



School of Design and Construction  
Washington State University  
Graduate Program Assessment  
September 2012

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## **Part I**

### **Introduction and Overview:**

The School of Design and Construction was established in 2011 with the merger of the School of Architecture and Construction Management and Interior Design and Landscape Architecture. The new school will have its inaugural year of courses for students in all four majors starting in the fall of 2012. The merger aligns four of the essential disciplines required for the design and construction of our built environment. The Architecture and Landscape programs have been at WSU for over 100 years while Interior Design and Construction Management have been at the university for approximately 50 years. The focus of the new school is to provide collaborative and integrative education while also allowing students to achieve the required disciplinary skill sets needed for each profession.

As the new School evolves it is our intention that all assessment procedures will be unified within all four disciplines. Our goal is to synthesize the process and enact uniform methods and processes over the next several years. This report reflects the assessment processes that are currently in place within each discipline. While there are overlaps in assessment procedures they are presented in a disciplinary format.

All four programs are accredited by their respective agencies. The architecture program currently is the only graduate program that is professionally accredited (National Architectural Accrediting Board NAAB).

### **Architecture:**

The Master of Architecture is the professional accredited degree (NAAB) offered by the School. There are three tracks for achieving this degree. The first is a 1.5 year program that is for WSU students with a four year Bachelor of Science degree. This track is also available for students from other universities with a professional accredited undergraduate degree (Bachelor of Architecture). The 2.5 year program is for students from other universities with a four year Bachelor of Arts degree in Architecture. Also, students in allied disciplines such as interior design and landscape architecture may be accepted into this program depending upon previous coursework. The 3.5 year program is for students that want to enter architecture who have degrees in other disciplines. The Master of Architecture degree was initiated in 2002 and replaced the previous Bachelor of Architecture Degree.

### **Interior Design:**

The Interior Design program offers a Master of Arts in Interior Design (MAID) as the sole graduate program. With the formation of the new school it is anticipated that the three year program option of this degree will be transformed into a professional accredited graduate degree with the first students being accepted into the program in the fall of 2015. Note: the 3 year program is the only grad program in ID that can be accredited as CIDA accredits only studio based grad programs.

The Master of Interior Design is structured with several options. The first option is a two year degree for students who have a previous undergraduate degree in Interior Design. This option is a research focused degree. The second option is a one year program available only to WSU students who are pursuing the four year undergraduate degree in Interior Design. This option allows undergraduate who are admitted to begin their graduate work in the final semester of their undergraduate degree and then complete their graduate work the following academic year. The third option is a three year program for students who have a previous degree in another field.

The MA combines studio design experience with qualitative and quantitative research methodologies to further understanding and increase awareness of the interface between human behavior and interior environments. The MA builds on the studio design experience to expand students' understanding of the theoretical and analytical frameworks applicable to the pursuit of discovery in the field.

### **Landscape Architecture:**

The Landscape Architecture Program currently offers a Master of Science Degree in Landscape Architecture (MSLA). As with interior design it is anticipated that by the fall of 2015 we will be offering courses in Landscape Architecture leading to a professional accredited Master of Landscape Architecture (MLA). The Master of Science in Landscape Architecture provides students with a foundation in the theory and practice of landscape architecture. The MSLA program also provides students with the opportunity to focus on a particular area of landscape architectural investigation. The MSLA prepares students to achieve their professional goals in the private sector, academic settings, government, and other design and planning venues. The program focuses on advanced studies in landscape architecture and landscape planning within the geographical context of the Interior Northwest and the Northern Rocky Mountain Regions.

The Master of Science in Landscape Architecture degree is offered in a two-year and a three-year option depending on the individual applicant's prior academic background.

The two-year option allows individuals already possessing degrees in landscape architecture to acquire a strong interdisciplinary knowledge and practical background in support of research topics that contribute to the body of design and planning knowledge. The two-year option provides opportunities to enhance knowledge and skills in a particular area, acquire strong research and critical thinking skills, and contribute to and advance the body of knowledge in the discipline.

The three-year option allows applicants without design background to pursue research and advanced specialization in landscape architecture that complements their current knowledge and skills.

This program is a minimum 30 credit program with a series of four core Landscape Architecture courses combined with other university courses leading to a final graduate thesis.

**Construction Management:**

Currently there is not a graduate program in Construction Management

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**Part II:**

**School Mission Statement:**

The mission statement for the School of Design and Construction is as follows:

*The School of Design and Construction is dedicated to advancing a collaborative educational and research community that fosters diversity, leadership and innovation in the fields of architecture, landscape architecture, interior design and construction management.*

Further, the School seeks to develop to implement a unique and collaborative school that provides for the highest quality education at the graduate and undergraduate level and engages in innovative and collaborative research that advances the design and construction of the physical environment.

