Self-Evaluation Report for

FIRST-PROFESSIONAL PROGRAMS IN LANDSCAPE ARCHITECTURE

Landscape Architectural Accreditation Board

American Society of Landscape Architects
636 Eye Street, N.W.
Washington, D.C. 20001-3736

March 2016
REQUEST FOR REVIEW
LANDSCAPE ARCHITECTURAL ACCREDITATION BOARD

31 July 2016
Date

Invitation to review is extended by: Don Burger, ASLA

Identify the program in Landscape Architecture to be reviewed and the name of the institution.

Landscape Architecture Program, School of Design, South Dakota State University

This landscape architectural program certifies that it has been in operation since 07/01/2015 and is legally entitled to confer the following first professional degree:

Bachelor of Landscape Architecture


1.

2.

3.

Please give complete address for the program requesting review. Include the name, phone number, and e-mail address for the program administrator.

Landscape Architecture Program
School of Design
South Dakota State University
SNP 247 Box 2140C
Brookings, SD 57006
Don Burger, Program Coordinator
605-688-6704
Donald.burger@sdstate.edu
INSTRUCTIONS
Preparing a self-evaluation report is a valuable part of the accreditation process. To receive the maximum benefit of the accreditation process, it is in the program’s interest to examine itself carefully and present information in a clear and concise manner. The following provides a procedure where those involved with a first professional program may make a concise self-evaluation of its performance. The visiting evaluators, assigned by the Landscape Architectural Accreditation Board, will review this report prior to and during their visit, approaching the task as colleagues interested in understanding the program and its stated objectives within the framework of the institution and the accreditation standards.

The attached form is an outline of the Self-Evaluation Report (SER) to be completed by the program for which accreditation is being requested. Any supporting or related programs may be described in the appendix. They will be reviewed only with respect to their relationship to and/or effect upon the program under review.

Report Preparation
Bring as many faculty members, administrators, students, graduates, staff and employers as possible into the preparation of this self study.

Terminology
The institution is the university, college, institute or other parent body through which the program is administered.
The program is administered by some division of an institution such as a college, school, division or department responsible for the curriculum and the students enrolled.
The program administrator is the chairman, director, head, dean, or other official immediately responsible for the program.

SER Format
• Pages should be 8 1/2" x 11", numbered, single spaced and suitable for copying.
• Use the exact heading, numbering, and sequence for the standards as given.
• Place an extended tab, numbered to correspond to the seven accreditation standards, on each of the sections for ease of reference. Some parts of individual sections may also be in tabular form if the program deems this useful.
• The total report (excluding appendices) should not be more than 100 sheets double sided or two hundred typed pages. Brevity and concise writing is appreciated. Ancillary information that is not critical to the SER does not facilitate an effective review by the visiting team.
• One digital copy must be submitted to LAAB and each team member.

Provide digital copies of other information (examples of student work, appendix materials such as important policies, resumes, etc.). Please also note applicable websites (departmental and/or college website, important sites on the institution website such as university tenure and promotion policies, etc.) where appropriate within the report and in an appendix.

Two bound copies of the SER and digital materials must be sent to the ASLA Accreditation Manager. In addition, the program sends each visiting team member one copy of the bound SER and digital materials. These need to be received at least 45 days prior to the visit.
For the Academic Year 2016-2017  Institution  South Dakota State University

Program  Landscape Architecture Program

Degree Title/Degree Length  Bachelor of Landscape Architecture / 4-year

Chief Administrative Official of the Institution  Barry H. Dunn  President
name  SAD 222 Box 2201, Brookings, SD 57006
address  barry.dunn@sdstate.edu (605) 688-4111

Chief Academic Official of the University  Dennis Hedge  Provost and Academic Vice President
name  SWG 251 Box 2275A, Brookings, SD 57006
address  dennis.papini@sdstate.edu (605) 688-4723

Chief Administrative Official of the College  Jason Zimmerman  Interim Dean, College of Arts & Sciences
name  SWG 251 Box 2275A, Brookings, SD 57006
address  dennis.papini@sdstate.edu (605) 688-4723

Chief Administrative Official of the School  Angela McKillip, M.Arch  Interim Director, School of Design
name  SGH 101 Box 2802, Brookings, SD 57006
address  angela.mckillip@sdstate.edu (605) 688-4103

Chief Administrative Official of the Program  Donald A Burger, Jr.  Program Coordinator
name  SNP 247 Box 2140C, Brookings, SD 57006
address  donald.burger@sdstate.edu (605) 688-6704

Report Submitted by  Donald A Burger, Jr.  15 September, 2017
name  date
Minimum Requirements for Achieving and Maintaining Accredited Status

1. The program title and degree description must incorporate the term "landscape architecture".

   South Dakota State University (SDSU) will confer the degree of Bachelor of Landscape Architecture, administered by the Landscape Architecture Program within the School of Design.

2. An undergraduate first-professional program must be a baccalaureate of at least four academic years’ duration.

   The SDSU Bachelor of Landscape Architecture degree program is projected at four years, including one summer term, for a total of nine semesters.

3. A graduate first-professional program is a master's equivalent to three academic years' duration.

   N/A

4. Faculty instructional full-time equivalence (FTE) shall are as follows:
   a. An academic unit that offers a single first-professional degree program at the emerging or Initial Accreditation status has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.

      This standard is applicable and is met (see Appendix G).

   b. An academic unit that offers a first-professional degree program at both the bachelor’s and master’s levels at the emerging or Initial Accreditation status has at least six FTE instructional faculty, at least five of whom hold professional degrees in landscape architecture, at least two of whom are full-time in the department.

      This standard is not applicable.

   c. An academic unit that offers a single first-professional degree program at the continuing full accreditation status has an FTE of at least five instructional faculty, at least four of these faculty members hold a professional degree in landscape architecture, at least three of whom are full-time in the department.

      This standard is not applicable.

   d. An academic unit that offers first-professional degree programs at both the bachelor’s and master’s levels with continuing full accreditation status has an FTE of at least seven instructional faculty, at least five of whom hold professional degrees in landscape architecture and are full-time in the department.

      This standard is not applicable.
5. The parent institution must be accredited by a recognized institutional accrediting agency.

   South Dakota State University is accredited by and in good standing with the Higher Learning Commission. Re-accreditation was granted in 2010 for a full ten-year term.

6. There must be a designated program administrator responsible for the leadership and management functions for the program under review.

   Donald A Burger, Jr., is the Program Coordinator for the Landscape Architecture Program.

7. The program must provide a comprehensive public information disclosure about the program’s status and performance within a single-click link from the program’s website.

   This standard is applicable and has been met.

8. The program must:
   a. continuously comply with accreditation standards;
   b. pay the annual sustaining and other fees as required; and
   c. regularly file complete annual and other requested reports.

   These standards are applicable and have been met.

The program administrator shall inform LAAB if any of these factors fail to apply during an accreditation period. The program administrator is responsible for reporting any substantive changes to the program when they occur. (Substantive changes are those that may affect the accreditation status of the program, addressed on page 16 of the LAAB Accreditation Procedures.)

The South Dakota State University Landscape Architecture program meets the minimum conditions to apply for LAAB accreditation.

<table>
<thead>
<tr>
<th>Don Burger, ASLA</th>
<th>Program Coordinator</th>
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<tr>
<td>Program Administrator Name</td>
<td>Title</td>
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31 July 2017
Introduction

1. History of Program.
In chronological form provide a brief history of the program being reviewed, concentrating on events since the last review.

1954 – Landscape design offered as an option for Horticulture majors; first full-time faculty member dedicated to Landscape Design hired
1966 – First student graduates with an emphasis in Landscape Design
1970 – Landscape Design established as an academic program within the Horticulture Department
1974 – Landscape Architecture Club created (forerunner to SDSU Student Chapter of ASLA)
1984 – Horticulture Department renamed Department of Horticulture, Forestry, Landscape and Parks, recognizing the growing importance of Landscape Architecture at SDSU
2011 – HFLP Department dissolved, all programs absorbed under the Plant Science Department
2012 – Division of Design Task Force created to begin development of the School of Design
2015 – School of Design approved by Board of Regents July 1, bringing together 6 design-focused programs (Studio Arts, Graphic Design, Architecture, Interior Design, Art Education, and Landscape Architecture) from 3 colleges and 4 departments under one academic umbrella.
Fall 2015 – First students enrolled in Bachelor of Landscape Architecture degree program (class of 2019)

2. Response to Previous LAAB Review.
Not applicable; SDSU is seeking initial accreditation.

3. Describe current strengths and opportunities.
• Level of commitment to community outreach, real-world problems for students to solve
• History of dedication to the roots of landscape architecture, including horticultural background and attention to residential and “design/build” opportunities;
• Connection to the land
• Increased support from institution to pursue professional degree and accreditation within School of Design;
• Improved opportunities for collaboration with other design professionals at SDSU
• Program capitalizes on regional opportunities

4. Describe current weaknesses and challenges.
• Enrollments declining, difficult to attract quality students
• South Dakota’s location makes it difficult to attract/retain quality faculty, especially part-time or adjunct
• Crisis of identity, shifting from one academic unit & college to another; loss of visibility

5. Describe any substantial changes in the program since the last accreditation review.
Not applicable; SDSU is seeking initial accreditation.
6. Describe who participated (faculty, administrators, students, alumni, outside professionals, etc.) in preparing this self-evaluation and briefly state their roles. The LAAB recommends involving as many people as possible in preparing the SER, as the process of self-evaluation can be one of the greatest benefits of accreditation.

- **Faculty**
  - Don Burger: SER development oversight, exhibit development and execution
  - Kevin Benham: Completion of assigned standards, editing of final document
  - Matthew James: Completion of SER standards as assigned, exhibit preparation

- **Administration**
  - Tim Steele: Administrative oversight and approvals
  - Angela McKillip: Administrative oversight and approvals
  - Bev French: Technical assistance, budget figures, purchasing
  - Ashley DeZeeuw: Collection of student work and course syllabi, purchasing
  - Kevin Moter: IT support

- **Students**
  - Kyle Franta: Organizing and documenting student work, studio remodel
  - Thomas Schneider: Organizing and documenting student work
  - Rachel Drietz: Organizing and documenting student work
  - Carter Roberts: Studio remodel
  - Sarah Knutson: Studio remodel
  - Tori Michel: Studio remodel
  - Joseph Gerber: Studio remodel
  - Riley Drahota: Studio remodel

- **Library**
  - Kristi Tornquist: Head librarian, library approvals
  - Melissa Clark: Subject librarian, library resources
  - Nancy Marshall: Subject librarian, library resources

- **Outside Professionals**
  - Mike Cooper: Program history
  - Eirik Heikes: Student work reviewer, development of recruiting plan
Section 1: Program Mission and Objectives

**STANDARD:** The program shall have a clearly defined mission supported by goals and objectives appropriate to the profession of landscape architecture and shall demonstrate progress toward their attainment.

