

PUBLIC INFORMATION ON PROGRAM PERFORMANCE (2023-24)

Master of Landscape Architecture | School of Landscape Architecture & Planning

1040 N OLIVE RD | 520-621-1004
CAPLA.ARIZONA.EDU

Our three-year **Master's of Landscape Architecture Degree** (MLA) Program at the University of Arizona is accredited by the Landscape Architectural Accreditation Board (LAAB). The MLA Program was last accredited in 2019 and is scheduled for re-accreditation in 2026. Our program has received the longest accreditation periods possible for the last 23 years, with no suggestions for improvement or recommendations from LAAB since 2007. An accredited degree in Landscape Architecture is generally the first step towards [licensure eligibility](#). LAAB accredited programs are required to provide reliable information to the public on their performance, including student achievement as determined by the institution or program. This information is intended to help potential students make informed application decisions.

Program Costs*

Estimated Costs for the 2023-24 academic year:

Category	Arizona Resident***	Non-Resident
Tuition**	\$12,718	\$32,290
Room/Board	\$12,250	\$12,250
Books/Supplies	\$1,200	\$1,200
Program Fees	\$3,000	\$3,000

source: <https://financialaid.arizona.edu/cost/graduate-professional>

Computer Requirements

There are computers available in the studio and computer lab, however, they are often used for courses. Students are required to have laptops by the first day of classes. Personal computers must meet specific [computer requirements](#) in order to run the necessary software.

Supplemental Learning & Experiential Learning Opportunities

All students are encouraged to complete an internship while in the program. Faculty advisors work with students to help find an internship that suits their needs.

Study Abroad: CAPLA offers [study abroad](#) opportunities for students who are interested in taking their education outside the United States. In summer 2024, students have the opportunity to participate in Cities of the Future in Germany and the Netherlands.

Faculty Professional Licensure and Certifications

Kirk Dimond, Associate Professor, LEED AP

Kenneth Kokroro, Assistant Professor, Licensed Landscape Architect

Mackenzie Waller, Assistant Professor, Licensed Landscape Architect

Bo Yang, Professor, Licensed Landscape Architect, American Institute of Certified Planners

**The majority of our students receive financial support in the form of tuition waivers, fellowships, program set-aside funds, teaching and research assistantships, and scholarships.*

***Tuition includes registration fee, technology/library fee, Recreation Center Bond Retirement fee, Arizona Financial Aid Trust fee, and Campus Recreation Program fee.*

****Our program participates in the [Western Regional Graduate Program](#), where qualified residents from 15 western states pay Arizona resident tuition rates.*

MLA Student Data

Applicants	2023-24	2022-23	2021-22	2020-21	2019-20
Number Applied	28	23	25	29	32
Number Accepted	26	21	22	25	26
Number Enrolled	10	9	13	11	17

Retention and Graduation Rates

Entering Cohort	# Enrolled	2nd Year Retention Rate	Graduation Rate within 3 years	Graduation Rate within 4 years
2015-16	13	100%	92%	100%
2016-17	16	94%	88%	94%
2017-18	10	100%	90%	100%
2018-19	9	100%	89%	100%
2019-20	17	100%	84%	100%
2020-21	11	82%	64%	64%
2021-22	13	77%	70%	n/a
2022-23	9	100%	n/a	n/a
2023-24	10	n/a	n/a	n/a

note: graduation rate is the percentage of the entering cohort.

Number of Degrees Conferred

Academic Year	23-24	22-23	21-22	20-21	19-20	18-19
Number of Graduates	11	15	9	8	13	12

Employment Outcomes: Graduating Class of 2022-23

Private Practice: 13

NGO/Non-Profit Practice: 2

Unknown: 0

STUDENT ACHIEVEMENT

I. Assessment Activities

Assessment activities were first utilized during the 2014-15 academic year using rubrics created in spring/summer 2014. Students were assessed on a three-point rubric scale in LAR 612, their final design studio in the Master of Landscape Architecture Program. In Fall 2023, the faculty re-designed the rubric categories and created a four-point scale to better match desired program learning outcomes:

The scores are based on a four-point scale (see Rubric on pages 4-5):

- 4** - Exemplary Performance (Exceeds Standards)
- 3** - Competent (Meets Standards)
- 2** - Developing (Approaching Standards)
- 1** - Beginning (Below Standards)

Learning Outcome #1: Communication Skills

Students will develop effective written, oral, and graphic skills to communicate design methods and processes.

Learning Outcome #2: Design Practice, Methods, and Theory

Students will be able to identify appropriate methods of design inquiry and problem-solving processes to produce creative design solutions which convey an understanding of contemporary design theory.

Learning Outcome #3: Research, Analysis, and Critical Thinking

Students will demonstrate critical thinking skills and an understanding of the theoretical and historical context of the profession of landscape architecture.

