BACHELOR OF SCIENCE IN LANDSCAPE ARCHITECTURE
RE-ACCREDITATION

Department of Landscape Architecture
College of Agriculture, Food and Environment
University of Kentucky
Lexington, Kentucky

November 19, 2014

VISITING TEAM MEMBERS

Brian Orland, FASLA, Educator/Team Chair
Christopher Silver, FAICP, Academic Administrator
Jennifer Jones, FASLA, Practitioner
FINDINGS AND RECOMMENDATIONS OF VISITING TEAM

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Schedule for Accreditation Visit

Day 1  (Sunday, November 16)

Team arrival and check-in at Gratz Park Inn, http://www.gratzparkinn.com/  
Brian Orland (arrive via Philadelphia 11:16AM)  
Jennifer Jones (arrive via Philadelphia 11:16AM)  
Christopher Silver (arrive via Atlanta 1:20PM)  
Kristopher Pritchard (LAAB Observer) (arrive via Philadelphia 11:16AM)

2:00 pm  Welcome Team and Tour Campus / Area (Meet at Gratz Park Inn)

3:00 pm  Overview of Curriculum, Review of student work, and studio facilities – Faculty,  
E.S. Good Barn Studio (Ned/Brian)

5:30 pm  Visiting Team meets with Faculty at dinner (Stella’s – 143 Jefferson St.)

8:00 pm  Visiting Team executive session (Gratz Park Inn)

Day 2  (Monday, November 17)

8:00 am  Breakfast with Ned Crankshaw

9:00 am  Meet with Christine Riordan, Provost, 105 Main Building

9:45 am  Meet with Nancy Cox, Dean, S125B Ag Science North (Dean’s Conf. Room)  
Larry Grabau, Associate Dean for Instruction  
Jimmy Henning, Associate Dean for Extension  
Steve Workman, Associate Dean for Administration

10:30 am  Group interview with landscape architecture staff members, S301 Ag. Science North

11:00 am  Interview with freshmen (some upper division students) in LA 105  
(Classroom – 109 Garrigus Bldg.)

11:40 am  Tour Alumni Plaza (Alumni Designed) and Rain Garden/Bio-basin (CAFE  
Faculty / Staff / Students Designed, Constructed, Maintained, Monitored)

12:00 pm  Lunch with Adjuncts, Part-time Instructors, etc.  Culton Suite, E.S. Good Barn

1:30 pm  Interview with sophomores, E.S. Good Barn Studio

2:00 pm  Interview with juniors, E.S. Good Barn Studio

2:30 pm  Break  LA Dept. will provide refreshments

2:45 pm  Interview with seniors, E.S. Good Barn Inner Studio
Day 2

3:15 pm Interview with fifth years, E.S. Good Barn Inner Studio
3:45 pm Break
4:00 pm Interview with review period program graduates, Culton Suite, E.S. Good Barn
5:00 pm Team meets for dinner and executive session to review initial findings

Day 3 (Tuesday, November 18)

7:30 am Breakfast with Ned Crankshaw
8:30 am Interview with Practitioners and Alumni predating review period, Culton Suite, E.S. Good Barn
9:45 am Faculty Interview – Chris Sass (Assistant), S-301 Ag. Science – North
10:15 am Faculty Interview – Jayoung Koo (Assistant)
10:45 am Break and Team Discussion
11:00 am Faculty Interview – Carolina Segura (Lecturer)
11:30 am Faculty Interview – Horst Schach (Professor Emeritus)
12:15 pm Lunch with Allied Program Representatives (CLD, CEDIK, Horticulture, Forestry, Natural Resources and Environmental Science, Plant and Soil Sciences, Geography, Historic Preservation, Interior Design, others)
1:30 pm Faculty Interview – Ryan Hargrove (Associate)
2:00 pm Faculty Interview – Brian Lee (Associate)
2:30 pm Faculty Interview – Tom Nieman (Full)
3:00 pm Chair Interview – Ned Crankshaw, Professor and Chair
3:45 pm Team executive session: discussion and report preparation

Day 4 (Wednesday, November 19)

8:30 am Breakfast & Meeting with Ned Crankshaw to advise him of team's findings
10:00 am Review of team’s findings with Christine Riordan, Provost, 105 Main Building
11:00 am  Review of team's findings with Nancy Cox, Dean, S125B Ag Science North
          Larry Grabau, Associate Dean for Instruction

Noon    Report of Visiting Team findings to all landscape architecture faculty and
        students,
        E.S. Good Barn Studio

12:45pm  Departure
PART I

OVERALL ANALYSIS

Introduction

The Bachelor of Science in Landscape Architecture program at the University of Kentucky received initial LAAB accreditation in 1978, offered by the Program in Landscape Architecture housed in the Department of Horticulture and Landscape Architecture, in the College of Agriculture. In 1980 the program received full accreditation from LAAB. The Landscape Architecture Program received departmental status as the Department of Landscape Architecture in 1999. The college has recently been re-named the College of Agriculture, Food and Environment (CAFE) in part to acknowledge the role of Landscape Architecture in the college.

The program in Landscape Architecture has a total of seven full-time faculty. All are in 100% permanent positions; four are tenured, two are on tenure track and one is a lecturer on a renewable appointment. One tenure-track assistant professor has an appointment split between landscape architecture teaching (45%) and extension (55%). The department head has a 30% administrative appointment. Each design studio has a permanent faculty-in-charge with prime teaching responsibility supported by a practicing professional adjunct faculty member.

The team observed highly enthusiastic and motivated students, technically accomplished student work, dedicated and hard working faculty and staff, and supportive alumni.

