Q1.1.
Program Overview

This is section 1 of 9

Q1.2.
Degree Designation and Program Title (For example: BS Design and Merchandising; PhD Chemistry) See the [Curriculum Matrix for official designations and program titles](#)

> BSLA Landscape Architecture

Q1.3. List all associated program majors: (For example: with BS Design and Merchandising, majors are: Fashion Dress and Merchandising, Design Studies, and Interior Design)

> Landscape Architecture

Q1.4. College or School

- ○ College of Business and Economics
- ○ College of Creative Arts
- ○ College of Education and Human Services
- ○ College of Law
- ○ College of Physical Activity and Sports Sciences
- ● Davis College of Agriculture, Natural Resources, and Design
- ○ Eberly College of Arts and Sciences
- ○ Reed College of Media
- ○ School of Dentistry
- ○ School of Medicine
- ○ School of Nursing
- ○ School of Pharmacy
- ○ School of Public Health
- ○ Statler College of Engineering and Mineral Resources
- ○ Intercollegiate
- ○ WVU Keyser - Potomac State College

○ WVU Beckley - WVU Tech

Q1.5. Name and Email of the person completing the self study

Name	Elisabeth "Lisa" Orr
Email Address	elisabeth.orr@mail.wvu.edu

Q2.1.
Specialized Accreditation

This is section 2 of 9

Q2.2. Is the program accredited?

◉ Yes
○ No

Q2.3. Is there a national accrediting body for programs of this type?

This question was not displayed to the respondent.

Q2.4. What is the name of that accrediting body?

This question was not displayed to the respondent.

Q2.5. Name of the accrediting body

Landscape Architectural Accreditation Board (LAAB)

Q2.6. Date and outcome of last accreditation review/visit

Date	March 26 - 29, 2017
Outcome	The Landscape Architectural Accreditation Board (LAAB) at its July 20-21, 2017 meeting granted accreditation for a period of six (6) years to the course of study leading to the first professional BSLA degree at West Virginia University.

Q2.7. Date(s) and outcome(s) of any follow up actions from accrediting body (interim reviews, reports, monitoring, visits, etc.) *If there have been none, leave blank.

Date(s)	8/2018; 8/2019; 9/2020
Outcome(s)	Annual Reports to LAAB -- no action required

Q2.8. Approximate date of next accreditation review

Spring 2023

Q2.9. Attach the most recent comprehensive institutional self-study conducted in compliance with the accreditation or approval process

BSLA SER accreditation report 2017.pdf
28.8MB
application/pdf

Q2.10. Attach the accrediting agency's accreditation letter (along with any other relevant correspondence or interim reports)

LAAB results letter 2017.pdf
2.1MB
application/pdf

Q3.1.
Consistency with Mission, Vision, and Values

This is section 3 of 9

Q3.2. Explain how the degree program is consistent with WVU's mission, vision, and values.

Consistent with WVU's mission, the mission of the Landscape Architecture Program at West Virginia University is to provide students with knowledge, skills, and abilities in design theory, problem-solving, site construction, land use planning, landscape management, and planting design that are pivotal to their effectiveness and success in the workforce, and are responsive to the unique qualities of the state and the region. The broad general education foundations base of the program also prepares students to become effective professionals and citizens by emphasizing a philosophy of responsibility and commitment to ethical standards regarding the natural environment, professional practice and personal relationships. It is this umbrella of personal, professional, and environmental ethics that provides the foundation on which the goals and objectives of the program are built and implemented. These are pivotal to our graduates' effectiveness and success in the workforce and are responsive to the unique qualities of the state and the region. The BSLA Program is uniquely situated in a Research 1 institution within the School of Design and Community Development in the Davis College of Agriculture, Natural Resources and Design. This promotes interaction and collaboration within the community and with other disciplines such as interior architecture, horticulture, design studies, fashion design, sustainable design, geographic information sciences, forestry, and resource management to name just a few.

