



Advocating, advancing, and evaluating quality education in Landscape Architecture

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Accreditation and Education
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Andrew Wilcox, ASLA
Professor and Department Chair
Department of Landscape Architecture
College of Environmental Design
California State Polytechnic University Pomona
Pomona, CA

Dear Professor Wilcox:

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 California State Polytechnic University Pomona. This status is subject to review of annual reports and maintenance of good standing.

Accreditation is awarded on a time-certain basis. The six-year period of accreditation ends June 30, 2023. Accordingly, the BSLA program is next scheduled for a review during the spring of 2023.

In making its decision, LAAB considered the program's self-evaluation report, the visiting team report, the institution's response to the team report, and discussions with team members and program faculty.

Enclosed is a list of recommendations affecting accreditation (to be responded to in annual reports). This list was developed by LAAB from the materials reviewed during the meeting.

On behalf of the visiting team, I would like to thank you for the hospitality extended to them by the faculty, staff, and students.

Sincerely,

A handwritten signature in black ink that reads 'Ned Crankshaw'.

Ned Crankshaw, ASLA
LAAB Chair

Enclosure

cc: Dr. Soraya M. Coley, President

California State Polytechnic University Pomona
BSLA Program
LAAB Meeting
July 20-21, 2017

SUMMARY OF RECOMMENDATIONS

Recommendations Affecting Accreditation

1. Development of consistently applied approach to assessment of student learning outcomes with respect to articulated learning objectives/outcomes (Standard 3):
 - Establish evaluative criteria (rubrics) tied to identified knowledge, skills and values goals and objectives for each course.
 - Consistently include evaluation rubrics in assignments.
 - Clearly communicate these criteria to students and provide constructive and respectful interim feedback (grades, progress reports).
 - Undertake documented review of how well student work achieves student learning outcomes for each course program-wide (end of term or end of year evaluation).
 - Establish and communicate expectations for invited/external reviewers to comment on work in ways that are consistent with established rubrics.