The program is shaped by a tight-knit group of faculty who maintain strong on-going relationships with practices in the region and across the United States; graduates of the BSLA program are well prepared and are sought after by a wide variety of professional firms regionally and nationally; job placement in the profession is very high. Recently, the program has had an enrollment of around 60-70 students, distributed across five years. About half of the incoming students enter as freshmen, the remainder as transfers from other units of the university, community colleges in Kentucky, and elsewhere. Students are enthusiastically supportive of their faculty and the program. All speak to exceptional academic and career advising provided by the program faculty and staff. The department maintains connections to practice through regular in-depth involvement of practitioners in the classroom as well as the annual “Portfolio Day” and “Design Week” programs that attract practitioners to campus for presentations and workshops. Portfolio Day is coordinated with the state ASLA chapter meeting to the benefit of both students and practitioners.
Confirmation that Minimum Requirements for Accreditation are Satisfied

1. The program title and degree description incorporate the term "Landscape Architecture".
   Requirement satisfied: The program resides in the “Department of Landscape Architecture” and the degree offered is the “Bachelor of Science in Landscape Architecture.”

2. An undergraduate first-professional program is a baccalaureate of at least four academic years' duration.
   Requirement satisfied: The current Bachelor of Science in Landscape Architecture is a four-year curriculum.

3. A graduate first-professional program is a master's equivalent to three academic years' duration.
   N/A

4. Faculty instructional full-time equivalence (FTE) shall be as follows:
   a. An academic unit that offers a single first-professional program has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.
      Requirement satisfied: The program has seven FTE instructional faculty, six of whom have professional degrees in landscape architecture.

   b. An academic unit that offers first-professional programs at both bachelor's and master's levels, has at least six instructional FTE, at least five of whom hold professional degrees in landscape architecture, and at least two of whom are full-time.
      N/A

<table>
<thead>
<tr>
<th>Programs</th>
<th>FTE Instructional Faculty</th>
<th>Faculty with Professional Degree in Landscape Architecture</th>
<th>Full Time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Program</td>
<td>7</td>
<td>6</td>
<td>7</td>
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5. The parent institution is accredited by a recognized institutional accrediting agency.
   Requirement satisfied: The University of Kentucky is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

6. There is a designated program administrator responsible for the leadership and management functions for the program under review.
   Requirement satisfied: Ned Crankshaw is the designated program administrator.

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1 The minimum requirements for faculty numbers does not conflict with the numbers listed in Standard 2, Criterion E (p. 10). Those numbers are for established programs. The numbers above are minimums and are expected for emerging programs and programs that are becoming established to enroll a small number of students.
Review of Each Recommendation Affecting Accreditation Identified by the Previous Review in 2008

There were no Recommendations resulting from the 2008 review.

Review of Each Suggestion for Improvement From the Previous Review in 2008

The visiting team finds that the Suggestions of the 2008 review have generally been addressed satisfactorily. The program’s responses in the SER are thorough and detailed. In the notes below the visiting team only addresses the validity of the program’s responses vs. repeating the detail in the SER.

(References made by the 2008 review to Standards are to those in place before 2010, and hence labeled here as “Old Standards.”)

1. **Work with administration to resolve conclusively the lingering discussions related to the future of the Department’s college affiliation.**

   There are no lingering discussions regarding the Department of Landscape Architecture’s home in the College of Agriculture, Food and Environment.

2. **Institute long-term planning to establish clearer objectives for relating the needs of the region to the development of the Department (Old Standard 1)**

   Faculty scholarship is clearly focused on the needs of the Commonwealth and on improved teaching and learning in landscape architecture.

3. **Work with the College’s research office to establish departmental research priorities and encourage faculty to pursue funding in support of these priorities (Old Standard 2).**

   All faculty have clearly defined priorities for research and creative practice.

4. **Develop strategies to formalize faculty mentoring to insure that all faculty members receive appropriate guidance (Old Standard 2).**

   The chair and senior faculty actively mentor junior faculty members but the team did not discern any specific mentoring assignments nor any formal mentoring program at department or college level.

5. **Identify and develop faculty search pool enrichment strategies (Old Standard 2).**

   Three faculty hires were made in the review period. Candidate pool diversity increased over previous searches and the department was successful in hiring women in two faculty positions.

6. **Provide students with additional guidance with regard to selecting course offerings in other colleges that would enrich their educational experience (Old Standard 3).**
Students receive adequate guidance about course offerings elsewhere in the university.

7. **Explore alternative strategies that would productively broaden student exposure to related design disciplines (Old Standard 3).**

A design thinking class enrolls students from multiple disciplines. Collaborative projects occur with both Interior Design and Historic Preservation.

8. **Identify ways to facilitate collaborative research, secure additional external funding and encourage increased scholarly productivity (Old Standard 4).**

Teaching loads have been better distributed as the number of faculty has increased.

9. **Efforts should be made to develop strategies to enrich the applicant pool to increase the diversity of the student body (Old Standard 5).**

Diversity has increased slightly but overall number of students is lower than intended capacity. The department has hired a part-time recruiter to aid in identifying interested high school students, focusing especially on recruitment of females.

10. **The Departmental web site should be improved so that it functions more effectively as a departmental recruitment tool (Old Standard 5).**

Improvement and updating of the website continues.

11. **Efforts should be made to find ways to expand and formalize the alumni advisory board (Old Standard 6).**

This suggestion is redundant with 12.

12. **Departmental communication with alumni needs to be formalized and expanded to include a broader representation of alumni in departmental affairs to encourage greater levels of alumni participation in fund raising and development activities (Old Standard 6).**

Alumni contribute extensively to the department through participation in juries, lectures, adjunct teaching and financial contributions to scholarship funds.

13. **Opportunities to expand intra-college collaboration should be explored to build a foundation for more productive teaching and scholarship (Old Standard 8).**

Partnerships within the college are strong and include work with the Arboretum, the NRES program, CEDIK, water resources, collaborative research projects, design of college facilities, and college faculty leadership.

14. **Explore methods to share departmental community based activities to the larger College and University community (Old Standard 8).**

College and university leadership are aware of and support the department in its community-
based work.

15. **Work with College and University to identify additional resources that can be directed to meet the expanding demand for community assistance work (Old Standard 8).**

A faculty position with extension responsibilities was created and has broadened community assistance.

16. **Work with the College to identify additional space to facilitate group projects and model construction (Old Standard 9).**

The department has developed a small digital collaboration space for landscape architecture students in a loft above the studio spaces.