Q4.1.
Program Resources

This is section 4 of 9

The purpose of this section is to ensure the accessibility and adequacy of the program's infrastructure and resources; the reviewing committee does not have the power to provide new funding for facilities or equipment.

Q4.2. Has the program experienced significant issues with any of the following during the review period?

	Yes	No
Providing students with accommodations	○	◉
Inability to schedule required classrooms	○	◉
Access to adequate technological infrastructure	○	◉
Access to adequate technological support	○	◉
Access to adequate physical infrastructure (labs, performance spaces, equipment, etc.)	○	◉
Access to adequate Library resources	○	◉
Access to adequate Library personnel	○	◉

Q4.3. Describe what issues the program has faced in the area(s) identified above.

This question was not displayed to the respondent.

Q5.1.
Faculty Composition and Productivity

This is section 5 of 9

Responses in this section are limited to 2000 characters (approximately half of a single spaced page). Responses should be concise but also specific and evidence-based.

Q5.2. Does the program have the adequate faculty necessary to meet the mission of the program - teaching, research, service, etc.?

○ Yes

○ No

Q5.4. Does the program have any faculty who are qualified by other means than their academic credentials as defined in the WVU Faculty Qualifications policy; e.g., tested experience in the field?

○ Yes

◉ No

Q5.6. Provide a brief reflection on faculty productivity over the past cycle and what actions, if any, the program will take to address those issues.

Be sure to reference the provided data, where relevant. This may include sections taught, students enrolled in those sections, service, intellectual contribution, and grants awarded.

If this is addressed in the attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

Please see Section 5, pages 69 - 73 and Addenda E, pages 121-193 in the Self Evaluation Study for Accreditation. Landscape architecture faculty teach studio design courses which include many hours per week of in class time. Senior level studios may include 18 hours of face to face teaching per week. This diminishes productivity in research for some faculty. Teaching assignments are for 2 sections per semester for tenure track faculty. Non tenure track faculty may be assigned 3 or 4 sections per semester. The table describing teaching course load is not accurate. Each semester faculty members may have independent study or research courses in the class schedule assigned to them. This may have distorted the numbers in the spreadsheet. Masters courses are taught with undergraduate courses which may also have distorted the numbers of sections taught in the spreadsheet. In terms of grant dollars coming to faculty, landscape architecture is a design and planning field. Large research grants are not generally available for design and planning. Research funding is generally acquired for cultural landscape, community engagement, analysis and assessment, and landscape visualization projects. Research outputs are similar to those of other faculty groups at peer institutions. Another category of contributions, Engaged Scholarship, was not included in the table. Working with communities on action research, planning and partnership development is important to fulfilling the land grant mission and is promoted and supported by the School of Design and Community Development.

Q6.1.
Student Enrollment and Graduation History

This is section 6 of 9

Responses in this section are limited to 2000 characters (approximately half of a single spaced page). Responses should be concise but also specific and evidence-based.

Q6.2. Provide a web link to the catalog description of the program as well as any other web pages that describes program requirements.

> http://catalog.wvu.edu/undergraduate/daviscollegeofagriculturenaturalresourcesanddesign/divisionofresourcemanagement/larc/#text
> https://designcomm.wvu.edu/undergraduate/majors/landscape-architecture

Q6.3. Provide a link to the WVU Catalog page that has the current requirements for each of the *majors* and *areas of emphasis* within the program.

> http://catalog.wvu.edu/undergraduate/daviscollegeofagriculturenaturalresourcesanddesign/divisionofresourcemanagement/larc/#majortext

Q6.4. Provide a brief reflection on any relevant enrollment and program persistence trends over the past cycle.

If those trends are negative, include what actions, if any, the program will take to address those trends. Be sure to reference the provided data, where relevant.

Also explain the high D/F/W courses for the program's major students and what, if anything the program intends to do about those courses.

