program outcomes and their assessments for the 2013/2014 academic year are as follows:

- (1)** The B.S. in Landscape Architecture degree program in the Department of Natural Resources and Environmental Design will achieve excellence and recognition for high quality in teaching and learning, including the achievement of national accreditation by the Landscape Architecture Accreditation Board (LAAB).

Assessment of PO 1: The program was last accredited by LAAB in March of 2012, following its site visit in November 2011. The accreditation included three recommendations that the Program has addressed. The recommendations and relevant responses were as follows:

1. Articulate a clear and distinct Program mission (Standard 1).

Response: A clear mission has been articulated and can be found at:

<http://www.ncat.edu/academics/schoolscolleges1/saes/academics/nred/landarch/mission.html>

2. Actively engage in sustained long range planning in response to and in anticipation of changes in the institution and the landscape architecture profession (Standard 1).

Response: The Landscape Architecture Program has been actively engaged in long range planning through three major efforts. The first effort is a structured curriculum mapping exercise that is guided by an advisory board of professionals and academics. The second effort is to define and assess clear Program level outcomes and student learning outcomes, and clearly identify these outcomes through the annual Institutional Effectiveness Report. The third is to annually assess a set of goals that support the Program's mission. These goals can be found at:

<http://www.ncat.edu/academics/schoolscolleges1/saes/academics/nred/landarch/mission.html>

3. The program needs to be located in code compliant facilities. (Standard 7)

Response: The Landscape Architecture Program has clearly articulated this recommendation to upper level administration and is discussing solutions.

The next scheduled accreditation visit is in fall, 2017.

- (2) The B.S. in Landscape Architecture Program in the Department of Natural Resources and Environmental Design will meet or exceed the University’s goals for enrollment, retention, and degree completion, and will achieve a placement rate of at least 80% of its graduates in jobs or graduate education.

Assessment of PO 2: The University Fact Book provided the data shown in Tables 3 through 6.

Placement Rate

Placement data are drawn from departmental files and from the Office of Career Services on campus. Placement rate is based on 1 year post-graduation. We have been successful at placing students in both private sector and public jobs over the past five years. Job placement location ranges from local firms that specialize in high-end residential design, to nationally recognized firms such as Design Workshop, to public positions in city planning and design offices. In addition, many students have gone on to attend graduate school at prestigious institutions such as the University of California Berkeley, Ohio State, and North Carolina State University.

Table 3: Placement Data

| Graduating Year | Placement Rates (Total # and %) | | | | |
|-----------------|---------------------------------|---|--------------------|----------------------------|---|
| | Number of Graduates | Graduate Education and Job Placement in the Field | Graduate Education | Job Placement in the Field | Job Placement in Other or Related Field |
| 2010—2011 | 5 | 4(80%) | 1 (20%) | 3 (60%) | 1 (20%) |
| 2011—2012 | 5 | 2(40%) | 2 (40%) | 0 (0%) | 3 (60%) |
| 2012—2013 | 10 | 9(90%) | 6 (60%) | 3 (30%) | 1 (10%) |
| 2013—2014 | 3 | 2(66%) | 0 (0%) | 2 (66%) | 1 (33%) |

Table 4: Enrollment Data

| Academic Year (Fall) | Enrollment (Total #) | | | | | |
|----------------------|----------------------|-----------|-------|--------|--------|-------|
| | New Freshmen | Transfers | Soph. | Junior | Senior | Total |
| 2010—2011 | 2 | 3 | 5 | 10 | 5 | 25 |
| 2011—2012 | 4 | 4 | 6 | 5 | 9 | 28 |
| 2012—2013 | 7 | 5 | 6 | 4 | 8 | 30 |
| 2013—2014 | 5 | 6 | 12 | 4 | 3 | 30 |