17. **Consider developing a course or working with other departments or colleges to develop a course in software applications specifically for the needs of LA students (Old Standard 9).**

The department continues to evolve existing graphics courses and has added a course in advanced three-dimensional modeling.
PART II

ASSESSMENT OF EACH STANDARD

Standard 1: Program Mission and Objectives
The program shall have a clearly defined mission supported by goals and objectives appropriate to the profession of landscape architecture and shall demonstrate progress towards their attainment.

Assessment:

_____X_____Met __________Met With Recommendation __________Not Met

INTENT: Using a clear concise mission statement, each landscape architecture program should define its core values and fundamental purpose for faculty, students, prospective students, and the institution. The mission statement summarizes why the program exists and the needs that it seeks to fulfill. It also provides a benchmark for assessing how well the program is meeting the stated objectives.

A. Program Mission. The mission statement expresses the underlying purposes and values of the program.

Assessment: Does the program have a clearly stated mission reflecting the purpose and values of the program and does it relates to the institution’s mission statement?

Team comments:
The department has a clearly defined mission supported by goals and objectives appropriate to the profession of landscape architecture, and demonstrates progress toward their attainment.

B. EDUCATIONAL GOALS. Clearly defined and formally stated academic goals reflect the mission and demonstrate that attainment of the goals will fulfill the program mission.

Assessment: Does the program have an effective procedure to determine progress in meeting its goals and is it used regularly?

Team Comments:
The department has a strategic plan and uses it to guide curricular and program changes. The team was informed that the strategic plan will be updated in light of changing circumstances (enrollment challenges, new faculty, new curriculum and changing circumstances in the university.)

C. EDUCATIONAL OBJECTIVES. The educational objectives specifically describe how each of the academic goals will be achieved.
Assessment: Does the program have clearly defined and achievable educational objectives that describe how the goals will be met?

Team Comments:
The program has clearly defined educational objectives assessed as described under Standard 3.D.1. It advances its education goals in the following ways: diversifying the faculty (2 new female faculty hires); restructuring the curriculum from 5 to 4 years in response to university curricular changes and without sacrificing (indeed enhancing) the landscape architecture experience; and enriching the program through new international travel, internship and research experiences, along with adjustments to studios to enhance creativity.

Two other goals, developing a design assistance center, and obtaining additional space to support this and other needs, remain aspirational at this stage, but are worthy goals to pursue. The final goal of strengthening ties to the professional community is met by the close links with University of Kentucky (UK) alums and involvement in the ASLA chapter in Kentucky but could be enhanced by a more formal professional advisory group structure.

D. LONG-RANGE PLANNING PROCESS. The program is engaged in a long-range planning process.

Assessment 1: Does the long-range plan describe how the program mission and objectives will be met and document the review and evaluation process?

Team Comments:
The department demonstrates consistent and serious effort to pursue the objectives identified in the current strategic plan.

Assessment 2: Is the long-range plan reviewed and revised periodically and does it present realistic and attainable methods for advancing the academic mission?

Team Comments:
The program is committed to continuous review and revision of its strategic plan.

Assessment 3: Does the self-evaluation report (SER) respond to recommendations and suggestions from the previous accreditation review and does it report on efforts to rectify identified weaknesses?

Team Comments:
The program responded fully to each of the multiple suggestions (there were no recommendations) in the previous SER.

E. PROGRAM DISCLOSURE. Program literature and promotional media accurately describe the program’s mission, objectives, educational experiences and accreditation status.
Assessment: Is the program information accurate?

Team Comments:
The web site is the primary source of information about the program and appears to adequately serve that function.

F. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.

Team Comments:
N/A

Recommendations affecting accreditation:
None

Suggestions for Improvement:
None
Standard 2: Program Autonomy, Governance & Administration
The program shall have the authority and resources to achieve its mission, goals and objectives.

Assessment:

____X____Met   __________Met With Recommendation   __________Not Met

INTENT: Landscape architecture should be recognized as a discrete professional program with sufficient financial and institutional support and authority to enable achievement of the stated program mission, goals and objectives.

A. Program Administration. Landscape architecture is administered as an identifiable/discrete program.

Assessment 1: Is the program seen as a discrete and identifiable program within the institution?

Team Comments:
The program is a discrete and identifiable unit within the College of Agriculture, Food and Environment (CAFE), with the chair reporting directly to the Dean of CAFE. Landscape Architecture is one of fourteen departments in CAFE. The chair involves departmental faculty in strategic planning, curriculum matters, choosing adjuncts to support the curriculum, and holds regular meetings (usually bi-weekly). The chair is responsible for departmental budget administration.

Assessment 2: Does the program administrator hold a faculty appointment in landscape architecture?

Team Comments:
The chair holds a faculty appointment (Professor) in landscape architecture.

Assessment 3: Does the program administrator exercise the leadership and management functions of the program?

Team Comments:
The chair is responsible for operation of the department, and the evidence indicates that this is done in a fully collaborative process with the department faculty.

B. Institutional Support. The institution provides sufficient resources to enable the program to achieve its mission and goals and support individual faculty development and advancement.
Assessment 1: Are student/faculty ratios in studios typically not greater than 15:1?

Team Comments:
Student-faculty ratios in the studios range from 9:1-18:1, depending upon the year cohort. Overall there are 51 students (a lower number than in previous years) resulting in an average of 13 students per studio. Current numbers are influenced by lower levels of enrollment in recent years, but there is an intent, specified in the SER, to push the overall enrollment to somewhere between 20 and 25 per cohort. The “not greater than 15:1” guidance will still be satisfied as a result of the on-going practice of engaging practitioners as adjunct faculty in studios.

Assessment 2: Is funding available to assist faculty and other instructional personnel with continued professional development including support in developing funded grants, attendance at conferences, computers and appropriate software, other types of equipment, and technical support?