If this is addressed in the attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

> Enrollment and program persistence trends over the past cycle show consistency in headcount, program continuance, and graduates by year. Our enrollment is holding steady at just below 100 students each year. Program continuance is +/- 80% and we believe that the vast majority of those students who leave the program do so in their first year, upon deciding that the profession of landscape architecture is not for them. Typically, once a student enters their second year of the program they stay for the duration. Ours is a rigorous and demanding 4-year professional degree program that is not the best fit for every student who tries it, but students typically discover this very early on. The high D/F/W courses for the program's major students fall into three categories. First are the computer-based, technical courses which are especially challenging for many students. Please note that special topics class LARC 293A became LARC 224 when it became a permanent class, so these are essentially the same class -- the Adobe Creative Suite course. This class is now required for the major as of AY 2019-20. LARC 223 is Computer Aided Drafting, or CAD for short, and is also required for the major. Because a C- or better is required for these classes (LARC 223, 224/293A) many students withdraw and retake the required classes rather than get a D or F. Second is PLSC 206, Plant Sciences with lab, a challenging 4-credit science class. We do not require a C- or better for this class, and thus a D counts as a passing grade for the purposes of our major. However, due to high student dissatisfaction with this class we have begun to advise students to take BIOL 105/106, Environmental Biology in its place. We now also allow BIOL 101/103 for this science requirement, giving students several options to pursue. Third is LARC 121, Landscape Architectural Graphics. This class is the second semester of the first year studio class. Students withdraw from this class when they realize that landscape architecture is simply not for them. They typically begin the process of changing majors at this point as well. The first year studio classes are challenging, but we are working on improving first year retention, particularly of first time freshmen.

Q6.5. Please provide a brief reflection on any relevant trends in the graduation data for the program (number of graduates, time to completion) over the past cycle.

If those trends are negative, include what actions, if any, the program will take to address those trends. Be sure to reference the provided data, where relevant.

If this is addressed in the attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

Our number of graduates by year is consistent at approximately 20 per year. In AY 2015-16 there was a dip in this number, but it was an inexplicably small class that year. The time to completion for a landscape architecture degree is longer than a typical degree at WVU. This can be explained by the large number of transfer students that we have in our program. For example, in AY 2018-19, 56 of our 97 students were transfers from other majors or from other institutions. Because our program requires four full years to complete due to the design studio sequence, regardless of any previous coursework completed, many students require at least one extra year beyond the typical 4 years to complete the accredited degree. We realize that this is not ideal, but it is required due to our accredited design-based curriculum. The curriculum of the program is explained in detail in Section 3 of the attached self-evaluation report, and the design studio sequence, also called the design and graphics sequence, is explained in detail beginning on page 36.

Q6.6.
Please provide a brief reflection on the success of the program's students.

Include, for example, creative or research-based endeavors such as conference presentations, publications, grants or prestigious scholarships awarded, recordings, exhibitions, or performances.

This may also include information the program has on students after they have completed the program. Examples may include job placement, acceptance into graduate programs, graduate satisfaction surveys, employer satisfaction surveys, etc.

If this is addressed in the attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

As part our accreditation cycle, which is every 6 years, we perform a detailed survey of our alumni. Since we were last accredited in 2017, the survey was last completed in 2016. The results of that survey are included in our self-evaluation report in Section 4, on pages 65 - 67. Given that this Board of Governors program review is occuring in 2020-21, we felt it would be prudent to survey our alumni from the last 5 years now to provide more updated data. Although we sent the survey to 99 alumni, the response rate was quite low. This may be due to circumstances related to Covid-19, but we can't know for sure. In any case, the response rate was 8.08%. Of those that responded (and allowing for responses in more than one category), 100% are in the private sector with 75% reporting that their type of employment is in 'landscape architecture'; 37.5% in 'planning'; 12.5% in 'design/build'; 50% in 'engineering'; no response in 'architectural'; 'nursery'; and 'construction firm'. One respondent reported that they were teaching at the University of Maryland. These percentages demonstrate the acknowledged multi-disciplinarity of the profession. What we know anecdotally, however, is that our students get jobs immediately after graduation. Although the circumstances surrounding Covid-19 have changed this somewhat in the past year, most of our students have employment lined up before they graduate. We are proud of this fact, and have often remarked to prospective students (and their parents) that if they want work in the field after graduating, they will undoubtedly be able to find it. This attests to the broad nature of the field itself -- there are many different types of opportunities available to our graduates -- but it also speaks to the quality of the degree that students receive at WVU. In AY 2018-19 our program was recognized nationally by Design Intelligence as one of the most hired from landscape architecture schools in the country. In our size category (20 - 34 graduates) we ranked 14th in the country. This speaks to the high quality of our graduates and their readiness for the workforce.

