Learning Objectives (arranged alphabetically)
Capacity to verbally communicate ideas
Community engagement and equity
Computer skills
Construction materials, techniques, and design details
Design theory and its application to design problems
Design traditions and contemporary design movements
Drawing and graphic skills
Environmental perception
Fundamentals of sustainable landscape design
Greenway and landscape planning
Heritage landscapes and the cultural determinants of human behavior
Landscape architectural history
Landscape ecology
Physical systems (land, resources, infrastructure) that influence design
Plant materials
Professional ethics and responsibilities
Professional practice, business, and management
Public spaces and park systems design
Regulatory policy and planning
Residential/ small-scale private garden design
Site engineering
Stormwater management
Synthesis of broader knowledge to solve a specific design challenge
Writing skills

Evidence of student experiences and performances
1. The Curriculum Committee with input from individual instructors prepares a matrix of courses taught and learning objectives to be addressed in each course; this matrix is developed by faculty and updated with each Strategic Plan or major revision to curriculum (see below), as well as for Accreditation self-reports (see below).
2. Summative: Annual survey of exiting students which specifically asks them to rate “How well do you feel the UMass program prepared you for entry into professional practice in the following areas” for the curricular goals in the list above (newly revised in 2013).
3. Formative (used by instructors year to year and in curricular discussions among faculty): Classes must include learning objectives in their syllabi, and instructors ask students to rate how well those objectives are achieved when students complete their end-of-semester standard course evaluations.
4. External review: Landscape Architecture Accreditation Board review of curriculum,
course content, and outcomes every 5 years, including review of student work within courses to assure quality, relevancy, and student satisfaction with courses.

5. Students complete an ‘integrative experience’ at the end of their program. For this, they present the findings of original research integrating themes from their courses but applied to a topic of their own interest. All design faculty attend these presentations and give feedback to the students (new in 2013).

Review and interpret evidence

1. At each year-end faculty retreat, we review the results of the surveys and other data to see trends and overall performance.

2. Periodically as we prepare for accreditation and prepare our self-report, we review the matrix of curricular objectives to assure that we are still meeting those. This is done by all faculty teaching in that program.

Use of evidence for change

1. We have used results of the overall evaluations to remove classes that were redundant and adjust curriculum for the year. An example is ED291A, Intro to Environmental Design, which will be on hiatus next year as we review the curriculum, in response to concerns that we may have too many history courses in the ED curriculum. Intro to Urban Design, in contrast, is a new course we are adding next year in response to environmental design student feedback that they wanted more urban design opportunities in the curriculum.

2. Next year the program directors for each undergrad program (ED and BSLA) will be preparing a strategic plan for their program, working with a subcommittee of faculty members, and using the results of these learning outcomes assessments. We expect to be bringing revisions to the BSLA curriculum and the ED concentrations to the Faculty Senate next year as those strategic plans are completed.

3. At the next faculty retreat, the instructors in the integrative experience class will report on how well this has worked, and what they have learned from this first year of the course. We will adjust the course and the overall curricula in response to this feedback.