Team Comments:
Faculty are supported with funding to engage in continued professional development, to support their instructional needs, and to assist in securing and maintaining computer hardware and software. New faculty are provided with a start-up package of financial support to assist in conference travel, student research assistance, purchase of equipment, and other needs of their research. There is also evidence of ongoing support, at a lower level, for faculty beyond the initial start up.

Assessment 3: Is funding adequate for student support, i.e., scholarships, work-study, etc?

Team Comments:
The department and the college make scholarship support available to students. Students benefit significantly from the college support that is available to them.

Assessment 4: Are adequate support personnel available to accomplish program mission and goals?

Team Comments:
The department has an extremely able administrative assistant, Ms. Karen Goodlet, who handles a wide range of tasks in support of the chair, the faculty and the students. There is partial support for information technology (IT) from a position shared with Horticulture (49% LA), which helps to connect faculty and students to the network and key-served software and provides limited desktop support. That support is probably not suited to support the implementation of more advanced digital technologies as suggested later in this review.

C. Commitment to Diversity. The program demonstrates commitment to diversity through its recruitment and retention of faculty, staff, and students.

Assessment: How does the program demonstrate its commitment to diversity in the recruitment and retention of students, faculty and staff?
Team Comments:
In terms of faculty and staff diversity, two recent hires (since the previous accreditation review) include two females, although during this same period a previously hired female faculty member left the program. To enhance the diversity of the student cohort the department has secured resources to hire a recruiter tasked with reaching out to institutions in locations where there are likely more female and under-represented minority candidates for enrollment.

D. Faculty Participation. The faculty participates in program governance and administration.

Assessment 1: Does the faculty make recommendations on the allocation of resources and do they have the responsibility to develop, implement, evaluate, and modify the program’s curriculum and operating practices?

Team Comments:
Faculty participate in all activities of the department involving curriculum and operations. There is an annual discussion of the budget with the faculty, and this provides an opportunity for faculty to comment and make suggestions on how the funds are expended.

Assessment 2: Does the faculty participate, in accordance with institutional guidelines, in developing criteria and procedures for annual evaluation, promotion and tenure of faculty?

Team Comments:
The department has not focused attention on developing criteria and procedures for annual evaluations, promotion and tenure although in practice those procedures have been conducted effectively. The provost’s guidelines for promotion and tenure stress the important role of the unit in establishing discipline-specific guidelines for promotion and tenure. In light of this encouragement, the current guidelines for the department of landscape architecture seem too general to be helpful in supporting or defending a particular case. For research and creative activities in particular, it might be helpful to more explicitly state the expectations with respect to significance, dissemination and peer review for those seeking tenure and advancement to Associate Professor, and then to Full Professor.

Assessment 3: Does the program or institution adequately communicate and mentor faculty regarding policies, expectations and procedures for annual evaluations, and for tenure and promotion to all ranks?

Team Comments:
The team saw ample evidence of effective mentoring for new and continuing faculty. It occurs less formally, but no less thoroughly, than other units that have larger senior faculty cohorts where it is possible to assign this task more formally. Landscape Architecture faculty indicated that they were provided sufficient guidance on how to balance their effort responsibilities to achieve success.
E. Faculty Number. The faculty shall be of a sufficient size to accomplish the program’s goals and objectives, to teach the curriculum, to support students through advising and other functions, to engage in research, creative activity and scholarship and to be actively involved in professional endeavors such as presenting at conferences. To address this criterion:

1. A unit that offers a first professional program should have a minimum of five fulltime faculty who hold professional degrees in landscape architecture; and
2. An academic unit that offers a first professional degree at both bachelor’s and master’s levels should have a minimum of seven fulltime faculty, at least five of whom hold professional degrees in landscape architecture.\(^2\)

**Assessment 1:** Does an academic unit that offers a first professional program have a minimum of five fulltime faculty who hold professional degrees in landscape architecture?

**Team Comments:**
The department meets the minimum requirements having six fulltime faculty with professional degrees in landscape architecture.

**Assessment 2:** Does an academic unit that offers first professional programs at both bachelor’s and master’s levels, have a minimum of seven fulltime faculty, at least five of whom hold professional degrees in landscape architecture?

**Team Comments:**
N/A

**Assessment 3:** Does the strategic plan or long range plan include action item(s) for addressing the adequacy of the number of faculty?

**Team Comments:**
N/A

**Assessment 4:** Are the number of faculty adequate to achieve the program’s mission and goals and individual faculty development?

**Team Comments:**
The growth of the faculty in recent years flows directly from the objectives of the Strategic Plan and its support from the college. As a result, the faculty is sufficient in size and range of expertise to accomplish its mission and goals.

F. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.

**Team Comments:**
N/A

\(^2\) This criterion does not conflict with the numbers listed in the Minimum Requirements for Achieving and Maintaining Accredited Status (p. 5). Those numbers are minimums and are expected for emerging programs and programs that are becoming established to enroll a small number of students.
Recommendation affecting accreditation:

None

Suggestions for Improvement:

1. Seek advice from other landscape architecture programs on the development of more specific written guidelines for promotion and tenure of landscape architecture faculty. (Standard 2)
Standard 3: Professional Curriculum
The first professional-degree curriculum shall include the core knowledge skills and applications of landscape architecture.

a. In addition to the professional curriculum, a first professional degree program at the bachelor’s level shall provide an educational context enriched by other disciplines, including but not limited to: liberal and fine arts, natural sciences, and social sciences, as well as opportunities for students to develop other areas of interest.

b. In addition to the professional curriculum, a first professional degree at the master’s level shall provide instruction in and application of research and or/scholarly methods.

c. A first professional degree at the master’s level that does not require all students to have an undergraduate degree before receiving the MLA shall meet the requirements for a and b.

Assessment:

X Met ________ Met With Recommendation ________ Not Met

INTENT: The purpose of the curriculum is to achieve the learning goals stated in the mission and objectives. Curriculum objectives should relate to the program’s mission and specific learning objectives. The program’s curriculum should encompass coursework and other opportunities intended to develop students’ knowledge, skills, and abilities in landscape architecture.