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**Part III**

**Strategic Fit within the University**

The graduate programs in the School of Design and Construction reflect University priorities in the following ways:

1. Through providing high quality graduate professional education that advances the knowledge of each discipline. (See 2012 Design Intelligence of ranking of architecture program and Interior Design programs.)
  2. The school's interdisciplinary structure of research and curriculum.
  3. Respect of the quality of the programs by region and national design firms.
  4. Diversity of faculty and student body.
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**Part IV:**

**Program Objectives + Data Collection + Learning Outcomes**

**Architecture:**

The Architecture program utilizes seven different assessment methodologies for collecting and analyzing data, evaluating learning outcomes regarding student performance. The strategies are divided into primary and secondary methods. They are as follows:

Primary Measures

- Student Exams and Milestones
- Exit Surveys
- Public Presentations
- Published Monographs

Secondary Measures:

- External Constituents
- School Advisory Board

## Accreditation Requirements

### **Graduate Objectives:**

Overall graduate objectives for architecture are as follows:

### **Objectives:**

1. To educate students with the skills and theoretical foundations that will prepare students for leadership positions in the professions of architecture.
2. To prepare students to challenge conventions through innovative thinking and technology.
3. To build upon the western region reputation of the school into a national leader in architectural education.

### **Outcomes and Benchmarks for each of the objectives:**

1. To educate students with the skills and theoretical foundations that will prepare students for leadership positions in the profession of architecture. The following educational experiences within the curriculum seek to achieve this goal.
  - a. To provide direct experiences to interact with professionals as required component in educational experience.
  - b. To provide students with a diversity of experiences in cultural and social conditions that informs the built environment.
  - c. To engage students in critical discourses in divergent professions and disciplines that has a direct influence on the built environment.
  - d. To provide students with direct educational experiences that help to develop leadership skills.
  - e. To encourage students to become engaged in national discourses through membership in professional students organizations.
  - f. To instill in students the responsibility for teaching and instilling in others the value of architecture on the lives of humans.
  - g. To ensure that the quality of student work achieves standards established by faculty.
2. To prepare students to challenge conventions through innovative thinking and technology based upon a curriculum requiring specific milestones.
  - a. Administer a rigorous graduate admission process that allows only the highest achieving students admission to the program.
  - b. Administer a selective series of benchmarks that students must meet in order to graduate from the program.
  - c. Require students to develop materials that illustrate the fundamentals of publication requirements.
  - d. Establish a system by which students must demonstrate a clear and definitive methodology for presenting their research, finding and proposals.
3. To build upon the western region reputation of the school into a national leader in architectural education through outreach and assessment from the profession.
  - a. Develop communication forums with practicing architects that facilitate feedback regarding capabilities of graduates.
  - b. Develop comprehensive exit interview process for graduate students.
  - c. Maintain communication with other programs regarding policies and issues effecting architectural education.
  - d. Develop a forum where professional and educators can discuss issues of shared concern.

## **Primary Measures of Student Learning: Architecture**

### **Student Exams and Milestones:**

As part of our assessment of student performance and expectation, students enrolled in the Master of Architecture program are held to the following standards:

- Students must maintain a minimum 3.0 g.p.a. in all graduate courses. This requirement is cumulative and must be maintained from the first through the third semester.
- Students that receive a g.p.a. between 2.75 and 2.99 will be automatically placed on probation.
- Students will be sent a letter from the Graduate Coordinator stating the probationary status and the expectations for raising the g.p.a. Copies of the letter will be forwarded to the Graduate School and placed in the student file.
- Students will be given one semester to raise their cumulative g.p.a. to 3.0 or above.
- If a student has two consecutive semesters of less than 3.0 g.p.a. they will not be allowed to continue in the program.
- Students that receive a g.p.a. of less than 2.75 due to extenuating circumstances in any one semester will be reviewed by their committee. Based upon semester performance and in conjunction with stated skills and performance criteria for M Arch students, the committee will assess whether the student should be allowed to continue in the program. If determination is made that a student should not continue then they will be advised by the Graduate Coordinator of this decision.
- Students who are considered to be achieving less than "B" level work in the spring design studio (Arch 511) will be given a grade of "X" and will be required to work on their project over the summer. Students will be required to enroll in Arch 702 during the summer. A minimum grade of "B" in Arch 702 must be recorded prior to the fall semester enrollment in Arch 513.
- Students who are not considered to be achieving "B" level work in their graduate studio (Arch 513) in the third semester of the program will be given a grade of "X". In this instance, the student will be responsible for improving their work and raising the grade to a minimum of a "B" before they will be allowed to graduate. Determination of the quality of work in studio will be the responsibility of the student's graduate committee.
- Students that receive an "X" in graduate studio (Arch 513) in their third semester will be required to register for Arch 513 the following semester and will have one semester to fulfill all requirements for graduation. Students must remain in residence while completing Arch 513.
- Field study abroad fee in Arch 511 is required for all registered students. Nonattendance for any other reason than documented medical conditions requires course fee payment and enrollment in a 1 credit Arch 490 course for field study makeup.
- Students that choose to leave the graduate program in any one of the three semesters will need to reapply for admission. Decisions for readmission will be based upon prior performance, space availability and resources.
- Students are required to complete the "responsible conduct of research training" at [http://www.ogrds.wsu.edu/ori/rcr\\_training.html](http://www.ogrds.wsu.edu/ori/rcr_training.html) by September 1 2011.

In addition to the above, the following examination criteria are required for the two studio courses Arch 511 and 513. These are the two courses that lead to the final graduate project which is the equivalent to a thesis in other disciplines.

A final examination in Architecture 511 to test student design and presentation skills takes place during the week prior to finals week or finals week of spring semester. The final examination in Architecture 513 takes place no later than the week before Thanksgiving break in the fall semester. It is the graduate student's responsibility to inform the graduate school a minimum of 14 days prior to this examination. Note: Architecture 511 and 513 can only be taken twice. See Grading Policies for Master of Architecture Students.