**INTENT:** Using a clear, concise mission statement, each landscape architecture program shall define its core values and fundamental purpose for faculty, students, prospective students, and the institution. The mission statement shall summarize why the program exists and the needs that it seeks to fulfill. It shall also provide a benchmark for assessing how well the program is meeting the stated objectives.

a. **Program Mission.** The mission statement expresses the underlying purposes and values of the program.

*Assessment:* The program has a clearly stated mission reflecting its purpose and values, which relate to the institution’s mission.

“The SDSU Landscape Architecture Program promotes and supports design education, knowledge, and research in the context of the unique environment of South Dakota, the region, and its relationship to the nation, with special emphasis placed on natural systems, place-making, the innovative use of plant materials, and the relationship between the urban and rural continuum. In service of these goals, the Program supports an education that prepares students with the knowledge and skills necessary to be productive and innovative leaders within the full breadth of the discipline and practice of landscape architecture” (adopted 16 November, 2015).

The purpose of the SDSU Landscape Architecture Program is to promote and support South Dakota-relevant design education. As design educators in the Northern Plains, it is important to recognize the unique context of our State and surrounding region, and help students understand how general principles and trends in landscape architecture nationally can be adopted and adapted locally.

Our values focus on:

- Creative discovery and experiential learning through community outreach
- Development of an ethical foundation in our students and other constituencies
- Promotion of the profession of landscape architecture as a primary source for an improved quality of life for South Dakotans, and
- Collaboration and inclusivity as norms for design exploration and creative engagement.

These values and our programmatic mission are clearly nested within the mission of the School of Design, the College of Arts and Sciences, and South Dakota State University. The mission of the School of Design is to “provide an innovative professional design education that offers a rich academic experience in an environment of inclusion and access though inspired, student-centered learning, creative activities, and research that improve the quality of life in South Dakota, the region, the nation and beyond.” ([www.sdstate.edu/design/index.cfm](http://www.sdstate.edu/design/index.cfm)).

This statement derives from the mission of South Dakota State University, which offers “a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve the quality of..."
life in South Dakota, the region, the nation and the world.”

The focus on quality of life, inclusivity, and a South Dakota-centered education are core values held at all levels at South Dakota State University.

b. Educational Goals. The program shall have clearly defined and formally stated academic goals that reflect the mission and demonstrate that attainment of the goals will fulfill the program mission.

Assessment: The program has an effective procedure to determine progress in meeting its goals and it is used regularly.

The academic goals of the Program are to:

I. Foster understanding of the preeminent natural systems of South Dakota and Northern Plains, their context nationally and globally, and the role they play in the design of the outdoor environment.

II. Develop innovative uses of plant materials, both endemic and introduced, in regional landscape typologies.

III. Explore the principles of place-making within the context of the Northern Plains’ natural, historical, and cultural heritage.

IV. Explore and affirm the relationship between urban and rural in a predominately rural region, within a national context.

The Program’s mission is to foster regionally relevant design education. In South Dakota, that relevance centers within an understanding of that context from a natural, historical, and cultural standpoint, within the framework of the national and global context, and then learning to apply design principles within that context. Our academic goals focus on understanding this context and then seeking to work within it, and to bring principles from the larger context to local issues.

The Program holds a formal program review twice each year with its Advisory Board members and other participants from the design industry to evaluate progress on relevant objectives. Participants are tasked with evaluating course syllabi, examples of student work, and other evidences of accomplishment against the program goals and objectives. This feedback, coupled with feedback from faculty meetings, public open houses, and end-user surveys, helps to gauge progress in meeting goals, and any necessary redirections. In addition, program faculty and students are encouraged to enter work in regional and national competitions.

C. Educational Objectives. The program shall have educational objectives that specifically describe how each of the academic goals will be achieved.

Assessment: The program has clearly defined, achievable educational objectives and an effective, regularly used procedure to determine progress in meeting them.

The educational objectives for each of the program goals are as follows:

I. Foster understanding of the preeminent natural systems of South Dakota and Northern Plains, their context nationally and globally, and the role they play in the design of the outdoor environment.
a. Course projects focus on natural systems and their relevance in design. These projects have included South Dakota Transect: 44 Degrees North (LA-352 Planting Design Studio), Brookings Nature Park Master Plan (LA 251 Site Inventory and Analysis), and Slip-Up Creek Master Plan (LA 441 Recreational Facilities).

b. Travel studies classes highlight the differences and similarities between natural systems in the study area versus regional context, thus leading to an enhanced understanding of the contextual framework in which the Northern Plains exist.

c. Students are required to inventory and analyze the physical site attributes for all projects on which they work. These attributes are catalogued and evaluated as to their stability, permanence, resilience, and adaptability, and considered in each design program statement.

II. Develop innovative uses of plant materials, both endemic and introduced, in regional landscape typologies.

a. Students are required to take three Horticulture courses, including two plant identification courses, as a part of their course of study in the program. These classes provide a solid foundation upon which students build their understanding of plant materials and their regional landscape typologies.

b. A planting design studio (LA 352) synthesizes students’ plant knowledge and applies it to relevant projects. Projects in fourth-year courses also build upon these skills and focus not only on the botanical requirements of plants but their cultural and architectural uses.

III. Students shall gain expertise in place-making principles and apply those principles to design projects of varying scales and contexts, both within and outside the Northern Plains region.

a. Students research and identify place-making principles and strategies, and conduct site inventory and analysis based upon those principles.

b. Place-making is included in project briefs in all upper-level studios and forms the basis for much of the work accomplished by students.

IV. Explore and affirm the relationship between urban and rural in a predominately rural region, within a national context.

a. Service-learning activities take students to communities throughout the region to explore problems associated with micro-urbanism, rural flight, and other local issues. Travel to larger urban areas (Chicago, Kansas City, Omaha) opens students to larger, national issues associated with urban places, and these data are used translationally in projects focused in the Northern Plains.

V. Students shall gain fluency in inventory and analysis tools to recognize and understand natural, historical, and cultural contexts for projects.

a. All projects begin with inventory and analysis components. In addition, an introductory design studio (LA 251) focuses on the inventory and analysis process, and is the basis for all future design work.

VI. Students shall understand cultural and natural requirements for plant material, both within the state, the region, and the nation.

a. Required horticulture coursework provides the basis for students’ plant identification, cultural requirement, and horticultural requirement knowledge. This knowledge is built upon in subsequent design studios and special topics/undergraduate research courses (see II, above).

The educational objectives are direct outcomes of the academic goals for the program. Through students’ application of site attributes, place-making principles, and innovative plant material integration, they will demonstrate an understanding of and education in the Program’s academic priorities.
D. **Long-Range Planning Process.** The program shall engage in an effective long-range planning process.

*Assessment 1: The long-range plan describes how the program mission, goals, and objectives will be met, and the program documents the review and evaluation process.*

The program maintains a long-range plan in accordance with the strategic planning process of the university as a whole. The IMPACT: 2018 report (Appendix H) is the University’s strategic five-year plan. School and Program long-range planning efforts respond to the IMPACT: 2018 goals and objectives. The IMPACT:2018 strategic plan can be found here: [https://www.sdstate.edu/impact-2018-strategic-vision-south-dakota-state-university](https://www.sdstate.edu/impact-2018-strategic-vision-south-dakota-state-university)

*Assessment 2: The long-range plan (along with the mission, goals, and objectives) is reviewed and revised periodically, and it presents realistic and attainable methods for advancing the program’s academic mission.*

The program’s five-year plan is reviewed and updated annually by the program faculty. Each year during the week leading up to the beginning of classes, the faculty review the five-year plan and evaluate progress toward goals. Changes are made as necessary to reflect new directions or priorities within the program or the profession.

*Assessment 3: The program’s SER responds to recommendations and considerations for improvement from the previous accreditation review (if applicable), and it reports on efforts to rectify identified weaknesses.*

This visit is the program’s first, and therefore this assessment is inapplicable.

E. **Program Disclosure.** Program literature and promotional media shall accurately describe the program’s mission, objectives, educational experiences, accreditation status, goals, student achievement, costs for a full-time student per academic year, estimated housing costs per year, average costs of books and materials per year, student retention and graduation rates, number of degrees granted per year, and percentage of students with timely graduation (master’s students graduating within four years, bachelor’s students graduating within six years).

*Assessment 1: The program information is accurate, understandable, and accessible to the public.*

Program information is available via the program’s public website: [www.sdstate.edu/school-design/landscape-architecture](http://www.sdstate.edu/school-design/landscape-architecture). This includes information about program faculty and curriculum, technical requirements, and events and student achievements.

In addition, the program has social media outlets that describe some of the educational experiences and other public events hosted by the program:

- a Facebook page ([www.facebook.com/southdakotastatelandscapearchitecture](http://www.facebook.com/southdakotastatelandscapearchitecture))
- a Twitter account ([www.twitter.com/@SDStateLandArch](http://www.twitter.com/@SDStateLandArch))
- an Instagram page ([www.instagram.com/@sdstatelandscapearchitecture](http://www.instagram.com/@sdstatelandscapearchitecture))
- a YouTube channel ([www.youtube/SDStateLandscapeArchitecture](http://www.youtube/SDStateLandscapeArchitecture))

Finally, print copies of the Landscape Architecture major sheet and 4-year plan of study guide sheet are available during recruiting events, studio tours, high school visits by Program faculty and students, and other forms of outreach (see attached).
Assessment 2: The public disclosure information can be found with a single-click link from the program’s website.

www.sdstate.edu/school-design/landscape-architecture
Section 2: Program Autonomy, Governance, Administration

**STANDARD:** The program shall have the authority and resources to achieve its mission, goals and objectives.

**INTENT:** Each landscape architecture program shall be recognized as a discrete professional program with the resources, institutional support, and authority to enable achievement of the stated program mission, goals and objectives.

