

## **Learning Assessment and Outcomes**

Student evaluation of learning derives from a wide range of techniques within the department. Studio courses rely on the critique of student work and oral presentations, as well as written examinations. Departmental core and support courses utilize written examinations and oral presentations as a means of assessing student progress. The results of these evaluations provide the data for curriculum assessment based on recently adopted departmental standards (Local context, Ethics, Critical Thinking, Vision, Enterprise, Collaboration).

The ENV Career Day is a principal mechanism by which the department derives feedback from the profession concerning the progress of its students. During the session, professionals review student portfolios; the results of these reviews constitute feedback to the department regarding its effectiveness in its educational mission. The College of ENV also conducts a survey of Career Day participants for data concerning the progress of ENV students. The Department of Landscape Architecture conducts portfolio workshops in advance of the Career Day event for students who plan to attend the Career Day session.

The Department of Landscape Architecture is currently reconfiguring the undergraduate curriculum, primarily with respect to the timing and location of courses. For example LA 251 and LA 252 now occur in the first-year. In addition, faculty are redesigning courses, particularly the studio classes, to respond to the six curriculum standards, as well as to the agreed-upon curriculum shift to a topic studio format. The topic studio approach is intended to allow studio instructors the opportunity to present studio exercises that are aligned to the departmental vision of 'Regenerating Los Angeles' as well as to the specific interests of the students and the instructors.

In 2005 the Landscape Architecture Accreditation board reviewed the Landscape Architecture programs. Both the undergraduate and graduate programs received accreditation for six years. Regarding the undergraduate program, the review team cited need for improvement in the area of technology instruction. This recommendation was the result of a review of student work in the area of technology by the board. The department has subsequently reorganized its undergraduate technology classes to respond to contemporary issues and documentation.

The graduate program received a recommendation for improvement by the LAAB, which included the need for studio technology upgrades as a means of improving student learning. The department has subsequently upgraded the hardware and software of the graduate studios.