Students who do not pass Architecture 511 (B- or below) in the Spring Semester must re-enroll in Architecture 511 during Summer Session and retake the exam during the week prior to Fall Semester. Students not passing this exam

will not be allowed to continue in the Graduate Program. Students taking Arch 511 during the summer may take 580 concurrently. Students who do not pass Architecture 513 in the Fall Semester must re-enroll in Architecture 513 in the Spring Semester and retake the exam prior to finals week (students must be in residence). Students who do not pass this exam will be dropped from the Graduate Program.

Final examinations are intended to establish minimum standards for granting of the Master of Architecture degree. It also aids graduate students in identifying skills and knowledge sets that are deemed by the School of Architecture and Construction Management at Washington State University as fundamental to the practice of Architecture.

The exam team is composed of a minimum of three (3) members and includes the graduate studio instructor (who is chair of the graduate committee), and two WSU faculty members. One committee member may be non WSU faculty and must submit a vitae to the graduate school for approval prior to the submission of program of study. Examinations will last approximately 1 hour after which the committee will deliberate on the merit of the student presentation in closed session for approx. ½ hour. The student will then be informed as to whether they have “passed without required revision,” “passed with revisions” or must retake the exam. It is the responsibility of the graduate committee members to review student papers and materials in a timely manner and attend all formal exams arranged by the chair of the student committee.

The criteria for passing the graduate exam are as follows:

Graphic Section (The Models and Boards) must include:

A selection of drawings, images, diagrams, supplemental text and models that depict 1) the graduate project intentions, 2) how these intentions are manifested in architectural form, and 3) the relevancy of your project. Study models and preliminary drawings and images are required for the Arch 511 exam where professional presentation drawings and models are required for the Arch 513 exam. As noted in the book requirements, reproductions of the presentation drawings and models are to be included in the book.

Oral Presentation must include:

Candidate must succinctly explain the relationship between project intention and its physical expression and be able to justify the appropriateness and relevancy of these choices. Student must use graphic representations to illustrate their verbal presentation. Student must demonstrate extensive knowledge of their area of emphasis when questioned. Student must exhibit good public speaking skills – be articulate, poised, and capable of answering jury questions in a comprehensible manner. Oral presentation requirements are the same for both Arch. 511 and Arch. 513.

In order to achieve a minimum pass:

All parts of the graduate project must be included and be comprehensible. There must be clarity of intention, expression and rationale in your verbal, written, and graphic presentation. Student must demonstrate a design process – ability to use language, image, drawing, and model making to abstract (diagram) formal and programmatic intentions. Student must demonstrate a high level of competency in model making, writing and speaking skills, and orthographic simulation – both manual and digital.

The graduate project topic must focus on a relevant question to architecture and/or area of emphasis. It is not acceptable to merely design a particular building type on a selected site. There must be a primary question of inquiry or area of architectural emphasis that is investigated and substantiated by the building design. The graduate project must be of significance to the discipline of architecture and make a significant contribution to existing literature.

#### **Student Exit Surveys:**

Each Year the school conducts student exit surveys for all of our graduating students (See Appendix A). Students are asked a series of questions regarding their education from the quality of courses to advising as well as other experiences and

recommendations for future improvement. This information is compiled and has been one of the forces in making changes that have been implemented over the past several years.

**Public Presentations:**

In addition to all students being required to make verbal presentations of their graduate projects each student is also required to make a public presentation. The venues for the public presentation will vary depending on the project however in the past students have made presentations to City Councils and Non-profit agencies. Our goal is that the work from our students needs to be presented and received in a public forum as a means of helping the general public understand the value of architecture and our built environment.

**Published Monographs:**

Each student is required to publish a monograph of their graduate project. The monographs contain comprehensive materials from programming, site analysis, research and case studies as well as the final proposed project. Copies of each student's monograph are placed in the University Library. The monographs provide a valuable resource to current and future students in providing best practices for successful completion of graduate work.

**Secondary Measures of Student Learning:**

**External Constituents:**

As part of the graduate program the school actively solicits external constituents to provide direct input to the students in the program. This occurs through several means.

1. The school invites faculty from other schools of architecture as well as practicing architects to be "Critics" at all the milestone points in the curriculum. For example, outside critics provide input at the spring and fall exams for Architecture 511 and 513. Critics then provide direct feedback to the school regarding skills, performance and general knowledge of the students.
2. Students are encouraged to invite members of the profession to participate as both formal and informal resources for their graduate projects.

**School Advisory Board:**

The School advisory board meets twice each year to provide input and recommendations to the school regarding curriculum and issues relating to the preparation of future professionals. The Board is composed of practicing architects and construction managers from a variety of firm sizes and locations. In the past board recommendations have been influential in guiding the school through curriculum changes as well as accreditation processes.

**Accreditation Requirements:**

Every six years the architecture program is required to undergo a thorough review by the NAAB. This process involves writing a detailed self-study which is then followed up by a team visit. The program must demonstrate effectiveness with thirty four criteria as well as other educational expectations. The next accreditation visit will be in 2014.

**Outcome 1**

To educate students with the skills and theoretical foundations that will prepare students for leadership positions in the profession of architecture. The following educational experiences within the curriculum seek to achieve this goal.