A. Mission and Objectives. The program’s curriculum addresses its mission, goals, and objectives.

Assessment: Does the program identify the knowledge, skills, abilities and values it expects students to possess at graduation?

Team Comments:
The syllabi in use in the program identify the knowledge, skills, abilities and values expected of students and they are expressed as course objectives. The curriculum has been carefully designed with appropriately sequenced learning experiences. The university has recently made substantial reductions in the numbers of core general education classes required of all students. While continuing to provide students a broad spectrum of learning experiences, the reduction has enabled the department to reconfigure the BSLA program from a five year to a four year program while making minimal reductions in core landscape architecture content. The visiting team regards the accompanying addition of required internship and study abroad components to the curriculum as strengthening an already sound program.
B. Professional Curriculum. The program curriculum includes coverage of:

- History, theory and criticism.
- Natural and cultural systems including principles of sustainability.
- Public Policy and regulation.
- Design, planning and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading drainage and storm water management.
- Site design and Implementation: materials, methods, technologies, application.
- Construction documentation and administration.
- Written, verbal and visual communication.
- Professional practice.
- Professional values and ethics.
- Plants and ecosystems.
- Computer applications and other advanced technology.

Assessment 1: Does the curriculum address the designated subject matter in a sequence that supports its goals and objectives?

Team Comments:
The curriculum is well-designed and thorough. Design skill development in the studio sequence and technical content parallel and complement one another. Exercises progress logically from elementary and introductory to more complex and comprehensive. The curriculum succeeds well in supporting the program’s goals and objectives. Signature classes such as “Construction Documents” are viewed by recent alumni as critical to their success in the field.

Assessment 2: Does student work and other accomplishments demonstrate that the curriculum is providing students with the appropriate content to enter the profession?

Team Comments:
The student work made available to the team via CD-ROM demonstrates a solid professional level of achievement on the part of students in the program. Student work displays professional-level representation quality and design development. While not wanting to promote “flashy graphics”, the team does note that the student work seems a step behind other schools in the evidence of advanced computer visualization, Building Information Modeling, and the use of digitally fabricated physical models etc. Again, the team acknowledges that these tools do not produce good design but UK students deserve their work to match up with their peers in the market place for jobs by demonstrating familiarity with emerging tools.

Practitioners hiring UK students reported that they frequently saw the same team project work in the portfolios of multiple job applicants. They would appreciate more emphasis on individual work and for team work, clarity as to who did what.

Assessment 3: Do curriculum and program opportunities enable students to pursue academic interests consistent with institutional requirements and entry into the profession?
Team Comments:
The curriculum provides the breadth and depth of learning opportunities to prepare students for entry into the profession. The new four-year academic program incorporates a university core that is broad and well-integrated into the landscape architecture curriculum. Relatively few students in the program pursue minors or double majors.

C. Syllabi. Syllabi are maintained for courses.

Assessment 1: Do syllabi include educational objectives, course content, and the criteria and methods that will be used to evaluate student performance?

Team Comments:
Course syllabi include educational objectives, course content and the methods and criteria for evaluating student performance.

Assessment 2: Do syllabi identify the various levels of accomplishment students shall achieve to successfully complete the course and advance in the curriculum?

Team Comments:
Syllabi identify the levels of accomplishment required to complete courses and advance.

D. Curriculum Evaluation. At the course and curriculum levels, the program evaluates how effectively the curriculum is helping students achieve the program’s learning objectives in a timely way.

Assessment 1: Does the program demonstrate and document ways of:

a. Assessing students’ achievement of course and program objectives in the length of time to graduation stated by the program?

b. Reviewing and improving the effectiveness of instructional methods in curriculum delivery?

c. Maintaining currency with evolving technologies, methodologies, theories and values of the profession?

Team Comments:
The department has participated in the university assessment process and departmental staff keep track of student achievement, closely monitor progress toward graduation and provide feedback to students. In addition, instructional methods, courses and curriculum are regularly reviewed by a variety of means tailored to the professional program in landscape architecture. The success of individual projects is assessed by in-class de-briefings upon project completion; regular project reviews by invited external reviewers and adjunct faculty assess the contribution of individual courses; and portfolio reviews assess the breadth of students’ preparation to enter the profession. All of these provide feedback and assessment of the achievement of program objectives.

Assessment 2: Do students participate in evaluation of the program, courses and curriculum?
Team Comments:
All courses are evaluated by students using on-line surveys. Results of evaluations go to the department head and are forwarded to course faculty. Students report a high level of participation in completing the on-line evaluations.

E. Augmentation of Formal Educational Experience. The program provides opportunities for students to participate in internships, off campus studies, research assistantships, or practicum experiences.

Assessment 1: Does the program provide any of these opportunities?

Team Comments:
The newly-developed four-year program requires that all students participate in two enrichment activities: an approved internship or organized research, and study abroad. The team expects that over time these will become distinguishing features of the program.

Assessment 2: How does the program identify the objectives and evaluate the effectiveness of these opportunities?

Team Comments:
Internships, while valued, are not subject to any formal evaluation. Neither internships nor study abroad programs receive the same evaluations as academic year offerings. Students are encouraged to share their experiences via formal or informal presentations but the department should consider developing more formal evaluative processes.

Assessment 3: Do students report on these experiences to their peers? If so, how?

Team Comments:
Students report back to their peers and successors through presentations and informal reports on their experiences.

F. Coursework (Bachelor’s Level). In addition to the professional curriculum, students also pursue coursework in other disciplines in accordance with institutional and program requirements.

Assessment: Do students take courses in the humanities, natural sciences, social sciences or other disciplines?

Team Comments:
The UK Core curriculum requires all students to undertake 30 credit hours of courses in the humanities, natural and social sciences. As part of this program students are required to take upper level courses in Specialty Support that contribute directly to the professional curriculum.
G. Areas of Interest (Bachelor’s Level). The program provides opportunities for students to pursue special interests.

Assessment 1: Does the program provide opportunities for students to pursue independent projects, focused electives, optional studios, certificates, minors, etc.