A. **Program Administration.** The landscape architecture program shall be administered as an identifiable, discrete program within its institution.

**Assessment 1.** The program is seen as a discrete and identifiable program within the institution.

Landscape Architecture is a program within the framework of the School of Design, which comprises academic programs in Architecture, Graphic Design, Interior Design, Landscape Architecture, Studio Arts and Art Education. The School was created with the purpose of giving greater visibility and identity to each of these programs. The structure includes a director of the School of Design, who oversees the operations of the School as a whole and coordinates the leadership team, and Program Coordinators for each of the academic programs within the School (with the exception of Architecture, which is a department with department head under the School), who serve on the school leadership team and manage the day-to-day affairs of their respective programs.

The Landscape Architecture Program has an autonomous program coordinator who is responsible for the administration of the program, the trajectory of the program, and the budget. The program maintains its own website and section within the academic catalog and offers a degree program whose curriculum is under the jurisdiction of the Program, (except the first-year DSGN courses, which are held in common with the rest of the School of Design).

**Assessment 2.** The program administrator holds a faculty appointment in landscape architecture.

Donald A. Burger, Jr., the program coordinator, is an associate professor of landscape architecture.

**Assessment 3.** The program administrator exercises effective leadership of and management functions for the program (where the program administrator is not the primary administrator for the academic unit, as in a landscape architecture program within a multidisciplinary department or school, the landscape architecture leader has the authority to significantly influence the management of resources, including budget, faculty review, tenure and promotion outcomes, and the direction of the program).

The Landscape Architecture Program is an academic program within the multidisciplinary School of Design. Professor Don Burger, as program coordinator, sits on the leadership team for the school, which meets biweekly to determine the direction and management of the School as a whole.

In addition, Professor Burger is responsible, in consultation with the Director of the School of Design, for determining budget expenditures for the Landscape Architecture program, as well as making and implementing plans regarding accreditation, retention, recruitment, teaching loads and schedules, and general service assignments for Program faculty. He leads weekly faculty meetings with Program faculty in which curricular, budgetary, and other program concerns are collaboratively addressed.
B. Institutional Support. The institution shall provide sufficient resources to enable the program to achieve its mission and goals, and it supports individual faculty members’ development and advancement.

Assessment 1.  Funding is available to assist faculty and other instructional personnel with continued professional development, including support in developing funded grants and attendance at conferences. Funding is sufficient to maintain computers and appropriate software, other types of equipment, and technical support.

- The Scholarly Excellence Fund, housed within the Provost’s Office, provides support for faculty to attend conferences and otherwise disseminate outcomes from scholarly activities. Annual support in the amount of $500 is available to individual faculty members. In addition, the College of Arts and Sciences provides a match of up to $250 per year for awardees to further support their dissemination activities. The Landscape Architecture Program supports the Scholarly Excellence Fund awardees within the program with up to a 100% match of Provost and College funding ($750 annually).
- South Dakota State University provides faculty members with grant-writing workshops, and employs grants specialists at the college level to assist faculty members in development of funded grant proposals. The College of Arts and Sciences shares a grants coordinator with the College of Nursing (Mary Carlson). In addition, the Grants and Contracts Administration Office provides university-level assistance with grant proposal development, routing, and administration.
- The Van D. and Barbara B. Fishback Fund provides funding for faculty development and support. The Landscape Architecture Program was awarded $45,000 in support of faculty and program development to meet accreditation requirements. These funds have been used in part to attend accreditation-training sessions at the 2016 ASLA National Conference in New Orleans and the 2016 CELA national conference in Salt Lake City.
- Program faculty experience a three- to five-year rotation on computer hardware. Computers come loaded with appropriate software, including educational licenses of Autodesk packages, Adobe Creative Cloud, ERSI ArcGIS, and other software necessary to fulfillment of faculty assignments. In addition, the Program maintains a joint student/faculty printing facility with access to large- and medium-scale plot/scan/copy devices, digitizers, and other relevant equipment. Studios feature projection, SMARTboards, and large-format displays for lectures and other instruction. The Program also maintains an extensive collection of hand tools for the design/build class (LA 431), and a nascent materials library. Technical support is provided at two levels. The College of Arts and Sciences has a full-time senior computer support specialist (Kevin Moter) that serves all schools and departments under the college, and the School of Design employs a part-time student technology fellow.

Assessment 2.  Funding is adequate for student support, such as scholarships and work-study jobs.

For the 2016-2017 academic year, the Program awarded five scholarships to nine students, totaling $7,000. For the 2017-2018 academic year, the Program awarded five scholarships to eleven students, totaling $5,500. In addition, the Program has hired ten students in various capacities, including classroom assistants and laborers to assist in a studio remodeling project and preparing Program materials for the accreditation candidacy visit.
Assessment 3. Adequate support personnel are available to accomplish the program’s mission and goals.

The programs within the School of Design share support personnel, including a professional academic advisor (Donna Dunn), a program assistant (Bev French), secretary (Ashley DeZeeuw), and student tech fellow.

C. Commitment to Diversity. The program shall demonstrate a commitment to diversity through its recruitment and retention of faculty, staff, and students.

Assessment 1. The program demonstrates its commitment to diversity in the recruitment and retention of students, faculty and staff.

The Landscape Architecture Program supports and is committed to policies at South Dakota State University promoting diversity of all kinds in its faculty, staff, and student body. Students in the Program are a blend of male and female students from a variety of backgrounds. We are committed to working to diversify the student body and faculty. We actively recruit students from among Native American populations within South Dakota, advertise open faculty positions nationally, and strive to hire the best-qualified individual for those positions. In some ways, the composition of the faculty and students in the Landscape Architecture Program reflects the pool from which the Program draws in South Dakota and southwestern Minnesota.

D. Faculty Participation. The faculty shall participate in program governance and administration.

Assessment 1. The faculty makes recommendations on the allocation of resources and has the responsibility to develop, implement, evaluate, and modify the program’s curriculum, and to contribute to operating practices.

During weekly meetings, faculty members participate in discussions regarding the allocation of resources within the Program. This has included discussions on selection of furniture, new studio equipment, and other resources coincident with the recent studio remodeling project. In addition, decisions regarding other resources are made only after consultation with Program faculty.

Program faculty constitute a committee of the whole as regards curriculum. Decisions regarding curriculum, including modifications to individual courses and determining scope, purpose and direction of new courses, are made by the committee as a whole, with latitude given to individual faculty members to execute those decisions as best fits their unique talents, personalities, and teaching strategies and styles.

Program faculty also serve on various committees within the School of Design, including First-Year Core, Recruitment, Standards, Design Week, and Tenure and Promotion Committees. These assignments are made based upon need within the School and opportunities in individual workloads.

Assessment 2. The faculty participates, in accordance with institutional guidelines, in developing criteria and procedures for annual evaluation, promotion and tenure of faculty members.

During the formation of the School of Design, Landscape Architecture faculty members participated in the development of the School of Design Standards Document, which outlines the standards requisite for tenure and promotion within the School. This document contextualizes university standards in a manner applicable to the programs it houses. This document was submitted to all voting members of the School of Design (tenure- and lecture-track faculty) and adopted in 2015.
Assessment 3. The faculty participates, in accordance with institutional guidelines, in developing and applying criteria and procedures for the appointment and assessment of program and academic unit leadership.

The School of Design Committees and Bylaws document (https://www.sdstate.edu/sites/default/files/SoD_Committees%20and%20Bylaws_final%2005_13_16_0.pdf; APPENDIX I), approved by voting members of the School in 2016, provides for appointment procedures for program coordinators: “Program Coordinators are recommended by the faculty of the program and subject to and approved by the Director. See Appendix A for a general list of duties and workload adjustments.” (School of Design Committees and Bylaws, pg. 4). When a new program coordinator is needed, a search committee comprised of program faculty is formed to develop a position advertisement, interview applicants, and make their recommendation to the Director (the most recent example is from Graphic Design, which just replaced their program coordinator via an external search in Spring 2017).

Program Coordinators are evaluated by the Director of the School of Design as a part of their Faculty Annual Review. Evidences of success presented by the program coordinator are evaluated against the list of duties found in Appendix A of the School of Design Committees and Bylaws document.

The Director of the School of Design is evaluated according to SDSU guidelines every five years by School faculty and staff. Information regarding the evaluation process is found in the SDSU University Policy and Procedure Manual, Section 4:2 (https://www.sdstate.edu/policies-and-procedures).

Assessment 4. The program or institution adequately communicates and mentors faculty regarding policies, expectations and procedures for annual evaluations, tenure, and promotion to all ranks.

All new hires at South Dakota State University are assigned a mentor to help them understand and meet the expectations for tenure and promotion and to navigate the annual evaluation process. This information is found in the SDSU Faculty Handbook (https://insidestate.sdstate.edu/academics/FacultyHandbook/Pages/Main.aspx; Appendix J), which is available online to all employees of SDSU. In addition, new hires participate in a two-day orientation training at the beginning of their service at SDSU, and further reinforcement is provided through mentorship from direct supervisors and assigned peers.

E. Faculty Number. The faculty shall be of a sufficient size to accomplish the program’s goals and objectives; to teach the curriculum; to support students through advising and other functions; to engage in research, creative activity, and scholarship; and to be actively involved in professional endeavors such as presenting at conferences. The faculty FTE shall be assessed by the institutional culture for faculty development across the closely related academic units (such as other departments and programs within a college). The workload (number, type, and sizes of courses assigned) and responsibilities (such as a split of time for teaching, research, and service activities) for a typical tenured or long-term faculty member within the college shall be considered the template for assessing the FTE resources assigned to the landscape architecture program. Where landscape architecture faculty members have their responsibilities split between programs (such as bachelor’s and master’s or between landscape architecture and another discipline), the FTE assessment must be prorated.

Assessment 1. Student/faculty ratios in studios are typically not greater than 15:1.

Student/faculty ratios at South Dakota State University are generally kept within the limits of 15:1, especially in upper-level studio courses. The landscape architecture program currently enrolls 10
fourth-year students, 10 third-year students, 8 second-year students, and 8 first-year students, for a total of 36 students. There are three instructional faculty members in the Program at present, leading to a ratio of 12:1.

