

5. STUDENTS

5.0 **The students in the Landscape Architecture Program are enthusiastic about the program and the profession for which they are preparing. They are dedicated and motivated to attain the knowledge and skills necessary to practice landscape architecture. Students demonstrate, through problem-based learning, their understanding of the concepts of analysis, design and implementation.**

The design sequence of courses is built around the design process. The students learn, with increasing complexity, how to use the design process to solve a variety of problem presented to landscape architects. Each course and each iteration of the design process reveal new techniques, new sources of information and new inspiration for the students.

The University has led the way in defining the mission of all units on the basis of outcome. Whereas, in the past emphasis (and objectives) was placed on teaching; now the objectives are based on learning.

5.1 **The approaches typical of the landscape architecture include:**

- A. Problem Identification – either through problem statements that sets a framework of objectives or, at the upper levels, may require discussions with clients. Learning objectives may be stated if the project is clearly an exercise aimed at a specific skill. In the upper level courses students take a larger role in problem identification.
- B. Information Collection - ranges from simple assembly of information offered by the instructor to researching sources suggested by the client, the instructor or the students themselves. Emphasis in the evaluation of the results is typically on the organized process of assembling data, the effort demonstrated by the scope of the search, and the clarity of recording and presenting the information. Information literacy is becoming a more important aspect of information collection. The student are given guidance on the selection of sources of information as well as how to critically assess its validity and its worth.
- C. Analysis - is improved by field visits to real project sites. Site visits are, as much as possible, a part of the major design projects. Most agencies/clients are willing to provide the financial support to make this possible. At the stage where interpretation of information is critical, guest experts are frequently invited for lectures or studio crits to provide the necessary reality. Evaluation of student work is based on logical and appropriate use of all information and clarity of understanding.
- D. Synthesis - is also an important stage for visiting experts to be present for intermediate crits. The process of bridging between information and solution, with the additional need for creativity expressed, is the toughest to explain and most difficult to evaluate. Studio crit time is of most importance at this stage and the procedure varies with each instructor and the studio space. Crits at the individual stations are most common. Some are using central crits where individual reviews are observed by others waiting. This has been effective in sharing comments which are similar for all the projects.
- E. Design Development - is interpreted to mean the stage of refinement of the idea created in the synthesis process expressed as a definitive design.

An important aspect of this stage is that the students learn the connections between conceptual design and implementable design. They use hand graphics, CAD and model-building to refine their design ideas.

- F. Communication - covers the range of graphic and verbal techniques. The evaluation of implementation and communication is most effective coming from the jury process, especially when the jury includes client/user representatives. Issues for evaluation boil down to, first, did the jury understand what was presented, and, second, was the solution adequate. Jury comments beyond these basics become the support for the instructor's decision about degree of success for actual grade assignment. Whether projects are juried or not, they are still evaluated against the program guidelines. The system of setting grades is very much the individual instructor's domain. Procedures vary from personal interviews to grade forms with detailed criteria separated for the items in the program statement. Emphasis is intended to be on professionally acceptable results.

The students are reminded throughout the design course sequence that the design processes presented by the faculty are meant to give the information with which to develop their own design process.

Visiting lecturers and guest critics also evaluate the student's work which is regularly displayed in the hallway galleries on the second and third floors. These evaluations are not only directed at individual student works but to the program as a whole.

- G. Making connection with other courses – The students are encouraged to synthesize problem solving with construction by taking design projects into construction projects. This is done within and outside various courses.

5.2 Student Enrollment Summary (all years):

Academic Year	In-State		Out-of-State and Foreign		Total Major Students	
	M	F	M	F	M	F
2002-2003	98	33	28	12	126	45
2001-2002	84	38	16	9	100	47
2000-2001	70	40	18	10	88	50
1999-2000	82	36	17	7	99	43
1998-1999	71	41	19	11	90	52

Includes Pre-LA and LA

Ethnic diversity of current students

0	Native American/Alaskan Native
3	Hispanic American
2	Asian American/Pacific Islander
157	Caucasian American, Non-Historic
4	African American, Non-Hispanic
5	Other

5.3 Student Participation in Academic Planning and Evaluation

The most significant and useful student input regarding program content and organization has been the senior class's exit interviews. This has been done with the entire class present in a session conducted by a professional interviewer from which a "Small Group Instructional Diagnosis" is produced. The report from this particular source is a balanced review of the good and bad points of the program seen from these particular students who have had the complete experience of everything we have to offer. This process has ended with the Center for Instructional Excellence removing this service. More recently, the department head has conducted exit interviews. He prepares a detailed report and presents it to the LA faculty (Appendix 5-1).