Team Comments:
All students have the opportunity to develop independent studies with a faculty member. Students are required to take four Topical Studies courses from a larger list of options. Topics might include advanced digital representation or geospatial applications for land analysis. Academic minors are encouraged when a student has advanced standing via AP classes or transferring with credits in another area.

Assessment 2: Does student work incorporate academic experiences reflecting a variety of pursuits beyond the basic curriculum?

Team Comments:
A recently introduced University Core Course on creativity (required for first year LA students) “The Right Side of the Brain,” has been popular with LA students, as well as students all across the campus, and the course has attracted some previously undeclared majors to major in landscape architecture.

Student work reflects the strong core landscape architecture curriculum which includes many out-of-classroom activities such as field trips and community outreach projects. The tight constraints of a four-year professional curriculum work against students being able to explore far beyond their area of professional focus.

I. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.

Team Comments:
N/A

Recommendations Affecting Accreditation:
N/A

Suggestions for Improvement:
2. The program should seek means to provide students access to a wider range of advanced design and design communication tools such as: 3-d visualization (e.g., Rhino), Building Information Modeling (e.g., Revit), and digital fabrication (e.g., laser-cutters, 3-d printing, CNC modeling) (Standard 3)
3. The program should ensure that students have sufficient opportunity to demonstrate individual work in their portfolios to ensure success in job placement. (Standard 3)
Standard 4: Student and Program Outcomes. The program shall prepare students to pursue careers in landscape architecture.

Assessment:

____X____Met  _________Met With Recommendation  _________Not Met

INTENT: Students should be prepared – through educational programs, advising, and other academic and professional opportunities – to pursue a career in landscape architecture upon graduation. Students should have demonstrated knowledge and skills in creative problem solving, critical thinking, communications, design, and organization to allow them to enter the profession of landscape architecture.

A. Student Learning Outcomes. Upon completion of the program, students are qualified to pursue a career in landscape architecture.

Assessment 1: Does student work demonstrate the competency required for entry level positions in the profession of landscape architecture?

Team Comments:
Through review of the SER and student work, and interviews with faculty, staff, students, employers, alumni/ae and affiliated professionals, the visiting team finds that the program successfully prepares BSLA graduates for entry level positions in landscape architecture firms and public agencies, and for acceptance into graduate programs.

Assessment 2: Do students demonstrate their achievement of the program’s learning objectives, including critical and creative thinking and their ability to understand, apply and communicate the subject matter of the professional curriculum as evidenced through project definition, problem identification, information collection, analysis, synthesis, conceptualization and implementation?

Team Comments:
Student work illustrates continuous progress in developing core competencies through team and individual projects of increasing complexity throughout the program. The comprehensive project work they undertake explicitly integrates project definition, problem identification, information collection, analysis, synthesis, conceptualization and implementation.

B. Student Advising. The program provides students with effective advising and mentoring throughout their educational careers.

Assessment 1: Are students effectively advised and mentored regarding academic development?

Team Comments:
The team interviewed virtually all students in each of the five course years. All expressed satisfaction with the availability of academic mentoring. Each has an assigned or selected faculty
advisor, and the required coursework for the BSLA is clearly defined. Given scheduling and required sequencing of courses, the departmental administrative assistant is especially helpful in guiding students through the formal university on-line system of tracking required courses.

**Assessment 2: Are students effectively advised and mentored regarding career development?**

**Team Comments:**
While each student has a selected or assigned faculty advisor who can provide career counseling, the students often reach beyond these formal assignments and feel that all core faculty, upper level students, adjunct faculty and jury members are readily available as mentors for informal advice and career counseling.

**Assessment 3: Are students aware of professional opportunities, licensure, professional development, advanced educational opportunities and continuing education requirements associated with professional practice?**

**Team Comments:**
Yes. Academic advising and mentoring encourages interested students to apply for graduate level training and for licensure. A capstone seminar in the final year is taught by several professors specifically to address multiple aspects of professional practice. The department fosters student participation (and provides financial support) for the annual Kentucky ASLA Chapter meeting in order to introduce students to professional practice and practitioners. The department also provides advising regarding the LARE.

**Assessment 4: How satisfied are students with academic experiences and their preparation for the landscape architecture profession?**

**Team Comments:**
Students and recently graduated alumni consistently expressed satisfaction with their academic experience in the department. Employment and graduate school acceptances statistics for graduating students are very favorable, even in a still-struggling economy. Graduates benefit from the Department’s long-standing reputation for providing hard working, technically competent graduates for entry-level positions. Alumni/ae interviewed said that they would (and have) recommended the program to others.

**C. Participation In Extra Curricular Activities. Students are encouraged and have the opportunity to participate in professional activities and institutional and community service.**

**Assessment 1: Do students participate in institutional/college organizations, community initiatives, or other activities?**

**Team Comments:**
Yes. The curriculum of this land grant institution emphasizes the importance of service to Kentucky communities. Planning and design projects emphasize community initiatives that give students broad exposure to the design process in urban and rural community organizations and with city and regional public agencies. Through cross-disciplinary outreach by the LA faculty,
project opportunities exist with other university departments for LA students to collaborate on multi-disciplinary projects. Parking Day is a fun and typically annual event when students design and build temporary “parks” in parking spaces on a major public street in Lexington.

**Assessment 2: Do students participate in events such as LaBash, ASLA Annual Meetings, local ASLA chapter events and the activities of other professional societies or special interest groups?**

**Team Comments:**
The upper level students organize a student chapter of the ASLA and the department provides support for attendance at the Kentucky Chapter’s annual meeting.

**D. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.**

**Team Comments:**
Low entering student numbers have challenged all landscape architecture programs during the recent economic depression. UK’s student numbers have been low but no worse than their peer institutions. The department is pursuing a wide range of avenues to increase awareness of the program among high school students and undeclared majors at UK.

**Recommendations affecting accreditation:**
None

**Suggestions for Improvement:**
None
Standard 5: Faculty
The qualifications, academic position, and professional activities of faculty and instructional personnel shall promote and enhance the academic mission and objectives of the program.

