



## Annual Assessment Report 2022-2023

### BS Landscape Architecture Landscape Architecture College of Environmental Design

#### CONTACT

Name of Program Assessment Lead Name

Name of Person Completing Report Claire Latane

**DISCIPLINARY ACCREDITATION** Yes

#### DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- We developed them as a program/department using our own knowledge and expertise of the field.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Department Website - provide URL: <https://www.cpp.edu/env/landscapearchitecture/degreesadmissions/bachelors.shtml>
- Course Syllabi

#### ASSESSMENT ACTIVITIES IN 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 10

### How many SLOs did your program assess this past year in 2022-2023?

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

### Please list the SLOs examined

- SLO #1: Demonstrate critical thinking skills and creatively apply them to resolve ecological, social and spatial problems, while advancing current disciplinary concerns within the context of environmental design.
- SLO #2: Demonstrate a strong understanding of design process, form and space creation, design theory, history, methods of representation and design communication, based in fundamental design principles.
- SLO #3: Identify and interpret ecological patterns and processes at multiple scales and relate them to the develop design, planning and vegetative strategies to address ecological problems, including, preservation, restoration, regenerative design and sustainable use of resources.
- SLO #4: Identify and interpret cultural and historical patterns and processes at multiple scales as needed for designing for a diverse society.
- SLO #5: Creatively apply theories, techniques, skills and tools necessary for landscape architecture, with explicit regards to ecological sustainability, resiliency, and the protection of public health, safety and welfare.
- SLO #6: Apply hands-on computer skills and information technologies in planning and design process and products.
- SLO #7: Show a sense of responsibility, integrity and ethical concern as related to ecological, social, and cultural issues related to the professional practice of landscape architecture.
- SLO #8: Demonstrate teamwork and leadership skills in a variety of professional roles and contexts, including individual and team projects, as well as interdisciplinary collaboration and participatory settings.
- SLO #9: Effectively express and deliver design ideas, information and solutions visually, verbally, and in writing to a variety of audiences.
- SLO #10: Pursue challenging educational and service opportunities to the public within the diverse and evolving multicultural regional context of southern California.

**Student Learning Outcome (SLO): Demonstrate critical thinking skills and creatively apply them to resolve ecological, social and spatial problems, while advancing current disciplinary concerns within the context of environmental design.**

<b>Assessment Activities</b>	<b>Evidence Used</b>	<b>Evaluation and Interpretation of Evidence</b>
<ul style="list-style-type: none"><li>• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)</li></ul>		
<ul style="list-style-type: none"><li>• Other: We are in the process of revising our SLOs to be fewer, more specific, measurable, actionable, reasonable, and timely.</li></ul>		

**Student Learning Outcome (SLO): Demonstrate a strong understanding of design process, form and space creation, design theory, history, methods of representation and design communication, based in fundamental design principles.**

<b>Assessment Activities</b>	<b>Evidence Used</b>	<b>Evaluation and Interpretation of Evidence</b>
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**Student Learning Outcome (SLO):** Identify and interpret ecological patterns and processes at multiple scales and relate them to the develop design, planning and vegetative strategies to address ecological problems, including, preservation, restoration, regenerative design and sustainable use of resources.

<b>Assessment Activities</b>	<b>Evidence Used</b>	<b>Evaluation and Interpretation of Evidence</b>
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**Student Learning Outcome (SLO): Creatively apply theories, techniques, skills and tools necessary for landscape architecture, with explicit regards to ecological sustainability, resiliency, and the protection of public health, safety and welfare.**

<b>Assessment Activities</b>	<b>Evidence Used</b>	<b>Evaluation and Interpretation of Evidence</b>
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**Student Learning Outcome (SLO): Apply hands-on computer skills and information technologies in planning and design process and products.**

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• Other: We are in the process of revising our SLOs to be fewer, more specific, measurable, actionable, reasonable, and timely.		



**Student Learning Outcome (SLO): Show a sense of responsibility, integrity and ethical concern as related to ecological, social, and cultural issues related to the professional practice of landscape architecture.**

<b>Assessment Activities</b>	<b>Evidence Used</b>	<b>Evaluation and Interpretation of Evidence</b>
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**Student Learning Outcome (SLO): Effectively express and deliver design ideas, information and solutions visually, verbally, and in writing to a variety of audiences.**

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**Student Learning Outcome (SLO): Pursue challenging educational and service opportunities to the public within the diverse and evolving multicultural regional context of southern California.**

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## IMPROVING THROUGH ASSESSMENT

**Overall, what best describes how the program used the results in 2022-2023? Select all that apply.**

- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Other, please explain: We are in the process of revising our SLOs to be fewer, more specific, measurable, actionable, reasonable, and timely.

**Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.**

- Program/department faculty as whole
- A committee of program/department faculty
- Students

**The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2022-2023 so that others may learn from your experiences.**

During the 2020-2021 academic year, we worked with students in response to an Open Letter they wrote calling for adding an SLO on addressing the historic inequities harms caused in development and in landscape architecture as well as adding more opportunities for students to practice community led design. Since then, we have been working slowly and thoughtfully to revise our SLOs and consider what revisions might be needed in our curriculum. This has been a slow but meaningful process, which we are still engaged in. Our goal for this year is to complete our revised SLOs for both programs.

**Please share how the program triangulates various data sources to determine student success. Consider assessment findings, [CPP's GI2025 markers](#), [CSU Dashboard](#), [CPP's Student Success Dashboard on Tableau](#), course evaluations, etc.**

As a department, we are working to revise our SLOs to be clearer and shorter, to better support faculty in developing their courses so we can in turn better support our students. Part of this work has been identifying courses with student achievement gaps, identifying barriers for students in their path to graduation, and identifying places where we can provide more flexibility for transfer students in order for them to move more quickly through our 4-year

program.

**Does the program offer a certificate or credential (e.g., teaching credential)?**

- No

**The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:**

**Assessment Plan - No**

**Curriculum Matrix - No**