Student representatives were called upon to provide input and review to this report. Some impact on academic direction has results from opinions received through the course evaluation system used in every class. This has influenced the content of courses as well as the procedures used by instructors in some cases. Other levels of influence have resulted from the peer review system used for projects in several of the classes. Especially at the senior level, this kind of review has been important to the organization of projects, the organization of teams for projects, and the procedure for evaluation of individuals on teams. Each team member realizes a direct responsibility to the rest of the team.

5.4 Student Advising

Students may register in the Landscape Architecture program as incoming freshmen or transfer in anytime thereafter. As they enter the program, they are distributed by the Student Services Coordinator to one of the faculty who will then be their permanent advisor. Students are encouraged to come to their advisor for any academic questions (or any other issues that are affecting their performance). Each faculty member will have about 25 students as advisees.

The most time-intensive activity for advising is scheduling of classes. We have revised our old system of individual appointments to do this generally repetitive work. We now arrange a scheduling week as soon as the starting date for scheduling occurs. During this week, the entire faculty meets each evening with a different level of students - Monday and Tuesday, freshmen and sophomores; Wednesday, juniors and seniors. Both students and advisors are provided a computerized academic progress report each semester that lists completed courses and also shows all courses the student must yet complete to fulfill his or her degree requirements. In addition, an audit is conducted by the Student Services Coordinator on all juniors during the summer preceding their senior year. Students are thus provided a status report of specific courses that must be taken prior to graduation and can adjust their first semester schedules if necessary to make sure they are taking all required courses. By general announcements and instructions about their scheduling information, nearly all the students can complete their schedules and have them processed within the following two days. This has reduced conflicts and secured openings in many classes that are frequently unavailable if not promptly requested. The faculty has also benefited from not having the long chain of short appointments disrupting several days. Individual problems are still personally handled by the advisor, and the students still are encouraged to meet their advisors for direct conversations as needed. Routine procedural questions and problems are handled by the Student Services Coordinator who maintains regular office hours. These procedures seem to be very positive and have been well received by the students.

5.5 Cooperative Education Program

All of our students participate in the cooperative education program. They are placed, with ample opportunity for input and veto, in professional offices throughout the county. The curriculum has a stated requirement of 40 weeks of employment in the direct supervision of a landscape architect in private or public practice.

Students prepare a resume and portfolio of their work during the second semester of the junior year. They are advised by all the faculty but deliver their products to the co-op coordinator. The students also register their geographic and office type preferences. Some students also have restrictions on their starting and ending times. Some students are able to start early and end late, giving them a total of fifteen months of experience.

Many of the students declare their internship as the single most valuable experience of their education. Whether or not this is verifiable may not be important. The students return with a great deal of confidence of what they can do and how they intend to enter and find success in the profession of landscape architecture. It is no small measure of the program that many students return with job offers in hand or letters of recommendation to help them enter at another point. A list of co-op employers is found in the appendix of Section 7. Practitioners.

5.6 Study Abroad

Several students each year (See appendix 5-2) choose to participate in the study abroad program. This opportunity is coordinated between the landscape architecture program and the International Programs in Agriculture (IPA).

Our formalized exchanges are with Leeds Metropolitan University in England, Heriot-Watt University in Edinburgh, Scotland and Swedish Land University in Alnarp, Sweden. Some study abroad pursues opportunities at other universities.

The students usually study abroad the second semester of the junior year. A few brave students study abroad for the entire academic years. Many of the students extend their stays for some additional travel.

While some students enter this program with some trepidation, they unequivocally report that it is a broadening experience that they value very highly.

5.7 PSLA - Purdue Society of Landscape Architects

Over half of the students in the LA program participates in PSLA. While PSLA serves an important social function, the students plan and implement a series of guest lectures by professional office personnel coupled with interviews for internships and post-graduate employment. See Appendix 5-3.

While most of their energies are focused on landscape architecture, some students also become involved with other organizations across the campus and in the community including sports, clubs and service organizations. PSLA maintains some connection to the Indiana Chapter of ASLA but the relationship varies from year to year. A few students usually attend the INASLA Annual Meeting. Once a year, the INASLA Executive Committee meets at Purdue and takes this opportunity to engage the students in issues related to the profession and professional development. Someone from the state licensing board comes each year to discuss the purposes and procedures for acquiring registration.

Boiler Brick Bowl

The Boiler Brick Bowl is a design/build, adjudicated competition wherein students attempt to construct their designs in the field, using brick and mortar as the primary materials. This extra-curricular event was initiated in 1995. The Spring, 2004 event will be the tenth annual Boiler Brick Bowl. Each year, between 35 and 60 students participate. The 2003 event was the first to feature teams from another university. Past subjects have included mailboxes, garden walls, benches, planters, address markers and sundials.