Q7.1.
Assessment

This is section 7 of 9

Responses in this section are limited to 2000 characters (approximately half of a single spaced page). Responses should be concise but also specific and evidence-based.

Q7.2. Provide a link to the WVU Catalog page that includes the learning outcomes for the program.

http://catalog.wvu.edu/undergraduate/daviscollegeofagriculturenaturalresourcesanddesign/divisionofresourcemanagement/larc/#learninggoalstext

Q7.3.
Provide (by attachment) the program's assessment plan and evidence of assessment from the past cycle. (Additional evidence files may be added below).

Programs may choose to fill out an assessment plan template and curriculum map from the University Assessment Council and attach that.

Assessment plans may include the program's: long-term assessment cycle, yearly assessment cycle, assessment measures and metrics, and curriculum map.

Evidence of assessment may be direct (e.g., assessment of student products) or indirect (e.g., surveys).

If this is addressed in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

LAAB results letter 2017.pdf
2.1MB
application/pdf

Q7.4.
Provide a brief summary of the most relevant assessment findings from this five-year program review cycle.

Findings must address student learning outcomes (as listed in the catalog) but may also address other program assessment completed over this cycle (what other areas the program has evidence of having worked on over the cycle).

If this is addressed in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

Student learning outcomes are self-assessed as part of our accreditation process. Please see Section 4, pages 58 - 68, for details. In addition, our alumni survey results can be found in the appendix, pages, 242 - 252. In 2017, we were awarded accreditation from the Landscape Architecture Accreditation Board (LAAB) for an additional six year period, through July 2023, with no recommendations for changes or improvements to program. The letter explaining this exceptional outcome is attached.

Q7.5.
Provide a brief summary of how the program has changed over the cycle and how those changes are related to assessment, broadly defined.

This reflection should be supported by evidence collected through assessment practices and attached to this program review.

Areas that may be addressed may include changes to: courses, curriculum, learning outcomes, assessment plans, program goals, etc.

If this is addressed in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

Although accreditation is our primary mechanism for assessment, the faculty have made several curricular changes to the program during the last cycle based on student, alumni, and employer feedback. These changes have not yet been assessed via accreditation review as they began in AY 2019-2020. In short, we have removed the requirement for Studio Art courses (6 credits) via the ART department as they were difficult to fulfill and not well-received by students. We also removed the requirement for MATH 128, Plane Trigonometry, as its application in landscape architecture practice is no longer highly relevant (3 credits). We decided to make LARC 105, Introduction to Landscape Architecture, Environmental Design and Planning (3 credits) required because the general overview of the profession was deemed to be beneficial to all students. Similarly, we decided to make LARC 452, Contemporary Issues in Landscape Architecture, a required seminar class (2 credits now but in the process of being changed to 3). Lastly, we added a software class, LARC 224, Adobe Creative Suite, (2 credits) to the required courses as it has become ubiquitous in the industry.

Q7.6. Is this program able to be completed via distance learning?

○ Yes

◉ No

Q7.7. Please attach the WVU Online review which addresses the online program's course design, accessibility, and degree of correspondence offerings.

This question was not displayed to the respondent.

Q7.8. If there are any planned changes to the program that have not yet been discussed, provide a brief summary of the changes here. Rough timelines for those changes, if they exist, may also be included.

Q8.1. You may use this section to provide any additional evidence referenced in the program review.

