PROGRAM REVIEW IMPLEMENTATION PLAN
PROGRESS REPORT
Department of Landscape Architecture
2017 - 2018

The goals below are derived from the department's spring 2015 program review, which followed the more intensive and outcomes-based fall 2014 Landscape Architecture Accreditation Board (LAAB) review. The LAAB made no recommendations (action required) and seven suggestions for improvement. The periodic program review team concurred with the seven LAAB suggestions and added three additional suggestions (goals 8-10).

1. Statements of Evidences

Recommendation/suggestion: Seek advice from other landscape architecture programs on the development of more specific written guidelines for promotion and tenure of landscape architecture faculty.

Unit response: The department's statement of evidences should be compared with those obtained from departments of landscape architecture at benchmark schools with the intent of possibly revising the statement to ensure it adequately describes the appropriate range of faculty work in landscape architecture.

Actions: Review UKLA statement. Review exemplar statements from benchmark institutions. Possibly revise UKLA statement.

Assessment method: Comparison on UK statement with those of other institutions for comprehensiveness, fairness, and rigor.

Results: UK Department of Landscape Architecture Statement of Evidences is essentially similar to comparative institutions. The UKLA statement, however, should be revised to incorporate extension activities, which have recently become part of the department's work.

Analysis of results and reflection: The department is revising its statement.

Ongoing improvement actions: The department adopted a revised statement in 2018.

2. Student Access to Technology and Communication Tools

Recommendation/suggestion: Seek means to increase student access to a wider range of advanced technology and communication tools such as: 3-d visualization (e.g., Rhino), BIM (e.g., Revit), and digital fabrication (e.g., laser-cutters, 3-d printing, CNC modeling).

Unit response: Access to visualization technology is more critical and is needed on a continual basis. Access to physical modeling technology is occasionally critical in landscape architecture, but on a periodic basis. See Recommendation/suggestion 7 for response on physical modeling.

Actions: Work with regional/national professionals to assess visualization technologies most needed. Enhance expertise in visualization technologies through professional development for existing faculty and consideration in new faculty hires. Ensure that

adequate software licenses are available and that student-owned computers or college-owned computers are adequate for software use.

Assessment method: Increased capability by students in the application of digital technology and communications tools to design process.

Results: Regional professionals met in an intensive workshop with faculty to discuss the capabilities needed by graduates. A curricular development plan resulted from that discussion. Faculty development is ongoing and a new faculty hire incorporated the ability to teach in this area.

Analysis of results and reflection: The curricular development and intellectual capacity is within the department's control, while most aspects of financing access to hardware is not.

Ongoing improvement actions: Curricular development is continuing with reliance on lower cost technologies.

3. Individual Work Evidence in Portfolios

Recommendation/suggestion: Ensure that students have sufficient opportunity to demonstrate individual work in their portfolios to ensure success in job placement.

Unit response: Studio projects include ample individual work at present. This is a relatively minor suggestion that has been discussed by faculty and will be issued as a reminder to students.

Actions: Faculty observation and critique of portfolios relative to team projects.

Assessment method: Annual review of portfolios demonstrates an appropriate balance of work.

Results: This has not been an ongoing issue.

Analysis of results and reflection: This may have been an anomaly of a cohort of students and a mix of current projects.

Ongoing improvement actions: No ongoing improvement actions are needed.

4. Advisory Board

Recommendation/suggestion: Establish a formal departmental alumni/ae advisory board to harness their support for departmental priorities (such as recruiting students, special projects, etc.).

Unit response: The Department of Landscape Architecture works effectively with its alumni, but will explore the feasibility of forming an alumni advisory board.

Actions: Discuss means of continued and improved alumni involvement with regional and national alumni. Consider development of a board as one of a range of potential actions.

Assessment method: Continued communication with alumni and support for department scholarships, educational programs, mentoring and hiring of graduates, and engagement with alumni relative to continual curricular improvement.

Results: The department continues to engage alumni in curricular development and advice, in fundraising opportunities for scholarships, in hiring of graduates, and in supporting the department's educational activities through educational volunteerism.

Analysis of results and reflection: It is not clear to the department faculty that an alumni advisory board would be any more effective at achieving desired results than the department's current methods for engaging alumni. There is the possibility that the energy required to run a board would take away from the energy given directly to the program.

Ongoing improvement actions: Continued positive engagement with alumni.

5. Faculty Research Space

Recommendation/suggestion: With the college administration, explore strategies to secure space to support faculty and student research projects beyond what is currently available in the E.S. Good Barn.

Unit response: Faculty in the Department of Landscape Architecture are provided extremely constrained research space. This is a priority for the department, but implementation is dependent on a cooperative solution involving the department and CAFE.

Actions: Discuss the need for research space with college administration. Seek equitable assignment of faculty work space, relative to college norms and expectations for faculty research.

Assessment method: That faculty have office space and additional secure, flexible space for research projects.

Results: The addition of department staff positions has further strained the space available for research in the department. With the relocation of a multi-department IT staff position office, the department gained a small additional space.

Analysis of results and reflection: Space for faculty research and engagement work is minimal in the department and continues to affect faculty work capability.

Ongoing improvement actions: This situation does not appear to have a solution in the near term.

6. College Computer Lab Access and Capability

Recommendation/suggestion: With the college administration, explore opportunities to upgrade the existing college computer laboratories to provide 24/7 student access to a robust and diverse suite of tools so that landscape architecture faculty can more readily provide advanced instruction in computer visualization and geospatial modeling for the landscape architecture program, as well as other CAFE students.