The International Masonry Institute has been the primary sponsor of the event since its inception. Lafayette Masonry, Don Scharer Masonry, the Local Union of Bricklayers and Allied Craftworkers, and Lafayette Waste Management have all been active contributors and participants in the event as well.

Students form teams (four per team). A design subject is assigned with the following restrictions:

- It must be constructed primarily of brick
- It must fit onto a 4 foot by 8 foot plywood base
- It can use no more than 300 bricks
- It must be safe

The students have approximately two months to design a solution on paper.

On the day of the event, each team is assigned a union apprentice bricklayer as a fifth member. The statewide union trainer gives a demonstration to the group, showing the proper use of the trowel, how to mortar a brick and how to keep everything level and plumb. Each team is given 4 1/2 hours to build their designs.

At the end of the session, a group of three judges assess the projects and interview each team. The judges assign first and second place winners. A third award is determined by popular ballot. Several thousand spectators typically pass by the event, with several hundred casting 'People's Choice' ballots.

The event maintains a number of basic goals.

- Provide students with a realistic dose of the job site and its conditions
- Bridge the gap between designers and those who install their designs
- To test the construct-ability of paper designs
- To elevate and reinforce the link between detailing and craftsmanship, and to foster a respect for the craftsmanship of a trained tradesworker
- It is NOT a goal of the event to turn our students into qualified bricklayers

In 1998, the International Masonry Institute founded the Masonry Camp Scholarship, given to a Purdue landscape architecture student who has shown interest, ability and success in masonry detailing and design. The scholarship consists of an all-expense paid attendance at their week-long masonry camp. Attendees include an international group of practicing architects, architectural students, advanced tradesworkers, apprentices and, to date, one landscape architectural student.

5.8 Scholarships and Awards

While many of our students receive financial aid and scholarships from the University or School of Agriculture, the Program also administers several scholarships. While some of these are based on need, we award these scholarships to the best qualified students. Appendix 5-5 is a table of scholarships and award amounts. The program would benefit from more scholarships that would help recruit top students and a more diversified student body.

Appendix 5-1

HLA Exit Interviews – 2003

Landscape Architecture

First of all, congratulation on your upcoming graduation!
I have asked you to join me for lunch today so that I can obtain your feedback about our program. As a graduating senior, you have considerable experience and insight into our strengths and weaknesses. Thus I would appreciate your candid assessment.

Which course or experience do you believe was most beneficial to your professional development as a landscape architect?

Kim Wilson's urban design class.
Co-op.

Co-op. Kim's junior year.

Tie between urban design and regional design. Both these courses really make a person think about the site and have an understanding of the issues on the site.

Don's construction class was very beneficial to my professional development. The part about grading helped me a lot. Also I think Dr. Dana's class was very beneficial.

Rob's professional practice course.

I think that senior design courses were extremely beneficial because I was stretched a lot and was able to use a lot of what I learned on my co-op in these classes.

My co-op experience, I was able to use a diverse amount of work in that environment.

Co-op.

The sketching I did along the way on the projects I did.

Co-op.

Which course(s) do you think need to be significantly upgraded?

Professional practices. "Rob's".
Expand it. It's good, make it great.

I didn't learn much more in Kim's senior class than in her junior class. Maybe carve out room for another planting design class. Add this to Kim's class, just be specific in plantings & less time in design. 1 project instead of 2?

Construction courses – more emphasis no grading and construction documents.

Maybe some of the Hort classes.

LA 117 – course content is more extensive than described.

Construction classes could be improved, computer courses.

Construction (site systems).
Grading.

We need more plant materials and planting design influenced.

Construction classes prior to co-op & adding CAD 2002 to them.

Rob's resume class – do more w/ it.
More autocad classes before co-op.

Was the climate within the Department of Horticulture and Landscape Architecture conducive to individual learning and respectful of individual's differences in gender, race, ethnicity, etc.?

Yes, & No. Depend's on the professor.

Yes.

Yes, I felt like the climate was great for learning. I learned a great deal and feel prepared for the work world.

Yes, we all have a very personal relationship with our teachers, and students.

Yes, it is a nice change of furniture in senior studio, give class unity.

Yes.

Yes, but the professors need a better attitude towards each other because it is evident to us as students.

Yes.

Respect was very good, I believe. However, I feel lucky to be groups w/ such nice & respectful individuals.

Suggestions / concerns?

Hand graphics.

Keep hand graphics – Prof. should be excited to get us to learn.

Thanks!! Great job. The computer labs continue to improve and so do the courses.

None.

More autocad education before co-op.