RE_ LA Program Ranking.pdf
372.3KB
application/pdf

Q8.2. You may use this section to provide any additional evidence referenced in the program review.

Q8.3. You may use this section to provide any additional evidence referenced in the program review.

Q9.1.
Program of Excellence

This section is optional; this is section 8 of 9

Q9.2. Is the program requesting designation as a "Program of Excellence"?

- ◉ Yes
- ○ No

Q9.3. Provide a brief narrative for how the program meets the following criteria: Distinction, Curriculum and Assessment, Graduates, and Faculty. Refer to the Program of Excellence Criteria for detailed information.

Responses in this section are limited to 2000 characters (approximately half of a single spaced page). Responses should be concise but also specific and evidence-based.

Q9.4. **Distinction:** The program must be one of distinction. It should have received state or national recognition or some other clearly defined indicator appropriate to the mission of the program.

External validation of high quality by a nationally recognized body is one clear and straightforward way to demonstrate this. Programs may also compile national or state data for similar programs and put forward a comparative argument of distinction.

In our size category (20 - 34 graduates), WVU's Bachelor of Science in Landscape Architecture Program ranked 14th in the nation as a most hired from program in 2018-19 by DesignIntelligence (DI), a highly-regarded independent company "dedicated to the business success of organizations in architecture, engineering, construction and design." "Each year DesignIntelligence conducts the 'America's Top Ranked Architecture & Design Schools' survey, which ranks undergraduate and graduate programs from the perspective of the professional practitioners who hire and supervise graduates of architecture, landscape architecture and interior design programs. Rankings are compiled for the most admired programs (undergraduate and graduate), the most hired from programs (undergraduate and graduate), and the strongest programs in each of 12 different focus areas (undergraduate and graduate) in each discipline." (Taken from the "methodology page" of DI's website: https://www.di-rankings.com/methodology/) This ranking indicates that WVU graduates are highly sought after for their exceptional skills and abilities across the country, and speaks highly of the education the students have received at WVU.

Q9.5. **Curriculum and Assessment:** The program must have clearly defined and measurable curricular goals and objectives and must regularly assess student learning outcomes. Evidence of a strong assessment plan that utilizes assessment data to improve the program must be included.

The program should hold national or specialized accreditation if available and all accreditation criteria must be met fully.

Our BSLA program is fully accredited by the American Society of Landscape Architect's (ASLA) Landscape Architecture Accreditation Board (LAAB). It was last accredited in 2017, with no recommendations or suggestions for improvement. The accreditation Self-Evaluation Report (SER) is attached to this report for more information. Our program's assessment is tied directly to our accreditation and is detailed throughout that document. Our curriculum is well-defined, rigorous, and clearly meets the learning objectives of the program: Graduates of the Program will complete coursework and an internship(s) providing the knowledge and skills in environmental design problem solving, design theory, site construction, land use planning, community development, and ecological design to enter into and thrive in the profession of Landscape Architecture. Graduates of the program are prepared to assume traditional landscape architectural roles, e.g., positions with design consulting firms, governmental design and planning departments, construction firms, transportation planning agencies, etc. To accomplish this goal graduates will: 1. Demonstrate a working knowledge of the core skills and techniques of landscape architecture including; graphic communication – both hand graphics and computer based, environmental analysis, design development methods and processes, and site engineering and design implementation. 2. Demonstrate knowledge in allied fields such as plant ecology, community design, environmental restoration, and urban design that are critical adjuncts to the practice of landscape architecture. 3. Develop and present project results through graphic, written, and oral presentations. 4. Have the problem solving / critical thinking skills necessary for focused professional development, as well as for broader social development and life-long learning and community participation and engagement.

Q9.6. **Graduates:** Evidence of success of graduates in career placement and or in continuing higher education must be documented.