Outcome	Data Collected Through:	Source	Data Analyzed
1A To provide direct experiences to interact with professionals as required component in educational experience.	Required internship between second and third semesters of program. Interaction with professionals as committee members and critics.	Internship evaluation forms and grades assigned by mentors in each of the professional firms.	At the conclusion of each summer from mentors/partners in each of the firms

1B To provide students with a diversity of experiences in cultural and social conditions that informs the built environment.	Required international study tours during the second semester of the graduate program.	Student feedback and analysis of each tour.	Annually through faculty.
1C To engage students in critical discourses in divergent professions and disciplines that have a direct influence on the built environment.	Lecture program and Integrated Education symposiums.	Evaluation forms by students of effectiveness of symposiums.	Annually through faculty committee.
1D To provide students with direct educational experiences that help to develop leadership skills.	Selected graduate students participate in NWPRAIA Leadership Institute.	Student feedback and projects	Annually
1E To encourage students to become engaged in national discourses through presentation of work in national scholarship venues.	Participation and publication of work in referred conferences and journals.	Students and publications.	Annually through faculty review
1F To instill in students the responsibility for teaching and instilling in others the value of architecture on the lives of humans.	Requirements of students to present their graduate work in a public meeting / venue. Providing teaching assistantships to students.	Students	Annually through faculty review
1G To ensure that the quality of student work achieves standards established by faculty.	Student exit interview; Graduate survey. Student milestone and benchmarks requirements See outcomes 2.	Students   NAAB Criteria	Annually – Annual report to NAAB

Outcome 2:

To prepare students to challenge conventions through innovative thinking and technology based upon a curriculum requiring specific milestones.

Outcome	Data Collected Through:	Source	Data Analyzed
2A Administer a rigorous graduate admission process that allows only the highest achieving students admission to the program.	Admission and transcripts as well as portfolio.	Faculty review of applicants.	Annually
2B Administer a selective series of benchmarks that students must meet in order to graduate from the program.	Evaluation of student progress at end of the semester reviews. Grading requirements. (See narrative above)	Graduate committee	Annually

2C Require students to develop materials that illustrate the fundamentals of publication requirements.	Development of student monograph and presentation requirements. (See narrative above)	Graduate committee	Annually
Establish a system by which students must demonstrate a clear and definitive methodology for presenting their research, finding and proposals.	Graduate project	Graduate committee	At the time of final exam.

### Outcome 3

To build upon the western region reputation of the school into a national leader in architectural education through outreach and assessment from the profession.

Outcome	Data Collected Through:	Source	Data Analyzed
Develop communication forums with practicing architects that facilitate feedback regarding capabilities of graduates.	Advisory Board meetings and firm interviews of students.	Professionals in the discipline of architecture	Annually and bi annually with advisory board.
Develop comprehensive exit interview process for graduate students.	Exit interviews	Students	Annually
Maintain communication with other programs regarding policies and issues effecting architectural education.	Meetings and faculty participation in other schools reviews.	Faculty	Annually
Develop a forum where professional and educators can discuss issues of shared concern.	Advisory board and Integrated Education Symposiums	Faculty and professionals	Annually

Matrix of changes in curriculum based upon assessment strategy.

Year	Curriculum Change	Source	Outcome
2010	Removal of Methods course	Faculty	Previous course material integrated into Arch 511
2010	Introduction of Architecture 510: new studio course	Faculty	Increase in graduate credit
2010	Introduction of Structures III as new graduate course	Faculty	Course was moved from undergraduate to graduate

2011	Added research track into option for architecture 511 and 513	Faculty	Students can pursue research focus for graduate project.
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**Program Objectives + Data Collection + Learning Outcomes: Interior Design**

**Mission:**

The mission of the Department of Interior Design is grounded in a concern for human beings and the creation of interior environments that support human activities and values, while contributing to the overall service of a land-grant university. Graduates of the program should be critical and creative thinkers who solve problems in a professionally competent manner. Above all, a WSU interior design education supports the development of life-long learning skills.

**Goals:**

1. To prepare graduates to pursue careers as interior design educators, directors of interior design research, and/or practitioners of interior design.
2. To contribute to and advance the body of knowledge pertaining to interior design and the built environment.
3. To establish a graduate program that achieves national and international visibility.

**Objectives:**

To prepare graduates to pursue careers as interior design educators, directors of interior design research, and/or practitioners of interior design. The program aims to:

Provide students with opportunities to explore advanced design theories, problem-solving techniques, methodologies, and individual research and design applications

Provide students with opportunities for interdisciplinary exchange

Provide students with effective mentoring

Provide a variety of experiences designed to help students develop as practitioners in their fields, such as teaching or research assistantships, internships, or other employment that utilizes or improves on professional skills

Provide a variety of experiences designed to help students develop as scholars in their academic fields, including participation in conferences, workshops, or short courses and formal presentations, such as invited talks, posters, technical reports and publications

Encourage students to join appropriate professional organizations and take active roles in these organizations

Provide guidance to students in developing a strong ethical sense related to research and practice in their professions

To contribute to and advance the body of knowledge pertaining to interior design and the built environment. The program aims to achieve this goal by:

Asking research questions that are relevant to the field of interior design

Reading and reviewing the literature in an area of study in such a way that reveals a comprehensive understanding of and a critical perspective toward the literature

Demonstrating a mastery of research and a variety of methodologies appropriate to inquiry in the field

Successfully mastering and applying professional communication skills and appropriate style guidelines

Collecting, analyzing, and interpreting data in a way that adds to the understanding of the field of study