The Program has been mandated to grow enrollments, and recruitment activities are being undertaken to that end. The current plan is to grow to a maximum enrollment of 80 students, with the program graduating up to 16 students each year. As enrollments grow, faculty numbers will also grow to a maximum of 5 full-time instructional positions, with a maximum anticipated student:faculty ratio of 16:1.

Assessment 2. There are sufficient faculty FTE to carry out the mission of the program (such as duties in teaching, research, service, program administration, academic advising, and creative professional development).

Three faculty members have heretofore been sufficient to accomplish the mission of the Program. However, as recruitment activities begin to bear fruit, and as the School of Design and Bachelor of Landscape Architecture professional curriculum more fully deploy (full deployment will occur in the 2018-2019 academic year), it is necessary to increase the number of faculty members assigned to the Program. Program faculty members currently assist in teaching first-year DSGN courses that serve the full School of Design, resulting in a reduction in available teaching workload for the Program. As a result of these and other constraints, for the 2017-2018 academic year, a graduate teaching assistant from the Architecture Department will assist the Program in teaching two second-year technology courses.

A search for a fourth full-time faculty member will commence in Fall 2017, with that position expected to begin employment at the beginning of the 2018-2019 academic year. A fifth faculty member will be added when Program enrollments justify the additional workload. These additions will provide needed release time for student recruitment, service and scholarship activities by Program faculty members, full engagement with the School of Design curriculum, and for professional development activities as needed.
Standard 3: Professional Curriculum

STANDARD: The first professional-degree curriculum shall include the core knowledge, skills, and applications of landscape architecture.

a. In addition to the professional curriculum, a first professional degree program at the bachelor's level shall provide an educational context enriched by other disciplines, including but not limited to: liberal and fine arts, natural sciences, and social sciences, as well as opportunities for students to develop other areas of interest.

b. In addition to the professional curriculum, a first professional degree at the master's level shall provide instruction in and application of research and/or scholarly methods.

c. A first professional degree at the master's level that does not require all students to have an undergraduate degree before receiving the MLA shall meet the requirements for a and b.

INTENT: Each landscape architecture curriculum shall be designed to achieve the learning goals stated in the mission and specific educational objectives of the program. The curriculum shall encompass both coursework and other co-curricular opportunities intended to develop students’ knowledge and skills in landscape architecture.

State whether paragraphs a, b, or c (above) are relevant to this review.

Paragraph A is the relevant section for this review.

A. Curricular Expression of the Mission and Objectives. The program’s curriculum shall address and express its mission, goals, and objectives. (This criterion is directed not toward the evaluation of the mission and objectives, but rather toward the way the curriculum is developed and delivered in carrying out the expectations of the mission and objectives.)

Assessment: The program identifies the knowledge, skills, abilities, and values it expects students to possess at graduation.

The knowledge, skills, abilities and values expected of students graduating from the SDSU Landscape Architecture Program are articulated in the program’s mission, values statement, and educational goals and objectives. In summary, our students are expected to have a solid foundation in the natural, cultural, and historical context of the Northern Plains and those relationships to global concerns, a firm grasp of plant materials and their use, and facility in the process of practicable design creation and representation. Furthermore, our students are expected to possess the fundamental skills needed to obtain meaningful employment in their chosen profession.

B. Professional Curriculum. The program curriculum shall be guided by, but not limited to, coverage of:

- History, theory, philosophy, principles, and values
  - Design history
  - Design theory
  - Criticism
Assessment 1. The curriculum addresses the designated subject matter in a sequence that supports the degree program’s goals and objectives.
The Landscape Architecture undergraduate curriculum at South Dakota State University shares a robust first-year experiential design education with students throughout the School of Design. In this first-year design sequence, beginning students are introduced to basic design principles and practices, and are encouraged to explore creativity through a series of “making” exercises. During students’ first-year spring semester, they begin to explore the various disciplines within the School through introductory courses. In Landscape Architecture, this has taken the form of a design studio – where the fundamental tools, practices, and methods of landscape architectural design communication and visualization are explored – and a lecture course in which students discover the scope of the profession, including key historical and contemporary design professionals and projects. Subsequent years of study within the program’s curriculum build on this first-year foundation.

The second year studios focus on the design processes of inventory, analysis, design program, site planning, and site design. Students are also introduced to key technologies and computer applications common to the profession. Finally, their understanding of the historical roots of the profession are reinforced and expanded.

The third year studios focus on major design areas within the profession: residential design and planting design. In addition, students are introduced to the more technical aspects of landscape architecture, including grading and drainage, storm water management, and the detailed design of site amenities and systems, including irrigation and lighting plans, wooden structures, retaining walls, and circulation. Finally, student understanding of social and cultural aspects of design is reinforced through application of the Americans with Disabilities Act requirements, public health, public place-making, and city planning.

During the fourth year, students synthesize their learning and knowledge. Studios focus on urban design and capstone projects, while technical courses in recreational facilities, design implementation, and project administration and management hone hands-on skills. Students discuss relevant issues facing modern design professionals and examine their own beliefs, ethics, and values as they prepare to enter the workforce.

Students in the program are also required to complete one or more approved travel studies experiences, and may select from international or domestic offerings. These experiences are generally offered during the summer semester, and many students choose to participate after their second or third year in the program. These faculty-led experiences lead students to better understand the place and role of South Dakota in the larger national and global context.

Enhancing this professional curriculum is a series of general education requirements, technical electives, and other supporting coursework in horticulture, plant identification, and interdisciplinary design. These courses help to broaden students’ education and better prepare them for the unique environment of landscape architectural practice in South Dakota and the Northern Plains, while also positioning our graduates for positions both nationally and internationally.

Assessment 2: Student work and other accomplishments demonstrate that the curriculum is providing students with the appropriate content to enter the profession.

Please see Appendix K for examples of student work and a list of other accomplishments and achievements.

Assessment 3: Curriculum and program opportunities enable students to pursue academic interests consistent with institutional requirements and entry into the profession.
South Dakota State University requires students to earn 120 credits to graduate with a baccalaureate degree. In the Landscape Architecture curriculum, those credits are broken into the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>33</td>
</tr>
<tr>
<td>School of Design Core</td>
<td>9</td>
</tr>
<tr>
<td>Professional Curriculum</td>
<td>59</td>
</tr>
<tr>
<td>Horticulture</td>
<td>10</td>
</tr>
<tr>
<td>Technical Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

Within the School of Design core, students are required to take a multi-disciplinary design class in their third or fourth year of study, selected from an approved list of courses (see Appendix L). In addition, during their final two years of study students select up to four courses from the technical electives list to tailor their education to their own interests and needs. Students may also work with their academic advisor to find appropriate substitutions to that list. Students use the established course petition process to make those substitutions.

C. Syllabi. Appropriate syllabi shall be maintained for courses.

Assessment 1: syllabi include educational objectives, course content, and the criteria and methods that will be used to evaluate student performance.

Syllabi are maintained for all courses taught within the School of Design, and are required to conform to university standards by including learning objectives and course content, evaluative metrics, and evaluation methods. See Appendix M for course syllabi relevant to this accreditation process.

Assessment 2: Syllabi identify the various levels of accomplishment students need to achieve to successfully complete the course and advance in the curriculum.

“Landscape Architecture students must maintain at least a major GPA of 2.6 and an overall GPA of 2.5 on a 4.0 scale for the duration of the program. A grade of a “C” or better is required in all ART, ARTE, ARTH, GDES, DSGN, LA, ARCH, ID and technical elective course requirements.” (SDSU Course Catalog: http://catalog.sdstate.edu/preview_program.php?catoid=30&poid=6898&returnto=3837).

The learning objectives and standards of performance for each grade level are clearly identified in each syllabus.

D. Curriculum Evaluation. At both the course and curriculum levels, the program shall evaluate how effectively the curriculum is helping students achieve the program’s learning objectives in a timely way.

Assessment 1: The program demonstrates and documents ways of:

a. Assessing students’ achievement of course and program objectives within the length of time to graduation stated by the program;

Students are assessed in a variety of ways and levels in the Landscape Architecture Program at South Dakota State University. The means of assessment are meant to help students work on the skills required to be successful practitioners.

At the course level, projects, papers and assignments are assessed throughout the semester with a series of rubrics that are tied to the course objectives. Pre- and post-evaluative assessments

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(often LARE practice vignettes) are run at the beginning and end of semesters to determine the level of learning achieved throughout the course. In studios, students have a range of assessment that includes individual desk critiques, group critiques, pin-ups, mid-reviews and final reviews.

At the program level, practitioners from South Dakota and surrounding states are invited each spring to review the full curriculum (including student outcomes) and give feedback from the perspective of evolving technologies, methodologies and values of the profession. Additionally, our graduating seniors produce a portfolio of their work, which allow us additional feedback from the invited practitioners.

b. **Reviewing and improving the effectiveness of instructional methods in curriculum delivery**

Reviewing and improving the effectiveness of instructional methods in curriculum delivery is a continuous process. This is especially true in the studio setting, where there is feedback about how well a project is meeting the needs of the curriculum. In this case, the response is immediate and change can be quickly implemented.

Program faculty also meet weekly to discuss the effectiveness of the curriculum and how each course fits into the larger trajectory of the pedagogy.

In addition to these immediate responses to curriculum delivery, students fill out an evaluation form at the end of each semester for each of their classes. The evaluations are then forwarded to the Director of the School of Design and summarized for the faculty member. The results are used in discussions with the faculty about their performance and the ways in which the curriculum can be strengthened.

c. **Maintaining currency with the evolving technologies, methodologies, theories, and values of the profession.**

As previously mentioned, each spring we invite practitioners from South Dakota and surrounding states to review our curriculum and give feedback from the perspective of evolving technologies, methodologies and values of the profession. In the past few years, we have also had landscape architects from a wide range of practices as guest lecturers in our courses. During a recent travel-studies course to the Boston area, students visited Michael Van Valkenburgh Associates, Inc. as well as Dumont-Jenks.

Additionally, our faculty are active in both ASLA and CELA and are financially supported to attend ASLA, CELA, and other conferences to present their work and participate in education sessions to maintain currency with evolving technologies, methodologies, and pedagogical advances in the discipline.