Assessment:

_____X____Met  __________Met With Recommendation  __________Not Met

INTENT: The program should have qualified experienced faculty and other instructional personnel to instill the knowledge, skills, and abilities that students will need to pursue a career in landscape architecture. Faculty workloads, compensation, and overall support received for career development contribute to the success of the program.

A. Credentials. The qualifications of the faculty, instructional personnel, and teaching assistants are appropriate to their roles.

Assessment 1: Does the faculty have a balance of professional practice and academic experience appropriate to the program mission?

Team Comments:
The full-time faculty exhibits an appropriate balance of professional skills and academic experience. Five faculty hold PhDs, one faculty holds the terminal MLA, another the MCP. Three of the faculty have been in academia for 10 years or longer, one faculty member has recently received tenure and promotion, and two more are in the tenure track. There is one lecturer. Six of the seven faculty either have ongoing or recent landscape architectural practice experience which directly contributes to the program mission. Two are registered landscape architects.

The program benefits from significant engagement of active practitioners in the teaching program. Each studio instructor chooses an adjunct faculty partner, paid by the department for their participation, who is typically in class for at least one class period per week. The majority of adjunct faculty are licensed professionals practicing in the region.

Assessment 2: Are faculty assignments appropriate to the course content and program mission?

Team Comments:
Teaching assignments are directly in line with faculty expertise. All faculty expressed satisfaction with their teaching assignments.

Assessment 3: Are adjunct and/or part-time faculty integrated into the program’s administration and curriculum evaluation/development in a coordinated and organized manner?
Team Comments:
The program benefits from an unusually rich and consistent engagement of practitioners in curriculum development and delivery.

Assessment 4: Are qualifications appropriate to responsibilities of the program as defined by the institution?

Team Comments:
Faculty qualifications are appropriate to the responsibilities of the program as defined by the institution. The Landscape Architecture faculty are visible and respected within the College and the university.

B. Faculty Development. The faculty is continuously engaged in activities leading to their professional growth and advancement, the advancement of the profession, and the effectiveness of the program.

Assessment 1: Are faculty activities such as scholarly inquiry, research, professional practice and service to the profession, university and community documented and disseminated through appropriate media such as journals, professional magazines, community, college and university media?

Team Comments:
Faculty activities are documented and disseminated through appropriate media. Several faculty members publish their scholarly inquiry and research through traditional academic journals. Other faculty utilize professional magazine and other print media. They present regularly at professional meetings and in community workshops.

Assessment 2: Do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development?

Team Comments:
The Landscape Architecture program at UK is teaching intensive and receives consistently high praise from students at all levels for this commitment. This tends to constrain the opportunities to pursue advancement and professional development that would be more characteristic of a research intensive program. Through active professional practice and outreach, however, faculty pursue other means of professional advancement.

Assessment 3: Are the development and teaching effectiveness of faculty and instructional personnel systematically evaluated, and are the results used for individual and program improvement?

Team Comments:
There is an annual evaluation of landscape architecture faculty that takes into account teaching, research and service, and is used for individual and program improvement. More focused reviews of tenure-track faculty at the two-year and four-year stages prepare faculty for the expectations of the sixth-year review for promotion and tenure.
Assessment 4: Do faculty seek and make effective use of available funding for conference attendance, equipment and technical support, etc?

Team Comments:
Support for faculty participation in conferences is available through the department, college and university. Faculty are successful in securing resources for research support through internal university competitions.

Assessment 5: Are the activities of faculty reviewed and recognized by faculty peers?

Team Comments:
Faculty activities are reviewed and recognized by faculty peers within the institution and at other institutions. Faculty are regularly invited to present their work, to serve on juries, and to participate in interdisciplinary projects.

Assessment 6: Do faculty participate in university and professional service, student advising and other activities that enhance the effectiveness of the program?

Team Comments:
Faculty participate in ongoing advising to Landscape Architecture students, and engage in a wide range of university and professional service including providing advice to communities and organizations on various landscape architecture issues.

C. Faculty Retention. Faculty hold academic status, have workloads, receive salaries, mentoring and support that promote productivity and retention.

Assessment 1: Are faculty salaries, academic and professional recognition evaluated to promote faculty retention and productivity?

Team Comments:
Non-tenured faculty salaries are generally consistent with national norms, while those for tenured faculty exhibit some salary compression. Annual reviews and internal mentoring are effective in supporting productivity and retention.

Assessment 2: What is the rate of faculty turnover?

Team Comments:
Faculty turnover is low; the department has a good mix of junior and senior personnel. There were one retirement and one faculty departure during the review period. Each of those has been replaced and in addition a landscape architecture-extension position has been created. Interviews with all landscape architecture faculty indicate that this is a very collegial group that supports each other in many ways.

D. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.
Team Comments:  
N/A

Recommendations Affecting Accreditation:  
None

Suggestions for Improvement:  
None
Standard 6: Outreach to the Institution, Communities, Alumni, and Practitioners
The program shall have a record or plan of achievement for interacting with the professional community, its alumni, the institution, community, and the public at large.

Assessment:

X Met __________ Met With Recommendation __________ Not Met

INTENT: The program should establish an effective relationship with the institution, communities, alumni, practitioners and the public at large in order to provide a source of service learning opportunities for students, scholarly development for faculty, and professional guidance and financial support. Documentation and dissemination of successful outreach efforts should enhance the image of the program and educate its constituencies regarding the program and the profession of landscape architecture.

A. Interaction with the Profession, Institution, and Public. The program represents and advocates for the profession by interacting with the professional community, the institution, community and the public at large.

Assessment 1: Are service-learning activities incorporated into the curriculum?

Team Comments:
A Design Week was started two years ago and is held early in September. They involve landscape architecture students at all levels, as well as community groups. They have been very popular with students; entry level students gain an excellent collaborative introduction to upper level students, the faculty, service learning, and how the design process works with community groups.