Applying a critical perspective to their own research and to that of others, noting strengths and weaknesses of the research

To establish a graduate program that achieves national and international visibility. The program aims to achieve this goal by:

Attracting, securing, and retaining high-quality students

Graduating students who are satisfied with the professional preparation they have received

Graduating students who attain licenses or other appropriate forms of credentialing <sup>1</sup>

Graduating full-students in a timely manner

Developing and maintaining a graduate faculty who:

Actively contribute to knowledge production in their fields through publications and oral presentations

Participate in service to the department, the university, and the profession

Propose and attain funding related to research, teaching, and service

### Student Learning Outcomes

Outcome	Data Collected Through:	Source	Data Analyzed
<b>1.a.</b> Provide students with opportunities to explore advanced design theories, problem-solving techniques, methodologies, and individual research and design applications	Program of Study; Research assignments/internships; Annual Review of Student Progress	Department faculty, review of student projects/papers; Review of professionals at senior portfolio review; Students	Annually through faculty review
<b>1.b.</b> Provide students with opportunities for interdisciplinary exchange	Program of Study; Research assignments/internships; Studio exchanges	Department; Students; School of Design & Construction (SDC)	Annually through faculty review
<b>1.c.</b> Provide students with effective mentoring	Time-to-degree statistics; Exit interview / survey	Student Data Warehouse; Students	Annually through faculty review

<sup>1</sup> Licensing for interior designers is not required in all states.

<p><b>1.d.</b> Provide a variety of experiences designed to help students develop as practitioners in their fields, such as teaching or research assistantships, internships, or other employment that utilizes or improves on professional skills</p>	<p>Annual Review of Student Progress</p>	<p>Students</p>	<p>Annually through faculty review</p>
<p><b>1.e.</b> Provide a variety of experiences designed to help students develop as scholars in their academic fields, including participation in conferences, workshops, or short courses and formal presentations, such as invited talks, posters, technical reports and publications</p>	<p>Annual Review of Student Progress  See Appendix B</p>	<p>Students</p>	<p>Annually through faculty review</p>
<p><b>1.f.</b> Encourage students to join appropriate professional organizations and take active roles in these organizations</p>	<p>Annual Review of Student Progress  See Appendix B</p>	<p>Students</p>	<p>Annually through faculty review</p>
<p><b>1.g.</b> Provide guidance to students in developing a strong ethical sense related to research and practice in their professions</p>	<p>Student exit interview; Graduate survey</p>	<p>Students</p>	<p>Annually - at time of graduation</p>
<p><b>2.a.</b> Asking research questions that are relevant to the field of interior design  <b>2.b.</b> Reading and reviewing the literature in an area of study in such a way that reveals a comprehensive understanding of and a critical perspective toward the literature  <b>2.c.</b> Demonstrating a mastery of research and a variety of methodologies appropriate to inquiry in the field  <b>2.d.</b> Successfully mastering and applying professional communication skills and appropriate style guidelines  <b>2.e.</b> Collecting, analyzing, and interpreting data in a way that adds to the understanding of the field of study  <b>2.f.</b> Applying a critical perspective to their own research and to that of others, noting strengths and weaknesses of the research</p>	<p>Rubrics to be filled out at proposal meeting and final defense (see Appendix B)</p>	<p>Faculty members on students' committee</p>	<p>Annually through faculty review</p>

<b>3.a.</b> Attracting, securing, and retaining high-quality students	Incoming GPA data; Percentage of out-of-state students data; Student retention statistics	Graduate School; Student Data Warehouse	Annually through faculty review
<b>3.b.</b> Graduating students who are satisfied with the professional preparation they have received	Student exit interview; Graduate Survey	Students	Annually - at time of graduation
<b>3.c.</b> Graduating students who attain licenses or other appropriate forms of credentialing <sup>1</sup>	Alumni survey	Alumni	On a 2-year cycle
<b>3.d.</b> Graduating full-students in a timely manner	Time-to-degree statistics	Student Data Warehouse	At time of graduation
<b>3.e.</b> Developing and maintaining a graduate faculty who: i) Actively contribute to knowledge production in their fields through publications and oral presentations ii) Participate in service to the department, the university, and the profession iii) Propose and attain funding related to research, teaching, and service	Faculty annual reviews	WORQS	Annually – at time of review

<sup>1</sup>. Licensing for interior designers is not required in all states

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**Assessment Plan: Landscape Architecture**

Graduate Program Learning Outcomes Assessment Master of Science in Landscape Architecture (MSLA)

**Mission Statement** The mission of the graduate program in landscape architecture is to provide graduate students with a foundation in the theory and practice of landscape architecture. The Program also provides students with the opportunity to focus on a self-selected, particular area of landscape architectural investigation.

The MSLA emphasizes that landscape architectural works should facilitate deep connections to place, enabling individuals to positively effect and connect with these places. The program also emphasizes service learning and the development of research projects that shift both personal and public values and facilitate ecological understanding.

**Objectives**

To prepare students to enter the professions of landscape architecture, landscape planning, and related fields.

To prepare students to be effective researchers in landscape architecture, landscape planning, and related fields.

To prepare graduates to be leaders in the professions of landscape architecture and landscape planning with an understanding of the growing pressures associated with emerging global trends.