**Assessment 2: Students participate in evaluation of the program, courses, and curriculum.**

As a part of each class, students are required to complete an evaluative survey (known as the IDEA survey) assessing the class, their perceived progress on stated learning objectives, and the effectiveness of the instruction received. The survey results form a part of faculty members’ annual reviews.
Graduating seniors are also required to participate in an exit interview with the Director of the School of Design. During this evaluation experience, students are given the opportunity to give written and verbal comments about the effectiveness of their education, how prepared for the profession they feel, and improvements or changes they would like to see implemented.

In addition to these formal evaluative processes, students are often invited to participate in informal evaluations at both the course and the program levels. During major curricular redesigns, students are asked to assess or comment on proposed changes to courses and other requirements, direction and focus of the program, and other criteria. Feedback is encouraged in anonymous written form to ensure all are heard without fear of recrimination.

E. Augmentation of Formal Educational Experience. The program shall provide opportunities for students to participate in co-curricular activities, internships, off-campus studies, research assistantships, or practicum experiences.

Assessment 1: The program provides opportunities for students to augment the formal educational experience and documents students’ use of these opportunities.

Students have always been required to participate in an approved travel studies experience as a part of their education in landscape architecture. Internships and undergraduate research opportunities have been part of the options for the technical electives courses. Beginning with the 2017-2018 academic year, students entering the program will be required to complete either an international travel studies experience or an internship or an undergraduate research project to graduate. It is anticipated that this change will provide greater diversity and participation in all three experiential learning opportunities sanctioned by the program.

In 2015-2016, two students participated in internships, two others completed undergraduate research projects, and five participated in a three-week international travel studies experience to Italy. In 2016-2017, five participated in internships, one completed an undergraduate research project, and twelve participated in a one-week domestic travel studies experience to the greater Boston area. For the 2017-2018 academic year, six students are registered in the Undergraduate Research course.

Assessment 2: The program identifies the objectives of co-curricular activities and evaluates the effectiveness of these opportunities.

Syllabi are maintained for each of the three program-sponsored co-curricular activities (Travel Studies, Internship, and Undergraduate Research), including learning outcomes, reporting methods, and evaluation metrics.

Assessment 3: Student participants are given the opportunity to report on their co-curricular experiences to their fellow students.

Each fall, the students who participated in the previous summer’s travel studies experience are required to make a program-wide presentation regarding their experience. This is generally coordinated by the lead faculty member for the travel experience. Students participating in internships are also required to give a brief summative presentation detailing their experiences, their learning outcomes, and advice or encouragement to other students contemplating an internship experience.
Students who participate in undergraduate research projects are given the opportunity to present their findings at the annual Undergraduate Research Day hosted by the university. In addition, students are strongly encouraged to submit their work for presentation at CELA or other relevant conferences; student travel to present accepted abstracts is supported in part through the Experiential Learning program in the College of Arts and Sciences.

F. Coursework: (Bachelor’s Level). In addition to the professional curriculum, students shall also pursue coursework in other disciplines in accordance with institutional and program requirements.

Assessment: Students take courses in the humanities, arts, technologies, mathematics, natural sciences, social sciences, and/or other disciplines.

Students are required to take courses in the humanities (English Composition I and II, Fundamentals of Speech), arts (Design I, Creative Thinking), mathematics (College Algebra), natural sciences (Biology), and social sciences (Psychology). In addition, students frequently take courses in technology (GIS is a very popular option), horticulture, botany, modern languages, religion, animal science, natural resource management, economics, and business.

G. Areas of Interest: (Bachelor’s Level). The program shall provide opportunities for students to pursue special interests.

Assessment 1: The program provides opportunities for students to pursue independent projects, focused electives, optional studios, certificates, minors, and the like.

Students are encouraged to pursue independent study and undergraduate research projects. In addition, the curriculum is designed to assist students in pursuing minors in either horticulture or entrepreneurial studies or a GIS certificate through the number of required and/or approved courses in these disciplines. Furthermore, some required landscape architecture courses meet requirements for the Experiential Learning certificate, the Museum Studies minor, and the City and Regional Planning major, allowing interested students the opportunities to pursue these activities as well.

The program also participates in the School of Design initiative to provide multidisciplinary studios. Prior to graduating, students in the School of Design are required to take a shop or studio from a School discipline outside their home program.

Assessment 2: Student work incorporates academic experiences reflecting a variety of pursuits beyond the basic curriculum.

See Appendix L for examples of student work.

H. Research/Scholarly Methods: (Master’s Level). The program shall provide an introduction to research and scholarly methods.

This section is not applicable.
Standard 4: Student and Program Outcomes.

STANDARD: The program shall prepare students to pursue careers in landscape architecture.

INTENT: Each landscape architecture program shall prepare students – through educational programs, advising, and other academic and professional opportunities – to pursue careers in landscape architecture upon graduation. The program shall foster knowledge and skills in creative problem solving, critical thinking, communications, design, and organization.

A. Student Learning Outcomes. The program shall qualify students to pursue careers in landscape architecture.

Assessment 1: Student work demonstrates the competencies required for entry-level positions in the profession of landscape architecture.

The program has established learning preparedness for students based on a foundation seen in our three-tiered approach. This approach begins with establishing appropriate 1) program mission and objective statements that become supported by our (2) specific class objectives for each course, and then (3) productive student project engagement in our classes that meets these objectives. These class objectives are often framed by adult and service learning principles and include thoughtful assessment and grading rubrics and feedback that measure specific competency expectations.

Our curriculum offerings (with Advisory Board input) and student work are aligned with LAAB accreditation standards and industry expectations. The curriculum maturation has been thoughtfully designed to build a skillset foundation in the first and second years, and as the student progresses, to embed high-level adult learning theory, including self-directed learning and real-world service and participatory learning.

In addition to specific course objectives, our technical classes offer opportunities to employ specific assessment methods that align with a skillset needed for entry-level positions and assist our students in preparing to take and pass the Landscape Architect Registration Examination (LARE).

A capstone design project during students’ final semester synthesizes students’ learning and skills within a comprehensive framework, pulling together technical skills, design theory and process, planning, analysis, knowledge of natural, historical, and cultural systems, and research skills.

This approach prepares students for entry-level positions and eventual licensure. By using outcome-based objectives for each course, evolving curriculum assessment with advisory board input and employer feedback, guest critiques and juries, and portfolio reviews, our students’ work demonstrates their competency for entry-level professional employment.

Assessment 2: Students demonstrate their achievement of the program’s learning objectives, including critical and creative thinking, and their ability to understand, apply, and communicate the subject matter of the professional curriculum as evidenced through project definition, problem identification, information collection, analysis, synthesis, conceptualization, and implementation.

In lower-level coursework, students develop a needed skillset (design/creativity pedagogy and processing, horticulture, inventory and analysis, graphic conventions, historical underpinnings of the
profession, computer applications, and plant identification). In these courses, students negotiate projects and process content at varying scales and are evaluated using traditional and faculty-graded rubrics consistent with each course’s specific objectives.

In upper-level courses, students are exposed to more specific disciplinary projects (residential design, city and urban planning, recreational facilities, etc.). These classes and related projects call upon students to define problems, conduct research on related topics and case studies, evaluate site attributes against design programmatic objectives, develop multiple concept solutions with thoughtful articulation that considers feasibility and functionality, and provide a diverse implementation package that includes multiple means of communication. These projects are often team projects in a service-learning environment focusing on student interaction with real-world clients and problems.

In addition to academic grade reporting and evaluation of student achievement by faculty members, the program has implemented a diverse platform of strategies to demonstrate student achievement, including:

- In-class peer evaluation
- External peer evaluation via social media
- Visiting professional reviewers/critics
- Entry into design competitions at local, regional and national levels
- Public review and feedback sessions

B. Student Advising. The program shall provide students with effective advising and mentoring throughout their educational careers.

Assessment 1: Students receive effective advising regarding academic development.

Advising in the School of Design takes place in several ways. During their freshman year, all students are assigned to a professional first-year advisor through the Advising Center. For School of Design students, that advisor is Nicole Gertken. Nicole is in regular communication with Program and School leadership to discuss curricular changes, academic opportunities and requirements, and other pertinent information to assist first-year students in their pursuit of academic success. Nicole also works closely with the professional advisor for the School of Design, Donna Dunn, to help students transition from university-level to School-level advising.

Donna advises all second- through fourth-year students, and meets with each student at least once per semester to discuss academic progress toward graduation, co-curricular and extracurricular opportunities, student success strategies, and other issues. Donna also ensures each student is enrolling in the correct courses each semester to guarantee success, and works with students to identify appropriate technical electives.

Furthermore, Donna teaches DSGN 140 (formerly DSGN 109), a required course for School of Design students that focuses on student success and initial exposure to all of the professions represented by the School of Design, including career opportunities (see syllabus in Appendix M).

Assessment 2: Students receive effective advising regarding career development.

Program faculty lead in mentoring students regarding career development. This includes working with students individually to discuss career aspirations and goals, identify potential employment opportunities, and suggest coursework that might enhance post-graduation prospects. These
conversations are often spontaneous, a natural outgrowth of the studio environment of the program, and generally lead to further, more formal discussions outside of class.

In addition, potential employers from the region are invited to make presentations throughout the academic year regarding the types of companies, positions, and work available for both summer and post-graduation employment. These presentations are advertised program-wide, and generally take the format of a lunch-and-learn session.

Assessment 3: **Students are made aware of professional opportunities, advanced educational opportunities, licensure requirements, and continuing education requirements associated with professional practice.**

The program maintains a jobs and education board in the studios where employment ads, graduate program literature, and other pertinent information are posted. Faculty regularly take students to tour professional firms as part of academic coursework, and to regional and national employment fairs and trade shows.

Students seeking advanced educational opportunities work with program faculty to determine which programs are available and may meet individual students’ priorities. Faculty members frequently write letters of recommendation for students seeking entry to graduate programs and serve as professional references.

Licensure and continuing education requirements are discussed in relevant courses, particularly in LA 442 (Contemporary Issues in Landscape Architecture) and LA 452 (Professional Practice Studio). Students are often given practice LARE problems as evaluative tools, and to expose them to the content and format of the licensure examination.