Service learning opportunities are incorporated into all levels throughout the curriculum, and are consistent with the land grant institution’s mission of providing outreach and extension services to the communities of the Commonwealth. In particular, the advanced design studios provide in-depth planning and design services to communities in partnership with other university entities such as Community & Economic Development Initiative of Kentucky (CEDIK.)

Assessment 2: Are service activities documented on a regular basis?

Team Comments:
Graphic and written documentation is created for each project’s final presentations and inclusion in each student’s personal professional portfolio. While documentation is provided to community groups, there was less evidence of dissemination via internal or external communications.

B. Alumni and Practitioners. The program recognizes alumni and practitioners as a resource.
Assessment 1: Does the program maintain a current registry of alumni that includes information pertaining to current employment, professional activity, post graduate study, and significant professional accomplishments?

Team Comments:
The Department’s registry of landscape architectural alumni/ae appears to be very ably tracked and recorded by the department’s administrative assistant. Alumni/ae are frequently called upon to provide adjunct teaching support or jury reviews of the students’ work.

Alumni/ae are providing substantial support to a scholarship endowment, initiated upon the retirement of a long-time faculty member. However, there is no formal, ongoing alumni/ae council or advisory group that could provide valuable support to the Department.

Assessment 2: Does the program engage the alumni and practitioners in activities such as a formal advisory board, student career advising, potential employment, curriculum review and development, fund raising, continuing education etc.?

Team Comments:
Yes, the Department makes frequent use of local alumni/ae and local practitioners, particularly for adjunct teaching, lecturing, design juries and portfolio reviews.

C. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.

Team Comments:
N/A

Recommendations Affecting Accreditation:
None

Suggestions for Improvement:
4. Establish a formal departmental alumni/ae advisory board to harness their support for departmental priorities (such as recruiting students, special projects, etc.) (Standard 6)
Standard 7: Facilities, Equipment, and Technology
Faculty, students and staff shall have access to facilities, equipment, library and other technologies necessary for achieving the program’s mission and objectives.

Assessment:

_____X_____Met    ________Met With Recommendation _________Not Met

INTENT: The program should occupy space in designated, code-compliant facilities that support the achievement of program mission and objectives. Students, faculty, and staff should have the required tools and facilities to enable achievement of the program mission and objectives.

A. Facilities. There are designated, code-compliant, adequately maintained spaces that serve the professional requirements of the faculty, students and staff.

Assessment 1: Are faculty, staff and administration provided with appropriate office space?

Team Comments:
Although office space for faculty is minimal, all faculty have an individual office within the department space. They do benefit from proximity to each other and their support staff. Unfortunately the studio spaces, in E.S. Good Barn, are a five minutes’ walk distant.

Assessment 2: Are students assigned permanent studio workstations adequate to meet the program needs?

Team Comments:
Students have dedicated work spaces and individual desks in the E.S. Good Barn (the studio facility) to support their course work.

Assessment 3: Are facilities adequately maintained and are they in compliance with ADA, life-safety and applicable building codes? (Acceptable documentation includes reasonable accommodation reports from the university ADA compliance office and/or facilities or risk management office.)

Team Comments:
The facilities are in compliance with ADA, life-safety and applicable building codes. However, current spaces are not sufficient to support the program’s activities. There are no designated and secure spaces for adjunct faculty, faculty research endeavors and student assistants. Moreover, an ongoing problem is a notable lack of housekeeping to ensure that the health conditions of the studios are maintained. A recent infestation of fruit flies created an impediment to studio activities, a result of inadequate removal of trash on a regular basis. HVAC condensate leaks have affected various areas of the studios.
B. Information Systems And Technical Equipment. Information systems and technical equipment needed to achieve the program’s mission and objectives are available to students, faculty and other instructional and administrative personnel.

Assessment 1: Does the program have sufficient access to computer equipment and software?

Team Comments:
Students are required to purchase computer equipment to support their studies. Laser printers and plotters in departmental space are old and need to be replaced. There are insufficient departmental desktop computers to support student numbers. There are several college computer labs used to teach GIS and other software applications, but these facilities have outmoded equipment insufficient to support new computer applications.

Assessment 2: Is the frequency of hardware and software maintenance, updating and replacement sufficient?

Team Comments:
See comments in Assessment 1 above

Assessment 3: Are the hours of use sufficient to serve faculty and students?

Team Comments:
The E.S. Good Barn studios are available 24/7 but the college computer labs have limited hours and are only available between 8 AM and 5 PM.

C. Library Resources. Library collections and other resources are sufficient to support the program’s mission and educational objectives.

Assessment 1: Are collections adequate to support the program?

Team Comments:
The library collections and resources are sufficient to support the program mission and objectives. Students reported that these resources are in regular use.

Assessment 2: Do courses integrate library and other resources?

Team Comments:
There was evidence that the library and other resources are integrated into the curriculum.

Assessment 3: Are the library hours of operation convenient and adequate to serve the needs of faculty and students?

Team Comments:
Library hours of operation appear to be sufficient to serve the needs of the faculty and students.
D. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.

Team Comments:
N/A

Recommendations Affecting Accreditation:
None

Suggestion for Improvement:
5. The department should explore with the College administration strategies to secure space to support faculty and student research projects beyond what is currently available in the E.S. Good Barn. (Standard 7)
6. The department should explore opportunities with the College 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 landscape architecture program as well as other CAFE students. (Standard 7)
7. The department should 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. (Standard 7)
PART III

Summary of Recommendations and Suggestions

A. Recommendations Affecting Accreditation

None

B. Suggestions for Improvements

1. Seek advice from other landscape architecture programs on the development of more specific written guidelines for promotion and tenure of landscape architecture faculty. (Standard 2)
2. The program should seek means to provide students access to a wider range of advanced 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) (Standard 3)
3. The program should ensure that students have sufficient opportunity to demonstrate individual work in their portfolios to ensure success in job placement. (Standard 3)
4. Establish a formal departmental alumni/ae advisory board to harness their support for departmental priorities (such as recruiting students, special projects, etc.) (Standard 6)
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