*Outcomes for each of the program's objectives are:*

1. To prepare students to enter the professions of landscape architecture, landscape planning, and related fields the program provides students with:

- a. advanced knowledge and skills necessary to function, with experience, as a creative and professional practitioner, writer, educator, or investigator of landscape architecture.
- b. the intellectual means of identifying and assessing the interactions among the social, political, environmental, and aesthetic issues associated with cultural-land interactions.
- c. the skills and intellectual means of contributing new knowledge and creativity to the profession of landscape architecture in the service of both public and private clients and client groups.

2. To prepare students to be effective researchers in landscape architecture, landscape planning, and related fields.

- a. an ability to design, conduct, analyze, and communicate a research plan and results.
- b. heightened critical thinking skills and the ability to question or re-evaluate current thinking and standards related to landscape architectural and planning issues.
- c. skills necessary to identify, locate, and apply knowledge researched from allied fields of study.
- d. opportunities to develop and express an independent theory of design and problem solving through verbal debates, technical writing, and artistic expression.

3. To prepare students to identify and interpret into research and design practices emerging global trends.

- a. an ability to identify those dominate global trends that will most influence quality of life at personal, local, and regional levels of landscape architectural design and land planning; and
- b. an ability to interpret the impacts associated with the identified global trends into best practices that result in landscape plans and designs aimed at sustaining a quality of life and wellbeing.

**Outcomes Assessment Plan**

*Data to be collected*

<b>Outcome Data</b>	<b>Source Collected</b>	<b>Outcome Data</b>	<b>Source Collected</b>
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Summary: Data to be collected

- Course grades on Core LA courses for all graduate students
- Rubric to be filled out by each committee member at a student' oral defense (see attached)
- Evaluations given by community client groups – recipients of service learning projects
- WASLA Jury awards

Summary: When data are to be collected

*Data to be collected individually when available for each student*

- Rubric to be filled out at student's final defense
- Data to be collected each semester*
- Course grades will be submitted to LA Program Coordinator at the end of each semester
- Data to be collected annually*
- Service-learning client evaluations* to be submitted on pre-prepared standardized, performance evaluation forms.
- WASLA jury awards

Summary: Responsible for data collection, analysis and reporting

The Landscape Architecture Program Coordinator will collect data from the sources indicated and prepare the necessary reports on an annual basis.

Master of Science in Landscape Architecture Thesis Assessment Candidate:

\_\_\_\_\_ Date: \_\_\_\_\_

Title of thesis/project: \_\_\_\_\_

#### **Part V: Analysis:**

Information for this part of the report is combined for all three of our graduate programs.

#### **Faculty:**

The faculty in the School of Design and Construction come from many various nationalities and professional experiences. It is critical for professional programs to have faculty with practice experience and who are able to make linkages between education and practice. In addition, each year the school hires adjunct faculty from the design fields to teach studios and lecture courses which enhance the linkage between the school and the profession. We have faculty from Afghanistan, Kuwait , Eastern Europe and Japan. Of a faculty of 32 full time and adjunct 22% are women. The school does not have any African American or Latino faculty.

The current faculty have expertise in both technical and design and theory. The school will be searching for four new faculty positions this year. Currently the weakness within the faculty is with digital expertise which will be solved with the new faculty. There are also a number of faculty within the school that are and will be approaching retirement age within the next five to seven years and so it will be important that the school be able to develop new leadership and well and new young faculty.

#### **Enrollment and Students:**

For the new School there are approximately 70 total graduate students. The breakdown is as follows:

Architecture: 42

Interior Design: 10

Landscape Architecture: 5

Total: 57

**Scholarships and Funding:**

The School has worked hard to develop external funding for architecture graduate students. In FY 11 the School was able to provide nearly \$40,000 in graduate scholarships with the average being around \$1,500 per student. In addition the School supports approximately 85% of all Architecture graduate students with full or partial teaching assistantships combined with tuition waivers.

**Student Success:**

The programs have many student successes and are widely admired both regionally and nationally. Evidence of this is that in the 2012 Design Intelligence Rankings the Graduate Architecture program was ranked sixth in the Western US tied with the University of Washington and University of Southern California. This ranking is from a total of 22 programs in the Western US. The interior Design program was also listed in the top ten most admired programs in the country by Deans throughout the US.

The economy has dramatically effected the design professions since 2008. It has been difficult for students to get jobs however the most recent data for 2011 indicates that architecture students graduating in December of 2010 had a 65% employment success. Considering that unemployment national in the architecture field is approximately 25% this number is acceptable.

Additionally, According to the [U.S. Breau of Labor Statistics](#), "Employment will grow as the planning and development of new construction, together with the continued redevelopment of existing buildings, creates more opportunities for landscape architects. With land costs rising and the public desiring more beautiful spaces, the importance of good site planning and landscape design is growing"

**Mentoring:**

All graduate students have a minimum three member committee. The committee works with each student to develop the student graduate project. Students have specific benchmarks that must be met (described earlier) in order to successfully pass the graduate project. At the end of each review period students receive written comments regarding their work with specific recommendations from the chair and committee regarding improvements that need to be made. All requirements for successful graduation is online and the architecture graduate handbook is available and updated each year. The landscape architecture handbook is currently being revised. The interior design handbook ???

**Summary and Future planning for Graduate Education in the School of Design and Construction:**

The new School of Design and Construction will offer unique and collaborative education for graduate students. With the focus on collaboration students will be well prepared to enter their profession with technical skill sets as well as interpersonal skills. To that end with the formation of the school we have a series of initiatives and improvements that we are moving towards.