Assessment 4: **Students are satisfied with academic experiences and their preparation for the landscape architecture profession.**

Student satisfaction, as reported via IDEA course evaluation surveys, tends to be high. In addition, commentary collected from senior exit interviews with the Director of the School of Design indicates that students generally feel prepared to enter the profession, and that the quality of their academic preparation was high. A survey is being developed to gauge this satisfaction with the program amongst alumni in their first 2-4 years in the profession.

C. **Participation in Extra Curricular Activities.** The program shall encourage students to participate in professional activities and institutional and community service.

Assessment 1: **Students participate in institutional/college organizations, community initiatives, or other activities.**

Most students in the program are involved with the Landscape Architecture Club (SDSU Student Chapter of the ASLA). This club requires local dues in addition to student membership in the National ASLA. The club has three elected officers (President, Vice President and Webmaster/Historian). The South Dakota Nursery and Landscape Association (SDNLA) provides an annual leadership scholarship for the president. The club holds monthly meetings and hosts annual events including:
- a fall picnic
- spring picnic
- tailgating social sponsored by the Great Plains Chapter of ASLA
• Park(ing) Day events
• a winter banquet, including an invited speaker from the profession
• spring senior breakfast
• Martin Maca Lecture Council (co-host) recognizing World Landscape Architecture month

The club maintains the program Facebook page and other social media accounts. Club members also participate in community service projects, including pro bono design work for nonprofit organizations, landscape maintenance, and food drives.

Students participate in service learning opportunities, both individually and through program-sponsored outreach. These have included collaborations with the National Parks Service, the South Dakota Department of Health, and communities throughout the region. Notable projects since fall 2015 include:

- City of Ortonville, MN, Recreation Master Plan
- City of Kyle, SD, Recreation Master Plan
- City of Huron, SD, Historical Planting Plan
- South Dakota Development Center Master Plan
- City of Fort Pierre, SD, Community Master Plan
- City of Crooks, SD, Community Master Plan
- Slip-Up Creek Recreation Master Plan
- Quarry Park Master Plan, Sioux Falls, SD
- Brookings Nature Park Master Plan

Assessment 2: Students participate in events such as LABash, ASLA Annual Meeting, local ASLA chapter events, and the activities of other professional societies or special-interest groups.

Students regularly attend annual LABash events. In 2016, several students participated in the ASLA Annual Meeting. Students regularly participate in the annual meeting for the Great Plains Chapter of ASLA, in addition to other chapter activities. The president of the Landscape Architecture Club serves on and attends the monthly Executive Committee meetings of the GPC-ASLA with the Program Coordinator. Attendance at the South Dakota and Minnesota Nursery and Landscape Associations’ (SDNLA, MNLA) annual trade shows is also common.
Standard 5: Faculty

STANDARD: The program shall advance its academic position and objectives by means of promoting the qualifications, academic position, professional activities, and individual professional development of its faculty and instructional personnel.

INTENT: Each landscape architecture program shall have qualified, experienced faculty and other instructional personnel to instill the knowledge and skills that students will need to pursue a career in landscape architecture. Equitable faculty workloads and compensation, and overall support for career development contribute to the success of the program.

A. Credentials. The qualification of the faculty, instructional personnel, and teaching assistants shall be appropriate to their roles.

Assessment 1: The faculty has a balance of professional practice and academic experience appropriate to the program mission.

All program faculty have a balance of professional practice and academic experience that includes a fairly robust range of critical practices and experience at a range of institutions that include large public universities with excellent landscape architecture programs. In addition, the faculty’s teaching experience spans the design disciplines to include landscape architecture, architecture, and fine arts. Further, students are exposed to a range of practice through lectures and guest speakers.

Assessment 2: Faculty assignments are appropriate to the course content and program mission.

Faculty assignments in the program are specifically chosen to match the course content which the faculty are most interested in teaching, as well as qualified. This allows us to ensure that the course content and program mission are appropriately matched while maintaining a faculty that is engaged and energized to teach their specific topic.

Assessment 3: Adjunct and/or part-time faculty (if present) are integrated into the program’s administration and curriculum evaluation/development in a coordinated and organized manner.

The program has only full-time faculty. The program is located in one of the least-populated areas of the United States. As such, there are approximately fifteen landscape architects located within the state. Of those, five are located within an hour’s drive of the campus, while the balance are a six-hour drive away. Furthermore, SDSU requires all instructional faculty to possess a master’s degree; only two landscape architects in South Dakota possess that qualification at this time.

Assessment 4: Faculty qualifications are appropriate to responsibilities of the program as defined by the institution.

The mission of the Program is carefully nested within the mission of the School of Design and the larger mission of SDSU. As such, the faculty have been carefully chosen to adhere to the responsibilities of the program as defined by the institution.
B. Faculty Development. The faculty members shall be continuously engaged in activities leading to their professional growth and advancement, the advancement of the profession, and the effectiveness of the program.

Assessment 1: Faculty activities such as scholarly inquiry, research, professional practice, and service to the profession, university, and community are documented, peer-reviewed, and disseminated through appropriate media such as journals, professional magazines, community, and university publications.

Our three full time faculty have been very active in the past few years in presenting at professional, peer-reviewed conferences such as CELA (Council of Educators in Landscape Architecture) and IFLA (International Federation of Landscape Architects). In addition, manuscripts are under review in scholarly journals such as Landscape Journal.

Assessment 2: Teaching and administrative assignments allow sufficient opportunity for faculty to pursue advancement and professional development. Expectations for faculty workload and distribution of responsibilities (of teaching, research, service and professional engagement) are similar to expectations in related academic units.

Work-loads for faculty in the Landscape Architecture Program are determined by the Director of the School of Design and are strategically determined to carefully match faculty with their teaching strengths while allowing ample opportunity for Research/Scholarship/Creative Activity as well as time for general service to the Program, the School of Design and the University at large. In general, approximately 70 percent of time is allocated to teaching and preparation, 20 percent to Research/Scholarship and Creative Activity and the balance of 10 percent to general service.

Assessment 3: The development and teaching effectiveness of faculty and instructional personnel are systematically evaluated, and the results are used for individual and program improvement.

South Dakota State University has a robust evaluation system for its faculty that includes a mandatory IDEA survey that is completed by every student at the end of each semester for every class taught. The current agreement between the South Dakota Board of Regents and the Council of Higher Education requires that every faculty member be evaluated annually. The major purposes of the evaluation are to determine the level of performance relative to established standards, identify opportunities for improvement and growth, to identify areas of program improvement, to assess progress toward promotion and/or tenure, and to inform annual salary decisions. In regard to student opinion surveys and their relationship to evaluations, the agreement states that “the evaluation...will include student opinion surveys...if the faculty unit member’s duties include teaching.” (Appendix N: South Dakota State University IDEA Student Rating of Instruction SDSU Policy and General Exemptions)

Each Spring Semester, the Director of the School of Design meets individually with the faculty of the Landscape of Architecture Program to review the IDEA surveys, identify strengths in teaching and discuss potential opportunities for improvement and growth and identify areas of improvement for the program.

In addition to the IDEA surveys and annual reviews by the Director of the School of Design, the Dean of the College of Arts and Sciences also encourages faculty to engage in both formative and summative evaluations. For summative purposes, individual faculty members are typically observed by the Department Head (or immediate supervisor) and/or faculty colleagues in their discipline who have been trained and certified as peer classroom observers. The faculty colleagues who observe
probationary faculty typically are members of the department’s Tenure and Promotion Committee although they can be selected through some other approved departmental process. (Appendix O: SDSU College of Arts and Sciences Recommended Best Practices for Peer Observation of Teaching)

In addition to these more formal assessments, the Landscape Architecture Program invites members of the profession to review the program for several days during the end of the Spring Semester. During that time, the guests review work in each of the classes as well as judge the Senior Capstone Project. The discussion with these professionals during that time has been invaluable in determining the strengths of the program as well as opportunities for development, improvement and growth.

Assessment 4: Faculty seek and make effective use of available funding for conference attendance, equipment, technical support, and other professional needs.

The School of Design at South Dakota State University and the Provost’s Office consistently supports the faculty in the Landscape Architecture Program in attending conferences offered by groups such as The Council of Educators in Landscape Architecture (CELA), The American Society of Landscape Architects (ASLA), The International Federation of Landscape Architects (IFLA) and other mentoring/training events. Faculty have recently traveled and presented papers at CELA in Salt Lake City and China, and IFLA in Turin, Italy. Faculty have also participated in career development activities at the ASLA Convention in New Orleans in October 2016.

In addition to the generous support of the School of Design, additional funds have been procured by faculty for travel and dissemination of papers through the Provost’s Fund for Scholarly Excellence.

In the past year, with generous support of the Fishback Foundation and with additional strategic reinvestment funds targeted for accreditation, the Landscape Program has been able to provide each student with a large desk, moveable storage unit, and adjustable chair at their dedicated studio space. The faculty has also obtained new office furniture, new furniture in the faculty conference room, and additional furniture for group projects in the landscape architecture studios. Additional equipment has been purchased for the construction courses as well as laser levels, stone cutting saws, and other necessary equipment to enhance the student experience.

Assessment 5: The activities of faculty are reviewed and recognized by faculty peers.

Over the past few years the faculty in the Landscape Architecture Program have been exceedingly active in submitting and having peer reviewed papers accepted at conferences, both domestically and internationally in such venues as the Council of Educators in Landscape Architecture (CELA), the International Federation of Landscape Architects (IFLA), and the Environmental Design Research Association (EDRA).

In addition, Faculty has received Fellowships and Artist Residencies from the Windgate Foundation and the Edward Albee Foundation, the Lawrence Art Center, ARNA (Art and Nature) Harloxa, Sweden, and the Tallgrass Prairie, Kansas, and the Landscape Architecture Foundation (LAF) after peer review of their creative work.

Assessment 6: Faculty participate in university and professional service, student advising, and other activities that enhance the effectiveness of the program.

The Faculty Work Load in the Landscape Architecture Program, as assigned by the Director of the School of Design, dictates 10 percent of time designated to serving the Program, The School of
Design, the University at large and for Professional Service. Faculty members are carefully placed in committees to best enhance the effectiveness of the Program, to allow for strategic governance in the School of Design and South Dakota State University. While faculty are encouraged to mentor students on a case by case basis, the School of Design has instituted a Professional Academic Advisor who works closely with the Landscape Architecture Program to help students navigate the curriculum, the specific discipline, and other issues they may face in their academic careers.

