



# BSLA Program Long-Term Plan and Systematic Assessment Procedures (2025–2030)

October 30, 2025

## 1. Introduction and Alignment

This five-year plan outlines the Landscape Architecture Professional Degree Program’s long-term strategy for assessing goals and outcomes in alignment with:

- The revised 2025 BSLA Mission Statement,
- The College of Agriculture and Environmental Sciences (CAES) strategic priorities, and
- The University’s land-grant mission emphasizing education, research, and community engagement.

### Mission Statement (Revised May 2025)

The Landscape Architecture Professional Degree Program at North Carolina Agricultural and Technical State University prepares students from diverse backgrounds to become leaders in the field of landscape architecture through innovation and research. We empower and inspire students while fostering a culture of inclusivity, sustainability, environmental, human and community health, and community engagement to advance the human condition. We aim to create resilient, healthy, and equitable places that enhance the lives of diverse populations and contribute to the global discussion on environmental and social justice. Educational emphasis is placed on developing creativity and critical thinking skills, high moral character and ethical behavior, exposure to various geographies and cultures, independence of mind, and freedom of spirit.

### Vision Statement

To cultivate a nationally recognized program that advances design innovation, ecological resilience, and social equity through experiential learning, digital literacy, and community partnerships.

## 2. Program Goals (2025–2030)

Goal Area	Strategic Goal	Example Metrics	Target Year
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<b>Curriculum &amp; Studio Rigor</b>	Deliver a rigorous, studio-centered curriculum that builds progressive competencies in design, planning, technology, stewardship, and communication.	<ul style="list-style-type: none"> <li>• Design competency rubrics developed for each studio level</li> <li>• Annual studio sequence audit</li> <li>• % of students meeting design benchmarks (goal: 85% by Year 3)</li> <li>• 100% of studios using iterative critique model</li> <li>• Integration of GIS/CAD/Adobe/BIM by level</li> </ul>	<b>Years 1–3</b>
<b>Professional Preparation &amp; Licensure</b>	Prepare students for professional practice through applied projects, juried reviews, community-engaged design, and licensure pathway exposure.	<ul style="list-style-type: none"> <li>• Minimum 6 professional jurors/semester</li> <li>• 100% internship completion</li> <li>• LARE Section 1–2 prep modules integrated</li> <li>• # of community-engaged studios (goal: 1–2/year)</li> <li>• ASLA/NCASLA student participation (#/year)</li> </ul>	<b>Years 1–5</b>
<b>Faculty Excellence &amp; Scholarship</b>	Support faculty through discipline-appropriate creative scholarship, applied research, pedagogical innovation, and interdisciplinary engagement.	<ul style="list-style-type: none"> <li>• # of juried design works/year</li> <li>• # of CELA/ASLA presentations</li> <li>• # of applied research studio reports</li> <li>• # of interdisciplinary proposals (goal: 1–2/year)</li> <li>• Creative/pedagogical scholarship outputs (goal: 1-2 year)</li> </ul>	<b>Years 1–5</b>
<b>Accreditation Standards (Faculty, Facilities, Technology)</b>	Maintain compliance with LAAB standards through adequate staffing, facilities, software access, and resource planning.	<ul style="list-style-type: none"> <li>• Maintain 1:15 studio faculty ratio</li> <li>• Faculty FTE increase toward LAAB minimum (5 FTE)</li> <li>• Day-1 semester access to Adobe/ArcGIS/CAD</li> <li>• Dedicated studio space for each level</li> <li>• Access to fabrication/maker resources</li> </ul>	<b>Years 1–5</b>
<b>Interdisciplinary Collaboration</b>	Strengthen partnerships across NRED to translate scientific research into spatial, visual, and community-driven design outcomes.	<ul style="list-style-type: none"> <li>• # of interdisciplinary projects/year (goal: 1–2)</li> <li>• Joint workshops/modules with ENVIS/BIOE/SLFS</li> <li>• Collaborative grant proposals (1/year)</li> <li>• Co-authored applied research outputs</li> </ul>	<b>Years 2–5</b>