Guidance – didn't get credit for many courses because counselor didn't understand Ag School rules.

Less group projects more individual.

More influence on plants & construction.

More CAD, not bogging us down w/ credits the last year.

Many seniors had 40 or more credits to take the last year.

Putting the professional practice class in the second semester.

Kim's class needs to be reviewed as far as credit hrs.

Please keep in touch. Let us know how you are progressing. Continue to provide us with feedback.

Appendix 5-2

Landscape Architecture Students Who Have Studied Abroad*

1998 (3)

Keith Dyer – Fall; Leeds Metropolitan University, England
Mike Broge – Fall; Leeds Metropolitan University, England
Adam Kober – Fall; Heriot-Watt, Scotland; LA

1999 (7)

Michael Anderson – Spring; Swedish University of Agricultural Sciences
Seth Borne – Spring; Swedish University of Agricultural Sciences
Leslee Chieppo – Fall 1999/Spring 2000; Leeds Metropolitan University
Erin Jones – Fall 1999/Spring 2000; Leeds Metropolitan University
Emily Placke – Fall 1999/Spring 2000; Leeds Metropolitan University
Richard Reineke – Fall; Heriot-Watt, Scotland
Ryan Wampler – Fall; Swedish University of Agricultural Sciences

2000 (5)

Lisa Hanes – Summer; DIS, Copenhagen, Denmark
Karen Krey – Fall 2000/Spring 2001; Leeds Metropolitan University
Daniel Ollis – Fall 2000/Spring 2001; Leeds Metropolitan University
Scott Bieterman – Fall; Leeds Metropolitan University
Laura Capen – Fall; Leeds Metropolitan University

2001 (4)

Luke Davis – Fall; Leeds Metropolitan University
Matthew Kwiatkowski – Fall; Leeds Metropolitan University
Ryan Sudac – Fall; Leeds Metropolitan University
Frances Hegarty – Fall; Heriot-Watt, Scotland

2002 (6)

Megan Dryden – Fall 2002/Spring 2003; Swedish University of Agricultural Sciences
Nina Herskedal – Fall 2002/Spring 2003; Swedish University of Agricultural Sciences
Hyeon Oh – Fall; Leeds Metropolitan University
Nikolas Davis – Fall; Leeds Metropolitan University
Leigh Olszewski – Fall; Leeds Metropolitan University
Julia Burns – Fall; Leeds Metropolitan University

2002 Maymester (7)

Laura Capen – Summer; England
Amber Fentz – Summer; England
Allison Harness – Summer; England
Maura Leuck – Summer; England
Vivian Martinez – Summer; England
Jennifer Peterson – Summer; England; LA
Ruth Vanderlin – Summer; England; LA

2003 (2)

Vivian Martinez – Spring; Leeds Metropolitan University; LA
Luzanne Smith – Fall 2003/Spring 2004; University of Western Australia; LA

2004 (2)

Jon Hoffherr – Spring 2004; Leeds Metropolitan University; LA
Scott Bernick – Spring 2004; Leeds Metropolitan University; LA

*Students are listed in the calendar year in which they studied.

Appendix 5-3

Purdue Society of Landscape Architects (PSLA) Lecture Series and Co-op Interviews:

Tim S. Ball	Landscape Architect Hitchcock Design Group Naperville, IL	2001	PSLA Lecture Series
Sheila M. Condon	Landscape Architect and Principal Clark Condon Associates Houston, TX	2001	PSLA Lecture Series
Varoujon Hagopean	Civil Engineer and Principal Sasaki Associates Watertown, MA	2001	PSLA Lecture Series
Willson McBurney	Landscape Architect PBS&J Orlando, FL	2001	PSLA Lecture Series
Ted Wolff	Landscape Architect and Principal Wolff Clements Assoc. Chicago, IL	2001	PSLA Lecture Series
Cindy Tyler	Landscape Architect and Principal Marshall, Tyler, Rausch LLC, Pittsburgh, PA	2001	PSLA Lecture Series
Tim S. Ball	Landscape Architect Hitchcock Design Group Naperville, IL	2002	PSLA Lecture Series
Jeff Briggs	Landscape Architect M 2 L Houston, TX	2002	PSLA Lecture Series
Sheila M. Condon	Landscape Architect and Principal Clark Condon Associates Houston, TX	2002	PSLA Lecture Series
Willson McBurney	Landscape Architect PBS&J Orlando, FL	2002	PSLA Lecture Series
Geoff Roehll	Landscape Architect Hitchcock Design Group Naperville, IL	2002	PSLA Lecture Series
Tim S. Ball	Landscape Architect Hitchcock Design Group Naperville, IL	2003	PSLA Lecture Series