C. Faculty Retention. The faculty shall hold academic status, have workloads, and receive compensation, mentoring, and support that promote productivity and retention.

Assessment 1: Faculty salaries and support are evaluated and are appropriate to promote faculty retention and productivity.

The Faculty in the Landscape Architecture Program is evaluated annually by the Director of the School of Design for salary increases based on the degree to which their teaching, scholarly work and organizational service have contributed to the successful fulfillment of the Mission and Strategic Plan of the Landscape Architecture Program, the School of Design and South Dakota State University.

Assessment 2: The rate of faculty turnover does not undermine the mission and goals of the program.

The Landscape Architecture Program in the School of Design at South Dakota State University is a fairly nascent program that has evolved from its origin in the Department of Plant Science in the College of Agriculture and Biological Sciences. Since its inception, there has been no turnover in faculty. The program will be actively seeking additional faculty in the next few years to strengthen the diversity and intellectual discourse of the program.
Standard 6: Outreach to The Institution, Communities, Alumni & Practitioners

STANDARD: The program shall have a plan for and a record of interaction with its alumni, the larger institution, the professional community, the local community, and the public at large.

INTENT: Each landscape architecture program shall establish an effective relationship with the larger institution, its alumni, practitioners, the local community, and the public at large in order to provide a sources of service learning opportunities for students, scholarly development for faculty, and professional guidance and financial support. Documentation and dissemination of successful outreach efforts shall enhance the image of the program and educate its constituencies regarding the program and the profession of landscape architecture.

A. Interaction with the Profession, Institution, and Public. The program shall represent and advocate for the profession by interacting with the larger institution, the local community, practitioners, and the public at large.

Assessment 1: Service learning activities are incorporated into the curriculum.

The SDSU Landscape Architecture program has a long history of integrating service learning projects into the curriculum of many of our classes, most notable starting with our 2nd year curriculum. Faculty have consistently used outreach and experiential learning projects with regional clients, at all project scales and scopes, to enrich the learning experience for the student. We feel strongly that adult learning in the studio environment must draw on a degree of self-directed, active, experiential learning. Such an experience provides a deep and meaningful learning outcome for our students to absorb, retain, and develop. Our service learning projects allow students to use knowledge and skills learned in core curriculum to solve problems and benefit the community and public with their academic pursuits. Service learning also develops communication skills in becoming more comfortable with public dialogue, presenting ideas, and often working with peers in teams. Additionally, students can gain a sense of civic duty and develop personal values.

Since the 2015-2016 academic year, the program has sponsored the following service learning projects:

LA 101 (Intro to Landscape Architecture)
- South Dakota Development Center Master Plan, Redfield, SD

LA 341 (Planning Public Grounds):
- Morrill Quarry Park Master Plan. Sioux Falls, SD

LA 342 (City Planning):
- Fort Pierre Walkability Study. Fort Pierre, SD
- Crooks Community Master Plan. Crooks, SD

LA 351 (Residential Design Studio):
- Master plan, Residential Design for (3) Habitat for Humanity home builds. Aurora, SD.
- Master Plan, Residential Design for the Coughlin Residence. Brandon, SD.

**LA 352 (Planting Design Studio):**
- Comprehensive Planting Plan and Documentation Delivering Historic, Sustainable, and Native Species plans for the Huron Planning Department. Huron, SD.

**LA 432 (Project Bidding, Estimating, and Management):**

**LA 441 (Recreational Facilities Design):**
- “Extreme” Outdoor Recreation Park in Partnership with the Sioux Falls Park & Recreation Department in Sioux Falls, SD.

**LA 452 (Professional Practice):**
- Master Plan in Partnership with the National Park Service and the City of Ortonville, MN.
- Recreation Master Plan in partnership with the National Park Service and the Oyate Teca

**Assessment 2: Service activities are documented on a regular basis.**

We distinguish our service learning model from volunteerism based on three defined components: (1) student learning or gained knowledge on a particular subject, (2) application of knowledge to a service project, and (3) post project reflection on learning outcomes and project success. While volunteerism is beneficial to personal growth, it does not have the defined learning structure and reflection aspect of service learning. We build reciprocal relationships between our program and the community which, though pedagogical foundations, can advance the scholarship of engagement for our undergraduate students.

Service learning or volunteerism is not specifically documented on campus on a regular basis. All program service-learning studio projects conclude with student presentations and documentation of work provided to the particular client for various levels of implementation and use.

Students take the opportunity to exhibit their completed service learning work in various competitions and exhibits, including the College of Arts and Sciences Experiential Learning Annual Exhibition and the University’s Undergraduate Research and Creative Scholarship Day. Program faculty and students have received award recognition at the local, regional, and national level of the ASLA.

Faculty members document service learning studio activities in their annual reports and these projects are often featured in program, school, college and university publications including our website and social media presence.

**Assessment 3: The program community interacts with the institution, practitioners, the local community, and the public at large.**

**Institution:**
All faculty engage in on-campus service at all university levels. Our faculty have been members and chaired a number of committees at the program, school, college, and university levels, which have included: School of Design Leadership Team, the First Year Design Core Curriculum Committee, the campus Stewardship and Sustainability Committee, and the campus Planning and Design Committee. Faculty are represented on the Board of the Sioux Falls Design Center as well as the Brookings Masterplan Committee.

Public and Professional:

Faculty are active members and leaders in professional service which includes: ASLA local, regional, and national service and participation, Executive Committee membership on the Great Plains Chapter (GPC) of the ASLA and the South Dakota Nursery and Landscape Association (SDNLA), and at the local level such as the board of directors for the Brookings Arts Council. Faculty are represented on the Board of the Sioux Falls Design Center as well as the Brookings Masterplan Committee. Our faculty members have also traveled the state and region to make invited community presentations covering various topics surrounding the field of landscape architecture.

In the spring of 2015, the program created the Martin Maca Lecture Council and has hosted the lecture event for the past two years. Funds are being raised to create a funded endowment for this annual lecture event in April, World Landscape Architecture Month. This event brings a notable national/international speaking figure in the field of Landscape Architecture to campus. It provides a needed opportunity for our students, but also functions as a premiere community and professional event hosted at the McCrory Gardens Education and Visitors Center.

Student Interaction:

Our students engage in outreach and discipline promotion at the institution and public level most notably through our ASLA student chapter club. Our students engage in National Park(ing) Day each year to call attention to green space preservation and creation and have completed extra-curricular service projects around campus, McCrory Gardens, and town including landscape design, maintenance, and construction and installation.

B. Alumni and Practitioners. The program shall recognize alumni and practitioners as a resource.

Assessment 1: The program maintains or has access to a current registry of alumni that includes information pertaining to current employment, professional activity, post-graduate study, and significant professional accomplishments.

The program uses a number of means to interact with organizations, alumni, and practitioners. Our program, including faculty and students, participate on the executive committees of the Great Plains Chapter (GPC) of the ASLA, and also on the board of directors for the South Dakota Nursery & Landscape Association (SDNLA). Both organizations have been supportive in funding student travel for the national LABASH Conference, ASLA National Convention, and student travel studies.

With respect to alumni, each year our student chapter club hosts a formal holiday banquet where we ask an alumnus of our program to speak at the banquet about their professional experience. In addition, we have a number of alumni in the region and around the country that provide “field trip,” “job shadowing,” and “firm visit” experiences for our students. Alumni also make it to
campus for in-class studio critiques and as judges for the senior design exit exam competition. In this same regard, non-alumni practitioners in the region participate and engage in these same functions.

In addition, the program has established the SDSU Landscape Architecture Advisory Council consisting of 7 practicing professionals including at least four alumni of the program. The council has chairperson, staggered membership, and meets two times per year including at least one meeting on campus. The specific objectives of the council are as follows:

- Foster a link that promotes program support and employment opportunities for SDSU students.
- Make recommendations that address LAAB accreditation standards.
- Make recommendations that address Design Build industry expectations.
- Communicate emerging trends in the discipline and link to LA program initiatives.
- Make recommendations involving curriculum decisions at the program level.
- Provide a link to the industry that can be used to draw on for program presentations, critiques, field trips, travel opportunities, adjunct roles, etc.
- Be an advocate in new student recruitment

All of these groups, including students, contributed to funding the endowment for the Martin Maca Lecture Council previously mentioned.

Assessment 2: The program engages its alumni and other practitioners in activities such as service on a formal advisory board, student career advising, potential employment, curriculum review and development, fundraising, and continuing education.

The program’s advisory board consists of 7 professionals, four of whom are program alumni. The advisory board meets each year, including an on-campus spring meeting that incorporates a program review. The program review includes an evaluation of student work completed during the previous academic year, student progress toward the program’s educational objectives, a curriculum review, and meetings and interviews with students regarding employment opportunities.

Rina Reynolds, the SDSU Foundation fundraising official responsible for the School of Design, works with members of the program’s advisory board to establish and follow-through on fundraising priorities.

Assessment 3: The program acknowledges and celebrates the significant professional accomplishments of its alumni and benefactors.

The program newsletter, the Bluestem, is published annually. The newsletter includes feature articles on current and past students, the status of their careers, and significant accomplishments or recognition they have achieved. The Bluestem is distributed to all individuals on the Program’s mailing list, which is updated after each academic year.
Standard 7: Facilities, Equipment & Technology

STANDARD: The program shall provide faculty, students, and staff access to facilities, equipment, libraries, and other resources necessary for achieving the program’s mission and objectives.

INTENT: Each landscape architecture program shall occupy space in designated, code-compliant facilities that support the achievement of the program’s mission and objectives. Students, faculty, and staff shall have the required tools and facilities to enable achievement of the program’s mission and objectives.

A. Facilities. The program shall provide designated, code-compliant, adequately maintained spaces to serve the professional requirements of the faculty, students and staff.

Assessment 1: Faculty, staff and administration are provided with appropriate office space.

Each of the three faculty in the Landscape Architecture Program have private offices, each around 120 square feet, which is consistent with other faculty offices in all departments and schools at South Dakota State University. All offices are designated specifically for each faculty member, are code-compliant and adequately maintained. Each office has a desk, chair, bookshelves, access to natural light, and space for research or creative work. Each faculty member has a computer with an array of software. In addition, there is a shared workspace containing a printer. The faculty has meetings, which occur once per week during the school year, in a large room with ample table space and storage.