<b>Studio Culture &amp; Student Support</b>	Foster an inclusive, supportive studio culture grounded in ethics, leadership, mentorship, and community.	<ul style="list-style-type: none"> <li>• Annual studio climate survey • % increase in positive culture metrics (+10% by Year 2)</li> <li>• SASLA chartered + 3–4 activities/year</li> <li>• Student leadership workshops</li> <li>• LDAR attendance at NCASLA/ASLA events</li> </ul>	<b>Years 1–3</b>
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### 3. Systematic Assessment Procedures

The program employs an annual assessment cycle to evaluate progress toward program goals. Assessment procedures include review of student learning outcomes, studio performance using design competency rubrics, portfolio evaluations, technical skill assessments, student climate surveys, and advisory board feedback. The faculty meet each spring to analyze assessment results, discuss program improvements, and determine curricular adjustments. Benchmarks and progress indicators are documented in the annual Institutional Effectiveness report and reviewed every five years for strategic planning and accreditation alignment.

Semester/Period	Assessment Activity	Output / Evidence
<b>Fall (Annually)</b>	Faculty meeting to review prior-year data and SLO results	Summary minutes, assessment adjustments
<b>Fall (Annually)</b>	Advisory Board meeting to review program progress and goals	Meeting notes, recommendations
<b>Spring (Annually)</b>	Student course evaluations, senior exit surveys, and portfolio review data collected	Assessment report summary
<b>Spring (Annually)</b>	Faculty retreat to revise SLOs, update curriculum map, and confirm strategic priorities	Updated Assessment Matrix
<b>August (Annually)</b>	Submit IE Report to CAES with updated metrics	IE submission confirmation
<b>Biennial Review</b>	Curriculum audit and LAAB standards crosswalk	Revised course map and SLO documentation
<b>Five-Year Review</b>	Update Long-Term Plan with new strategic goals	Revised plan and evidence log

## 4. Roles and Responsibilities

Role	Responsibilities
<b>Program Coordinator (W. Chris Harrison)</b>	Oversees implementation, compiles annual assessment data, maintains documentation, and publishes results. Provides academic leadership for the BSLA program; oversees curriculum development, coordinates teaching assignments, manages annual assessment cycles, leads accreditation documentation and reporting, maintains program records, liaises with CAES/NRED and professional organizations, and coordinates long-term planning and self-study preparation.
<b>Faculty</b>	Deliver studio and lecture courses; advise and mentor students; collect and review course-level assessments; participate in curriculum review, annual assessment, and IE reporting cycles; engage in discipline-appropriate scholarship and professional development; support recruitment and student success initiatives.
<b>Advisory Board</b>	Composed of professional practitioners who meet 1–2 times per semester to review program progress, provide external professional insight, identify emerging trends, and offer recommendations for curriculum refinement and strategic direction. Board members also serve as jurors and guest critics, providing students with direct industry feedback and strengthening the program’s connection to professional practice.
<b>Students</b>	Contribute to program evaluation through surveys, focus groups, and exit interviews; participate in studio reviews and provide input on curriculum experiences; engage with practitioners through juries, events, and advising sessions to support continuous improvement of the program.
<b>CAES Assessment Office</b>	Reviews and verifies annual assessment submissions; supports LDAR with data management and compliance requirements for university-wide assessment protocols; provides guidance for aligning LDAR’s reporting with institutional and accreditation expectations.
<b>Administrative, IT, and Facilities Support (NRED/CAES)</b>	Provide essential support for studio operations, software access (Adobe, CAD, GIS), classroom technology, and facilities maintenance; collaborate with the program to ensure adequate resources for teaching, student work, assessment, and accreditation compliance.

## 5. Public Access and Transparency

- Links to the 5 Year Long-Range Strategic Plans and Institutional Effectiveness reports will be added to program webpage
- The page will be updated each August following IE Report submission and shared during the program’s annual faculty meeting and student orientation.