Moving forward with the new school we have a series of plans for implementing new curriculum and degree offerings that will focus on creating the most unique collaborative and integrated design education in the US. The following reflect new strategic goals and outcomes for the new school that will be implemented over the next several years.

**Objectives:**

To craft curricula that allow students to explore how design and construction can serve to shift values and offer meaningful solutions to living a positive, healthy and productive life.  
Develop new programs that focus on collaborative learning, while providing a professional education.  
To cultivate leaders and innovators who are committed to advancing the allied professions, the quality of the built and natural environment, and ultimately the betterment of the human condition.

**Outcomes:**

1. To craft curricula that allow students to explore how design and construction can serve to shift values and offer meaningful solutions to living a positive, healthy and productive life.

1A: Provide a framework of courses that addresses the impact of the built environment on attitudes and perceptions.

1B: Foster research that encourages students to understand how the built environment can contribute to healthy living.

1C: Allow students to expand their access to individuals in disciplines outside of design.

2. Develop new programs that focus on collaborative learning, while providing a professional education.

2A: Develop new professional accredited graduate programs in Landscape Architecture and Interior Design.

2B: Develop a new graduate program in design and construction that is linked with civil engineering.

2C: Provide opportunities for collaborative graduate projects between disciplines.

2D: Expand Integrated Design and Construction studios to graduate level.

2E: Integrate and require all graduate students to participate in international study tours.

3. To cultivate leaders and innovators who are committed to advancing the allied professions, the quality of the built and natural environment, and ultimately the betterment of the human condition.

3A: Develop skill set requirements for all graduate programs.

3B: Require graduate projects to add to the body of knowledge of the professions.

3C: Provide extracurricular experiences through seminars and symposia that focus on soft ? skills in leadership and management.

Outcome	Data Collected Through:	Source	Data Analyzed
1A: Provide a framework of courses that address the impact of the built environment on attitudes and perceptions.	Course evaluations   student exit interviews   faculty assessment of work.	Faculty	Annually
1B: Foster research that encourages students to understand how the built environment can contribute to healthy living.	Courses and Graduate Project	Graduate Committee	At Graduation
1C: Allow students to expand their access to individuals in disciplines outside of design.	Graduate Project and coursework.	Faculty and Students	Each semester

2. Develop new programs that focus on collaborative learning, while providing a professional education.

Outcome	Data Collected Through:	Source	Data Analyzed
2A: Develop new professional accredited graduate programs in Landscape Architecture and Interior Design.	Exit survey and Professional feedback and accreditation	Faculty, Professionals and accreditation	As required

# Appendix

## Appendix A

### Architecture: Student Exit Surveys

#### STUDENT EXIT SURVEY QUESTIONNAIRE ARCHITECTURE

The School requests that all architecture students graduating from the School complete the following questionnaire. We appreciate your time in completing this form, as it is very important that we receive your feedback as a tool to assess the overall program.

Name: \_\_\_\_\_ Phone #: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

Email: \_\_\_\_\_

Please provide an address of someone who will know of your location over the next five years. Maintaining contact with our alumni is an important aspect of our accreditation.

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_ Phone: \_\_\_\_\_

Street: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

1. At what time in your education did you decide to pursue architecture as a career?

\_\_\_\_\_  
\_\_\_\_\_

2. Honors or student positions held while attending WSU: \_\_\_\_\_

\_\_\_\_\_

3. Please provide comments pertaining to:

Advising \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Faculty: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



6. Are you actively seeking employment? \_\_\_\_\_

7. If you have accepted an offer of employment please complete the following:

Company: \_\_\_\_\_

Company Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Job Title: \_\_\_\_\_ Starting Salary: \_\_\_\_\_

8. What type of work does this company do? Check all that apply.

- AE Firm
- Design Build
- Development
- Government agency
- Other (explain) \_\_\_\_\_

Approximate yearly salary: \_\_\_\_\_ Benefits: \_\_\_\_\_

How did you learn about this company?

- University Placement
- On your own
- School
- Alumni

Please complete the remaining portion of this survey providing detailed and meaningful information that may be used in the overall evaluation and assessment of the architecture program. Your comments, concerns and recommendations are important and will be used to assess future changes.

#### Program Evaluation

1. Considering all the major required classes you took at WSU, which classes stand out as especially noteworthy and why?

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2. Are there classes in your WSU experience that seem less useful than the others to your intellectual and professional development? If so, please list them.

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3. Suggestions for improving the courses you perceived to be less useful.

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4. What courses or other aspects of your major requirements were the most important to you and why?

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5. What courses or other aspects of your major requirements do you think can be improved?

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6. How would you suggest improving those aspects listed in #5, above?

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7. Looking back at your total education, if you could start over, what additional changes would you make to the program or your personal preparation?

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Considering that your education is to 1) engender the desire for lifelong learning and 2) to prepare you for an entry level design and/or management position related to architecture, how do you rate yourself concerning the following? Circle the appropriate number on the scale from 1 to 5:

**1 Disagree  
Strongly**

**2 Disagree**

**3 Mixed Feelings**

**4 Agree**

**5 Agree Strongly**

8. 1 2 3 4 5 I am well prepared for my professional work.

9. 1 2 3 4 5 I have a comprehensive understanding of design theory.