Assessment 2: Students are assigned permanent studio workstations adequate to meet the program’s needs.

All students in the Landscape Architecture Program receive a permanent studio workstation that is equipped with a large flat working surface, a rolling storage unit to store studio supplies, and an adjustable chair. Each studio space is further equipped with an LCD projector, screens for projection, access to natural light, and an area for larger group projects.

Assessment 3: Facilities are adequately maintained and in compliance with the Americans with Disabilities Act (ADA), the Life Safety Code, and applicable building codes. (Acceptable documentation includes reasonable-accommodation reports from the university ADA-compliance office and/or facilities or risk-management office).

All facilities are adequately maintained and compliant.

Appendix P: SDSU Facilities and Services
B. Information Systems and Technical Equipment. The program shall provide information systems and technical equipment needed to achieve its mission and objectives to students, faculty, and other instructional and administrative personnel.

Assessment 1: The program’s participants have sufficient access to computer equipment and software.

Although most students choose to invest in a laptop computer as well as tablets and smart-phones, the University also has an array of facilities that students have access to that include both hardware and software as well as printing capabilities (including 3-D printing, laser cutters, and CNC routing machines). In addition, South Dakota State University provides an installable version of Microsoft Office to every student free of charge. Office 365 includes the latest versions of Word, Excel, PowerPoint, OneNote, and more. The application can be installed on up to 5 compatible PCs and Macs, plus 5 tablets (including Android OS and Apple iOS devices).

Computer Labs

There is a small computer lab adjacent to the landscape architecture studio that has dedicated desktop computers for all students to use and has an array of digital and imaging software such as the Adobe Suite and Microsoft Office Suite. There are several laser printers for students to use as well as a plotter.

The University at large also offers all students access to computer labs across the campus. Scanners and PHAROS printing stations are available in most of the labs. Laptop check-out stations are available for use in the Briggs Library, The Student Union, and Hansen Halls. These laptops, as well as the computers in the labs, come with the current Microsoft Office Suite software and run on Windows 7 operating systems.

Cloud Email Services

Faculty, staff and student email services are provided through the Microsoft Office 365 program. This service provides users with 50 Gigabytes of email storage and allows users to utilize Office 365 to collaborate on group projects and save documents in one common location, keep a personal address book, organize class schedules using the calendar.

Other Office 365 Cloud Applications

Sway: An application that allows the user to create and share interactive class materials, presentations, and projects. Sway enables the user create professional-looking designs using text, images, videos, and more.

OneNote: An application used for the organization of class material into one digital notebook. It allows for the creation of more compelling, interactive collaborative content with other students and instructors.

Skype: Instant communications and video conferencing software that allows for the hosting of virtual meetings, and more with audio and video—on any device using one-click screen sharing and HD video conferencing.

Docs.com: Display and share information online—including unlimited PowerPoint presentations, Word and Excel documents, PDFs, and Sways.
Yammer: Secure and private social networking. Tools like Yammer help classmates and instructors keep in touch any time, encouraging open communication and deeper understandings.

Video: Office 365 Video is a school-wide destination for video uploads, sharing and discovery, and smooth playback across devices.

Cloud Storage for Faculty, Staff and Students

South Dakota State University provides access to two cloud based storage systems:

Box Storage Accounts give Faculty, Staff and Students access to unlimited cloud storage and allows for collaboration through shared files and folders. Box can be accessed at https://sdsu.app.box.com/login.

Microsoft Office 365 OneDrive Professional provides additional access to unlimited cloud storage space. Access is gained using an Office 365 account (http://owa.sdstate.edu/).

South Dakota State University provides an installable version of Microsoft Office to every student free of charge. Office 365 includes the latest versions of Word, Excel, PowerPoint, OneNote, and more. The application can be installed on up to 5 compatible PCs and Macs, plus 5 tablets (including Android OS and Apple iOS devices).

Virtualization Services

SDSU has a Virtual Desktop Interface (https://cloudapps.sdstate.edu/) that provides SDSU student users access to many software applications that they would not otherwise have access to unless they came to a computer lab. Any SDSU student user can access the SDSU virtual lab anytime anywhere through any browser, using existing SDSU authentication credentials.

The University is connected to the SD REED (Research, Education and Economic Development) network via a 10Gbps connection, providing the campus with connectivity to Internet2, the Great Plains Network and other research networks. Internet1 traffic (or commodity internet), is provided to the campus community at a speed of 4.1 Gbps through a comprehensive wired and wireless infrastructure. Development of 40Gbps and 100Gbps networks are currently in the planning phases along with a move to a 10Gbps circuit for commodity Internet before the start of the Fall semester (2016).

Imaging Center

The Imaging Center at South Dakota State University provides a variety of 2-D and 3-D printing options for all students at the University and also has a variety of image software for students to use.

The Imaging Center is open 8am-9pm Monday-Thursday, 8am-5pm Friday, and 1pm-5pm Sunday during the school year (except holidays). During the summer the hours are reduced to 8am-5pm Monday-Friday.

The Imaging Center employs one full-time Print Shop Technician and 10 student workers. Student employees are generally chosen from the design programs to match their interests and to provide them with practical experience with equipment and assisting customers.
The Imaging Center Equipment Includes:

- (2) Canon Imagerunner C4080 series color copiers (one with a saddle finisher)
- (2) Canon IJ Plotter #760's (36” width) wide format printers
- (1) Canon IPF825MFP wide format printer with Colortrack Scanner (scans up to 40” width and 93” length)
- (1) Epson Stylus Pro 9800 wide format printer (set up for fabric printing)
- (1) Graphtec FC8000-100 cutting plotter (mechanical cutter)
- (4) MakerBot Replicator 2, 3D printers
- (1) MakerBot Digitizer, 3D scanner
- (1) Universal Laser System VLS 6.60 (60 watt) 18 x 32” bed (laser cut, laser mark, laser engrave)
- (14) PC workstations that act as release points to the above equipment

The Print Laboratory employs (14) full time employees that include:

- Inventory Clerk
- Senior Claims Clerk
- Information Assistant
- Information Officer
- Duplicating/Bindery Equipment Operator(s)
- Print Shop Technician(s)
- Reproduction Services Supervisor
- Production Supervisor
- Department Manager

The Print Laboratory, located within the Imaging Center offers a wide range of bindery options, finishing services, conventional and digital printing.

The Print Laboratory is open 8am-5pm Monday through Friday.

Software used at the Print Laboratory and Imaging Center includes:

- Adobe Creative Suite (publishing)
- Quark Xpress (page layout)
- Quark Express QLA (license Administrator)
- Extensus Suitcase (font management)
- Franklin Estimating (print estimating)
- Cronosync (back-up software)
- Kodak Preps (imposition software)
- Rampage (pre-press server)
- Account Edge MYOB (accounting Software)
- XMPie (variable data software)

Appendix Q: Image Center Floor Plan

Appendix R: Image Center Brochure

Assessment 2: The frequency of hardware and software maintenance, updating, and replacement is sufficient.
At a minimum, Information Technology at South Dakota State University completes a yearly reload of labs and classrooms on campus. During this yearly reload, aging software is upgraded, hardware upgraded and is replaced as necessary. When a computer lab or group of classrooms is starting to reach its end of life, a plan is set forth to replace computers in large quantities.

**Assessment 3: The hours of use of information systems and equipment are sufficient to serve faculty and students.**

SDSU has a Virtual Desktop Interface (https://cloudapps.sdstate.edu/) that provides SDSU student users access to many software applications that they would not otherwise have access to unless they came to a computer lab. Any SDSU student user can access the SDSU virtual lab anytime anywhere through any browser, using existing SDSU authentication credentials.

The Technology Support Desk is open Monday - Thursday 8 AM - 6 PM; Friday 8 AM - 5 PM

The Imaging Center is open 8am-9pm Monday-Thursday, 8am-5pm Friday, and 1pm-5pm Sunday during the school year (except holidays). During the summer the hours are reduced to 8am-5pm Monday-Friday.

**C. Library Resources.** The program shall provide library collections and other resources sufficient to support its mission and educational objectives.

**Assessment 1: Collections are adequate to support the program.**

The Hilton M. Briggs Library is a 21st century learning and research center that inspires academic excellence, creative scholarship, student engagement, and lifelong curiosity. As such, it encompasses a wide range of services that include a Writing Center, International Affairs and Outreach and the Center for the Enhancement of Teaching and Learning, The Daschle Research Study and the South Dakota Collection. There are several study rooms, a conference room and classrooms. The collection includes Books, Special Collections, Bound Journals, Archives/Special Collections, Microforms, and Maps. The collection includes 693,000 books and e-books; 38,000 online subscriptions, 560,000 government documents; and 7,000 linear feet of archival materials. The library technology includes 80 public access computers (78 Windows, 2 Macs), An ADA screen (NaturalSoft), scanners, photocopiers, and microform readers.

The Landscape Architecture Program has a designated library liaison who works closely with the faculty and the library to procure books, journals, and any other material germane to the discipline and in an effort to continually update and enhance the collection.

**Assessment 2: Courses integrate library and other resources.**

Students in the Landscape Architecture Program are encouraged to use Briggs Library as a resource and several courses integrate the use of the library for appropriate research. Intro to Landscape Architecture requires the students to research and develop a presentation on a variety of contemporary Landscape Architecture Firms as well as Land Artists and cite the given source. In Landscape Architecture History, students are required to write a term paper and design a space from a specific cultural source. The projects as for cite sources from the library. In the same class, students make presentations on pioneer designers and sites in the 20th century and sources are again required. In fact the library is used in most classes for precedent studies.
Assessment 3: Library hours of operation are convenient and adequate to serve the needs of faculty and students.

Briggs Library hours are convenient and adequate to serve the needs of the administration, faculty, and students. The hours vary depending on the time of year and academic calendar, but during normal sessions the hours are:

Fall and Winter Semesters:

M-Th 7:45 am-12 am; Friday 7:45 am-9 pm; Sat 10 am-9 pm; Sun 1pm-12 am

Summer Session:

M-Th 7:45 am-9 pm; Friday 7:45 am-5 pm; Sat Closed; Sun 1 pm-9 pm

August Interim:

M-Th 8 am-8 pm; Friday 8 am-5 pm; Sat Closed; Sun 1 pm-8 pm