Due to the nature of our professional degree, few of our students go on to seek additional degrees in higher education, but we did have one student (BSLA 2015) graduate from Harvard University in 2017 with an advanced landscape architecture degree, and another (BSLA 2018) that's set to graduate with an advanced planning degree from Utah State University in 2021. We are extremely proud of their accomplishments. Since 2015, our graduates have been extraordinarily successful in gaining employment in the field. Based on our alumni surveys mentioned previously in this report, we have tracked our graduates employment locations. In 2016, three alumni were employed in West Virginia, two in Pennsylvania, two in Maryland, and one each in Massachusetts, South Carolina, Wyoming, Georgia, Tennessee, Virginia, Iowa, and Texas. In 2016, 57% were employed in the region (West Virginia, Maryland, Virginia, and Pennsylvania). In 2020, two alumni were employed in West Virginia, two in Virginia, and one each in Florida, North Carolina, New Jersey, and the District of Columbia. In 2020, 62.5% were employed in the region (West Virginia, Virginia, and D.C.). Given the global pandemic in 2020, we were anticipating a possible change in these numbers, but they have remained fairly consistent over the last cycle. Also from the 2020 survey (8% response rate), we know that (allowing for responses in more than one category), 100% are in the private sector with 75% reporting that their type of employment is in 'landscape architecture'; 37.5% in 'planning'; 12.5% in 'design/build'; 50% in 'engineering'; and no response in 'architectural'; 'nursery'; and 'construction firm'. One respondent reported that they were teaching at the University of Maryland. These percentages demonstrate the acknowledged multi-disciplinarity of the profession. We believe these trends are typical of our BSLA graduates.

Q9.7. **Faculty.** Faculty should hold terminal degrees or have equivalent professional experience. For faculty who teach in certificate and associates programs, alternative credentials such as work experience in the teaching field may be appropriate.

There should be documented evidence of faculty achievement and scholarly activity.

Evidence of innovation in instruction should also be included if appropriate.

All faculty of the BSLA program hold terminal degrees in the field, and several also hold professional licensure in landscape architecture in several states. Faculty achievement in the last five years has been exceptional. Highlights from their achievements are detailed below (edited due to space constraints): Charles Yuill, MLA, Stefania Staniscia, PhD, and Elisabeth (Lisa) Orr, MLA, PLA "Gary Hollow," Outstanding Entry - 2020 National Park Service, U.S. Department of the Interior 2020 HALS Challenge: Vanishing or Lost Landscapes Charles Yuill Davis Michael Professor of Environmental Design endowment - 2017 - 2022 Vaike Haas, MLA, PLA, LEED AP Good EGG - 2019 President Gordon Gee / Student Government Association Faculty Award for Excellence in Community Engagement - 2019 Center for Service and Learning WVU Values Coin - 2018 Outstanding Service Award (2017) - 2018 School of Design and Community Development Service Learning Award (Junior level) - 2017 Council of Educators in Landscape Architecture (CELA) Outstanding Service Award (2016) - 2017 School of Design and Community Development Elisabeth "Lisa" Orr WVU 150th Commemorative Values Coin - 2017 Most Outstanding Paper Award Landscape Research Record, No. 4, Council of Educators in Landscape Architecture, 2015-16 Outstanding Teaching Award - 2015 -16 School of Design and Community Development Shan Jiang, PhD Outstanding Research Award - 2019 School of Design and Community Development Outstanding Research Award - 2018 School of Design and Community Development Excellent Guide Teacher Award. 8th & 7th "Yuan Ye" International Competition for College Students by Asian Landscape Architecture Society, Worldscape Magazine and China Landscape Architecture Website - 2017 & 2016 Michael Dougherty CDS Innovative Program Award. WV Recruitable Communities Program, with Daniel Eades (WVU Extension Service) and Ginger Harman (WV DHHR). July 2018. NACDEP Distinguished National Service Award - 2018

Q10.1.

Thank you for completing your West Virginia University Board of Governors program review. You may now submit the survey and your program review will be passed on to the Undergraduate or Graduate Council by the Director of Assessment.

This is the final section, 9 of 9

Location Data

Location: (39.609893798828, -79.983100891113)

Source: GeoIP Estimation