10. 1 2 3 4 5 I have confidence in my knowledge of architectural technology and construction.

11. 1 2 3 4 5 I am confident in my understanding of construction methods and operations.

12. 1 2 3 4 5 I am confident in my understanding of mechanical and structural systems.

13. 1 2 3 4 5 I am confident in my understanding of computers.

14. 1 2 3 4 5 I am confident in my understanding of professional practice and ethics.

15. 1 2 3 4 5 I am confident in my understanding of the history of architecture.

16. 1 2 3 4 5 I have developed an ability to write critically about architecture.

17. 1 2 3 4 5 I am confident in my understanding of design methods.

18. 1 2 3 4 5 I am confident in my understanding of design research methods.
19. 1 2 3 4 5 I am confident in my understanding of materials and the construction process.
20. 1 2 3 4 5 I have a well-rounded understanding of architecture and the urban environment.
21. Would you advise a friend with similar interests to select the major you did? [ ]yes [ ]no
22. If you were starting over would you select the same major? [ ]yes [ ]no [ ]undecided
23. Would you please share any particularly rewarding educational moments that you remember during your experience in the WSU Architecture program (moments of revelation, clarity, progress, confidence, satisfaction, etc.), and what triggered them? Continue on back if necessary.
24. Please identify other comments that you have regarding your education at WSU.

#### Architecture Internship requirements and Evaluation Form

Washington State University  
College of Engineering & Architecture  
School of Architecture & Construction Management  
Architecture 580, Summer

Objectives and Responsibilities: Architecture 580, Architectural Internship

The Master of Architecture program in the School of Architecture & Construction Management at Washington State University offers a summer course Arch 580, Architectural Internship. This is a ten-week course at four credit hours involving a hands-on in office architectural training experience. The success of this course is dependent on the availability of architectural firms that are willing to provide student employment opportunities in a supervised professional training environment.

#### Course Objectives:

Acquire and reinforce the discipline, integrity, judgment, skills, knowledge and quest for learning in the broad aspects of architectural practice.

Awareness about internship responsibilities and professional issues and opportunities.

Form a partnership between academia and the profession in identifying key issues in the education, training and preparation of competent architects.

#### Firm Responsibilities:

Provide an intern level training period of at least 35 hours per week for a minimum period of ten consecutive weeks of office employment.

Provide an intern training experience similar to the model used IDP (Intern Development Program) under the direct supervision of a licensed architect within the firm. In accordance with IDP, the training may involve a body of knowledge in two major categories: (a) Design and Construction Documents, and (b) Construction Administration.

On firm's letterhead, submit to Paul Hirzel, Graduate Coordinator at the School of Architecture & Construction Management; by no later than July 25; a cover letter with verification of training time period and a brief assessment of student's performance; and the architectural internship evaluation form (attached).

#### Student Responsibilities

Maintain consistent and diligent prescribed office hours throughout the training period.

Maintain a daily training log of tasks, duties and responsibilities throughout the employment experience for IDP (Intern Development Program) credit.

Washington State University Student: \_\_\_\_\_  
 College of Engineering & Architecture Firm: \_\_\_\_\_  
 School of Architecture & Construction Management Date: \_\_\_\_\_  
 Architecture 580, Summer Session  
ARCHITECTURAL INTERNSHIP EVALUATION

The student intern's experience is evaluated relative to the degree of exposure to the activities listed below. The four levels are:  
 N/A: no exposure; Aware: minimum exposure;  
 Informed: moderate exposure; and Understand: maximum exposure.

Please mark an "X" in the appropriate box and circle the overall performance grade at the bottom. Please return to: Paul Hirzel (Pullman students), Architecture Graduate Program Coordinator, Washington State University, P.O. Box 642220, Pullman, WA 99164-2220, P.O. Box 1495, Spokane, WA 99210-1494, by July 25.

A. Design & Construction Documents	N/A	Aware	Informed	Understand	Comments
1. Programming					
2. Site & Environmental Analysis					
3. Schematic Design					
4. Code Research					
5. Design Development					
6. Construction Documents					
7. Specifications & Material Research					
8. Document Check & Coordination					
9. Other					
10. Other					
11. Other					
12. Other					
B. Construction Administration					
1. Construction – Office					
2. Construction – Observation					
3. Other					
4. Other					
5. Other					

Overall Performance	Excellent	Good	Average	Below Average
Overall Course Grade	A	B	C	D

Supervising Architect: \_\_\_\_\_  
 Signature: \_\_\_\_\_  
 Revised 8.10.06



Master of Science in Landscape Architecture Thesis Assessment

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Title of thesis/project: \_\_\_\_\_

	<i>Poor</i>	<i>Competent</i>	<i>Excellent</i>		
1. Reviews the literature in a way that demonstrates comprehensive knowledge of previous and current research in the field of study					
2. Generates a viable question within the field of study and poses a worthwhile problem or hypothesis related to the question					
3. Discusses solution to problem or support for hypothesis in a way that effectively documents the contribution of research to area of study					
4. Analyzes/interprets research data					
5. Demonstrates sufficient knowledge of appropriate concepts, theories, and emerging methodologies in landscape architecture or landscape planning					
6. Demonstrates qualities of independent, self-motivated research with the ability to recognize problems in the field of study and formulate solution to the problems					
7. Demonstrates the ability to effectively communicate results of creative inquiry in written, graphic, and verbal ways					

Comments: