Annual Program Assessment Report

Academic Year Assessed: 2019-2020

College: College of Agriculture

Department: Environmental Horticulture- Landscape Design Option

Submitted by: Jennifer Britton

Program(s) Assessed:
Indicate all majors, minors, certificates and/or options that are included in this assessment:

Majors/Minors/Certificate	Options
Environmental Horticulture	Landscape Design

Annual Assessment Process (CHECK OFF LIST)

1. Data are collected as defined by Assessment Plan
   YES__X___   NO_____
2. Population or unbiased samples of collected assignments are scored by at least two faculty members using scoring rubrics to ensure inter-rater reliability.
   YES_X____   NO_____
3. Areas where the acceptable performance threshold has not been met are highlighted.
   YES_____   NO_____   NA__X___
4. The scores are presented at a program/unit faculty meeting for assessment.
   YES__X___   NO_____
5. The faculty reviewed the assessment results, and responds accordingly (Check all appropriate lines)
   Gather additional data to verify or refute the result. _____
   Identify potential curriculum changes to try to address the problem __X___
   Change the acceptable performance threshold, reassess _____
   Choose a different assignment to assess the outcome _____
   Faculty may reconsider thresholds_____
   Evaluate the rubric to assure outcomes meet student skill level _____
   Use Bloom's Taxonomy to consider stronger learning outcomes _____
   Choose a different assignment to assess the outcome_____
   OTHER:

6. Does your report demonstrate changes made because of previous assessment results (closing the loop).   YES__X___   NO_____

1. Assessment Plan, Schedule and Data Source.
a. Please prove a multi-year assessment schedule that will show when all program learning

outcomes will be assessed, and by what criteria (data). (You may use the table provided, or you may delete and use a different format).

ASSESSMENT PLANNING CHART					
PROGRAM LEARNING OUTCOME	2016-2017	2017-2018	2018-2019	2019-2020	*Data Source**
1. Have the knowledge of important communication traditions and theories in landscape architecture/design.		HORT 225	HORT 120	HORT 131	Test, Projects/presentation, papers
2. Have the skills needed in design principals, elements and process as they relate to communication & design.			HORT 120		Projects/presentation
3. Have the knowledge of common landscape materials, qualities and limitations, and their applications in landscapes.		HORT 331			Projects/presentation
4. Understand the professional basics of landscape construction, including an understanding of construction document preparation in conformance with standard industry standards.	HORT 336	HORT 331			Projects/presentation
5. Develop an understanding of landscape performance.		HORT 432			Projects/presentation
6. Be able to analyze data (biological, physical, cultural) to develop landscape designs at multiple scales.	HORT 440	HORT 432			Projects/presentation

*Data sources can be items such as randomly selected student essays or projects, specifically designed exam questions, student presentations or performances, or a final paper. Do not use course evaluations or surveys as primary sources for data collection.

b. What are your threshold values for which you demonstrate student achievement? (Example provided in the table should be deleted before submission)

HORT 131 History and Theory Landscape Design

Threshold Values		
PROGRAM LEARNING OUTCOME	Threshold Value	Data Source
1. Have the knowledge of important communication traditions and theories in landscape architecture/design.	70%	Randomly selected student projects
2. Have the skills needed in design principals, elements and process as they relate to communication & design.	70%	Randomly selected student projects

2. What Was Done

a) Was the completed assessment consistent with the plan provided? YES__X___   NO_____
If no, please explain why the plan was altered.

b) Please provide a rubric that demonstrates how your data was evaluated.

For outcome #1 & #2: Exam 2

Project/syllabus	90%+	80%+	70%+	Not pass
Exam 2 (Ancient to baroque landscape)	3	3	1	1 (69%)

For outcome #1 & #2: Creative Project: Mask

Project/syllabus	Level 1 (4 pts)	Level 2 (3 pts)	Level 3 (2 pts)	Level 4 (1 pt)
Student demonstrates understanding of historical landscape design, theory, and conceptual dimensions through application in the design and visual craft of the mask/hat.	Information sheet thorough describes the hat/mask design according to the conceptual, experiential, and temporal dimensions of landscape styles or historical landscapes. Mask/hat is crafted with care and effectively represents a landscape style.	Information sheet only partially describes the hat/mask design according to the conceptual, experiential, and temporal dimensions of landscape styles or historical landscapes. Mask/hat is partly crafted with care and somewhat represents a landscape style.	Information sheet needs significant improvements to thorough describes the hat/mask design according to the conceptual, experiential, and temporal dimensions of landscape styles or historical landscapes. Mask/hat needs significant improvements in craft and somewhat represents a landscape style.	Information sheet incompletely and ineffectively describes the hat/mask design according to the conceptual, experiential, and temporal dimensions of landscape styles or historical landscapes. Mask/hat is not crafted with care or is incomplete and does not clearly represent a landscape style.
Student Performance	3	4	1	0

3. How Data Were Collected

a) How were data collected? (Please include method of collection and sample size).

HORT 131:
Learning outcome #1&2: we reviewed one exam and one creative project. For both, there was a sample size of 8.

b) Explain the assessment process, and who participated in the analysis of the data.
Professors Jennifer Britton and Rebekah Van Wieren participated on separate graded projects.

4. What Was Learned
Based on the analysis of the data, and compared to the threshold values provided, what was learned from the assessment?

a) Areas of strength
1. For the Exam assessed, 75% of the students performed at or above the acceptable level. For the Creative Mask/Hat project, 88% of the students performed at or above the acceptable level.

2. Students demonstrated their understanding of important theories in landscape design through success on exam where they were assessed on landscape history, concepts, and styles.

3. Students effectively utilized historical landscape styles as inspiration and conceptual drivers for design of a visual (mask/hat). Furthermore, students needed to describe the connection through written description. This is a needed skill for a design process in terms of developing design inspiration, frameworks, and understanding for how design choices relate to historical landscape design benefits or challenges.

1.	Have the knowledge of important communication traditions and theories in landscape architecture/design.
2.	Have the skills needed in design principals, elements and process as they relate to communication & design.

b) Areas that need improvement
1. Overall, the course successfully meets the identified program objectives, is excellently organized and structured, so areas for improvement are not necessary at this time. In the future, this course could be targeted for 2.0 CORE through application for IH (inquiry in humanities) designation.

2. As identified spring 2019, this assessment has also clarified that in order to emphasize the particular aspects of landscape architectural theories, design principles, and design elements, "communication traditions" be revised or described as a secondary point in program learning outcomes #1.

5. How We Responded

a) Describe how "What Was Learned" was communicated to the department, or program faculty. Was there a forum for faculty to provide feedback and recommendations?

We communicated in a departmental assessment meeting and between Prof Jennifer Britton and Prof Rebekah VanWieren. We also worked with our adjunct professor for feedback and modifications.

b) Based on the faculty responses, were there any curricular or assessment changes for the following year? (Such as plans for measurable improvements, or realignment of learning outcomes).

Fall 2019 we focused on completing new course planning and CIM proposals needed for an accredited landscape architecture program (LAAB), and therefore, we do not anticipate significant changes this next year to course structures and content.

Please include which outcome is targeted, and how changes will be measured for improvement. If other criteria is used to recommend program changes (such as exit surveys, or employer satisfaction surveys) please explain how the responses are driving department, or program decisions.
Other criteria used in program or course changes are the LAAB accreditation standards as well as exit interviews with adjunct faculty.

c) When will the changes be next assessed?
After we graduate our first class of students from the all new curriculum we will have our accreditation review at which point we will be reevaluating our curriculum.

6. Closing the Loop
a) Based on assessment from previous years, can you demonstrate program level changes that have led to outcome improvements?

From last year's assessment we:

1. Worked with adjunct faculty to make adjustments in HORT 120 for Spring 2020. These changes include adjustments to assignments so that students gain more breadth and depth of landscape design principles and elements, to better build foundational knowledge and traditions early in the program. This class has been placed on hold due to budget restrictions and won't be offered this academic year.
2. HORT 201: Clarified assignment learning objectives, scope, and features to specifically build knowledge of ecological factors and themes, and to scale-down the breadth of concepts covered. Adjusted readings to better relate to course assignments and to utilize a shared text across HORT 201 and 202 for consistency and more complete coverage of themes. We began to explore ideas for integrating assignment themes across HORT 201 (knowledge of design principles and sustainable site design) and 225 (communication skills).

Submit report to programassessment@montana.edu