



Advocating, advancing, and evaluating quality education in Landscape Architecture

Ron Leighton
Accreditation Manager

August 17, 2011

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Liska Chan, Department Head
Department of Landscape Architecture
5234 University of Oregon
Eugene, OR 97403-5234

Dear Professor Chan:

The Landscape Architectural Accreditation Board at its August 1-2, 2011 meeting granted accreditation to the course of study leading to the first professional BLA degree at the University of Oregon. 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, 2017. Accordingly, the BLA program is next scheduled for a review during the spring of 2017.

In making its decision, the 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) and suggestions for improvement (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,

Whitney Talcott, FASLA
LAAB Chair

Enclosure

cc: Dr. David Hubin, Senior Assistant to the President

**University of Oregon
BLA Program
LAAB Meeting
August 1-2, 2011**

Summary of Recommendations and Suggestions

Recommendations Affecting Accreditation

1. Develop and implement assessment activities that demonstrate how mission, goals and objectives are being met and program improved (Standard 1).
2. Program faculty should evaluate how effectively students are meeting curriculum objectives (Standard 3).

Suggestions for Improvements

1. Faculty should evaluate current curriculum and implement a strategy that articulates the sequence of content and linkages of learning objectives across the curriculum (Standard 3).
2. Faculty should assess where and how in the curriculum and resulting student work, students demonstrate the application and communication of site analysis and spatial comprehension (Standard 3).
3. Develop new faculty recruitment plans that will complement the mission and sustain established program momentum (Standard 5).
4. Develop policies and implement strategies for determining an appropriate balance in the assignment of adjunct and permanent faculty to professional core courses (Standard 5).
5. Institutionalize engagement activities with alumni and practitioners (Standard 6).
6. Document service learning activities on a regular basis (Standard 6).