Table 5: Retention Rate

| Cohort Year Entering | Year Reported | Landscape Architecture First to Second Year Retention Rate (%) | University First to Second Year Retention Rate (%) |
|----------------------|---------------|--|--|
| 2010 | 2011 | 73 | 74.4 |
| 2011 | 2012 | 67 | 73.6 |
| 2012 | 2013 | 85.7 | 79.8 |

Degree Completion Rate

The degree completion rate in four years reflects the number of students who are tracked from the time they entered the program as first-time full-time freshman. Most students in the Program transfer in during the second semester of their freshman year or first year of their sophomore year. In addition, we have many students who transfer in with Community College degrees. We estimate that 4-year and 6-year graduation rates for transfer students is much higher than first-time full-time freshman.

Table 6: Degree Completion Rate

| Year Reported | % of Students Enrolled as Freshmen Graduating in 6 Years | % of Students Enrolled as Freshmen Graduating in 4 Years |
|---------------|--|--|
| 2010 | 33 | 0 |
| 2011 | 29 | - |
| 2012 | 14 | 40 |
| 2013 | - | 33 |

- (3) Program Contributions to Research and Community Engagement.** The B.S. in Landscape Architecture Program in the Department of Natural Resources and Environmental Design will contribute appropriately to intellectual climate and research/creative productivity community engagement, and respect for diversity.

Assessment of PO 3:

Faculty Intellectual Activities and Community Service

Faculty regularly engage in professional workshops/seminars/conferences, scholarly presentations, creative works, and service to the profession. Over the past two years, faculty have presented at peer-reviewed and public forums at the Council of Educators of Landscape Architecture National Conference, University of California at Berkeley, and the North Carolina Chapter of the American Planning Association to name a few. They have attended numerous conferences and workshops geared at teaching and learning, design and technology, and landscape performance. They engage in multiple professional organizations, and sit on the Executive Board of the North Carolina American Society of Landscape Architecture (NCASLA). Both students and faculty actively engage in community outreach design projects throughout the Southeast such as the Greensboro Arboretum Riparian Demonstration Garden, Summerfield North Carolina Regional Park Plan, and City of Eatonville Florida Masterplan to name a few.

Respect for Diversity

The Landscape Architecture degree program in the Department of Natural Resources and Environmental Design is the first and only accredited undergraduate landscape architecture program within a Historically Black College or University (HBCU). As such, it has played a vital role in introducing African American graduates into the field, and over time it has “been a significant provider of exceptional talent in the landscape architecture profession.” The N.C. A&T role in supporting diversity in the design profession is of particular importance because African Americans are strongly under-represented within the field of landscape architecture, less than one percent. This is troubling, as professional landscape architects are often responsible for helping guide cities and developers’ decision making processes related to land-use, access to goods and services, location and quality of open space, and overall physical development.

B. Program Student Learning Outcomes (SLOs): The Landscape Architecture Program in the Department of Natural Resources and Environmental Design has identified four student learning outcomes (SLOs) to assess student achievement. Each year these outcomes are assessed, and the Program develops strategies to continuously improve student learning. The four student learning outcomes are as follows:

- (1) *Communication Skills.*** Students completing the B.S. degree program in Landscape Architecture will exhibit effective communication skills (written, oral, graphic and interpersonal) appropriate for professionals in this discipline, at the bachelor’s level.
- (2) *Critical Thinking Skills.*** Students completing the B.S. degree program in Landscape Architecture will effectively use quantitative and qualitative analytical problem-solving skills appropriate for professionals in this field of study, at the bachelor’s level.
- (3) *Disciplinary Expertise.*** Students completing the B.S. degree program in Landscape Architecture will demonstrate a level of discipline-specific expertise (knowledge, skills, and professionalism) appropriate for professionals in this field of study at the bachelor’s level.
- (4) *Research/Creative Engagement.*** Students completing the B.S. degree program in Landscape Architecture will demonstrate ability to engage productively in the review and conduct of disciplinary research and creative professional activity appropriate for professionals in this field of study, at the bachelor’s level.