Unit response: Landscape Architecture students use a blend of personal computers, department-provided computers, CAFE labs and other facilities. More analysis of the gaps between technology needs and current facilities is needed before new investment is made in this area.

Actions: Evaluate specific software and hardware capabilities at personal, department, and CAFE levels. Continually ensure that student computer purchase requirements are

appropriate. Continue to maintain limited departmental computer facilities that provide capabilities beyond the level of student computers. With CAFE, continually evaluate hardware and software capability in CAFE computer labs and ensure its applicability for educational needs. Evaluate and consider the expansion of open lab hours.

Assessment method: Access by students to appropriate hardware and software to meet curricular expectations, through a mix of personal computers, department- provided computers, CAFE labs, and other facilities.

Results: Because of the limited availability of college computer labs, department courses use university labs in other colleges or the WT Young library. A combination of university lab use, reliance on student computers and supplemental use of department computers appears to be meeting basic needs at this time.

Analysis of results and reflection: Because of budgetary constraints it is highly unlikely that significant upgrades in the technology in college computer labs will occur and it is not clear that there is student demand for late night access to labs.

Ongoing improvement actions: The department revised its student computer purchase policy so that students purchase a computer one semester earlier. The department has used its own funds to provide continuing upgrades to equipment in the Good Barn.

7. Physical Modeling Technologies

Recommendation/suggestion: Explore ways through a combination of internal and external support to offer students regular access to advanced physical modeling technologies, with staff support, to ensure that they are prepared for the   current standards of professional practice.

Unit response: Periodic use of physical modeling technologies is needed for landscape architecture students. Given the expense of equipment purchase and maintenance, access is best arranged with other units on campus including the College of Design, UK Media Depot, or other units, rather than ownership and control of equipment by landscape architecture. Financial contribution to the expense of needed equipment may be a prerequisite to access.

Actions: Explore opportunities for access to physical modeling technology with units on campus including the College of Design and the UK Media Depot. Evaluate opportunities and pursue those that offer the best access within the resource constraints of the Department of Landscape Architecture.

Assessment method: Accessibility to physical modeling technologies that is sufficient to allow incorporating these technologies in portions of the studio curriculum.

Results: There is extremely limited access for landscape architecture students to physical modeling technologies beyond the manual cutting of materials in studio. The department arranged in spring 2017 and spring 2018 for students in an implementation class to use a laser cutter in Pence Hall.

Analysis of results and reflection: The department used its own funding to purchase a laser cutter in 2018 for use in the 2018-2019 academic year.

Ongoing improvement actions: None at this time.

8. Financial Support for Learning and Program Outcomes

Recommendation/suggestion: Develop funds to support desired student learning and program outcomes critical to the advancement of the department, its faculty, and students.

Unit response: Continue to develop scholarship and enrichment funds through private fundraising. Advocate for continued CAFE support of international travel by students. Maintain adequate support for faculty travel for professional development.

Actions: Scholarship fundraising by the department is an ongoing activity that will continue through the review period.

Assessment method: Enhanced ability to support enrichment activities for students.

Results: The College has reduced, suspended, or ended its support for education abroad programs, putting additional financial stress on departments and students to fund this essential educational experience. The department is working with a recently retired faculty member to establish a fund to support international study by students in the department. In addition, the department has worked to use salary savings and funding from existing endowments to support enrichment activities that directly benefit students, including travel programs, and to support faculty professional development.

Analysis of results and reflection: The department is making progress in this area, but has been set back to an extent by the suspension of college support of international study programs for undergraduate students.

Ongoing improvement actions: Continued fundraising for endowments to support enrichment and shifting department current funds, as possible, to enrichment for students.

9. Marketing and Recruitment

Recommendation/suggestion: Strengthen and expand marketing of the LA program to both potential students and the state.

Unit response: Increase quantity and quality of student enrollment in accordance with the goals of the department's recruiting plan.

Actions: Incorporate coordination of student recruiting into expanded DUS assignment. Maintain contact with high school counselors and students, using existing funding from CAFE. Continually review and revise program marketing materials, using existing funding from CAFE. Maintain website currency. Develop new high-value opportunities for interaction with prospective students.

Assessment method: Increased visibility for the program as evidenced through increases in enrollment and in the capability and diversity of entering students.

Results: The college is supporting a new academic coordinator position in the department with a focus on student recruiting. The position became active in mid-October 2016. Freshmen enrollment is significantly higher for 2018 and the department is continually evaluating recruitment activities.

Analysis of results and reflection: College support was essential for this position. Close coordination and effort within the department is expected to yield positive results in enrollment and diversity.

Ongoing improvement actions: Continued development, implementation, and monitoring of student recruiting strategies.

10. Staffing

Recommendation/suggestion: Increase staffing to support administrative and other departmental functions.

Unit response: Staff support for faculty research is a priority. Staff support for administrative functions is not considered a priority at this time.

Actions: Create a post-doctoral scholar position with existing department funds to work with faculty research projects, contingent on space availability.

Assessment method: Success in this area will be assessed through increased faculty research productivity connected to the position.

Results: Because of the department need for recruiting capability, hiring an academic coordinator took precedence over this position. Federal grant funding also made it possible for the department to hire an extension specialist in landscape architecture in partnership with CEDIK and CAFE. The department filled this position in July 2017. The department was able to fill the post-doctoral scholar position in January 2018.

Analysis of results and reflection: With support from the college, staffing levels are improving department capability.

Ongoing improvement actions: Continue monitoring the effectiveness of positions.