Learning Outcome #4: Sustainable Design Strategies

Students will create design concepts and solutions that use best practices for stormwater management, urban heat island mitigation, plant and ecosystem design, and landscape performance assessment.

Learning Outcome #5: Professional Practice

Students will apply the principles of social justice, diversity and inclusion, cultural heritage, and ethics and act responsibly towards the public, profession, and environment.

Learning Outcomes - Rubric 2023-24 Graduating Class Averages	Fall 2023 n=11
Communication Skills	3.7
Design Practice, Methods, & Theory	3.9
Research, Analysis, & Critical Thinking	3.6
Sustainable Design Strategies	3.9
Professional Practice	3.7

Every year graduating students complete an exit survey where they give feedback on the program and rate their skills on various learning outcomes. They have the option to rate their confidence in their skills/knowledge as: Not confident; Somewhat confident; Confident; or Very Confident.

Learning Outcomes - Student Exit Survey 2023-24 Graduating Class	Student Confidence		
	Not Confident	Somewhat Confident	Confident or Very Confident
Ability to communicate design methods & processes through written, verbal, and oral presentation	0%	9%	91%
Ability to identify appropriate methods of design inquiry to produce design solutions	9%	27%	64%
Design critique and evaluation	0%	9%	91%
Overall ability to create design concepts and solutions using sustainable strategies	9%	9%	82%
Professional ethics and values	0%	0%	100%

II. Learning Assessment Rubric

Rubric for Assessing MLA Students' Design and Planning Skills and Solutions

Dimensions	Communication Skills	Design Practice, Methods, and Theory	Research, Analysis and Critical Thinking
4 - Exemplary Performance (Exceeds Standards)	At this level, the student excels in expressing ideas through diverse communication channels – written, oral and graphic. They clearly convey to reviewers their understanding of different perspectives and handle feedback constructively. Digital media, hand drawings, written programs, and design descriptions are expressed clearly and presented in organized graphic sequences that provide reviewers with a comprehensive understanding of developed design concepts as well as design and evaluation processes.	At this level, the student excels in designing projects that deeply consider the context and contemporary design theory. They expertly synthesize analysis, evaluate program suitability, and demonstrate innovation in the application of design methods. Their critique of alternatives and synthesis of ideas result in comprehensive, visionary solutions. Their work masterfully integrates creative, cultural, and historical aspects of the site, grounded in relevant sciences, addressing diverse goals with exceptional proficiency.	At this level, the student excels in research and analysis. The student has made excellent use of background research as a basis for complex design decisions that are programmatically appropriate. They clearly articulate theories, skillfully apply diverse research methods, effectively convey significance, and are innovative in addressing challenges. Additionally, they adeptly measure impacts, identify data types, use metrics, integrate sustainability principles, employ relevant methodologies, and apply behavioral sciences across contexts.
3 - Competent (Meets Standards)	The student design work and presentation can be easily understood. They convey to reviewers some understanding of different perspectives and handle feedback constructively. Their design intentions, concepts, and schemes are reasonably clear, but some aspects of the design could be articulated further.	The student meets the expectation of demonstrating design skills that show responsiveness to context. Development of diverse design alternatives are synthesized into solutions that address core project objectives. Their work adequately integrates creative, cultural, and historical aspects of the site, but they are missing some components that may have improved the design.	The student exhibits basic competency in their ability to formulate relevant hypotheses, apply methodologies that are appropriate, and draw reasonable conclusions. The background research is adequate but is lacking some components that may have improved the design.
2 - Developing (Approaching Standards)	The student is making progress in expressing ideas, engaging diverse viewpoints, and handling feedback, but their design intentions, concepts, and schemes are disorganized.	The student exhibits some basic skills of context aware design, analysis, synthesis, and early stages of developing evaluation abilities. Work reflects limited exposure to various approaches and design innovation is limited and narrowly framed.	The student demonstrates beginning steps to formulate research hypotheses or questions relevant to the field. While they may be exploring various research methodologies and data analysis techniques, their proficiency in these areas is still developing.
1 - Beginning (Below Standards)	The student has difficulty expressing ideas clearly, engaging with diverse perspectives, and handling feedback constructively. Their design intentions, concepts, and schemes are not clear to the reviewers.	The student has difficulty creating context-aware design, analysis, synthesis, and evaluation which results in significant design deficiencies. They have difficulty critiquing alternatives and synthesizing ideas. Their work demonstrates a lack of understanding of different approaches and knowledge domains.	The student requires a high level of guidance in research and applies limited use of available methodologies. They lack technical skills for formulating research questions. Evaluating perspectives, contributing meaningfully, and problem-solving are areas for growth.

Rubric for Assessing MLA Students' Design Implementation Skills

Dimensions	Sustainable Design Strategies	Professional Practice
4 - Exceptional Performance (Exceeds Standards)	At this level, the student has made exemplary use of sustainability concepts as a basis for identifying problems and solutions. These include, as appropriate: grading, drainage, water quality and stormwater management, urban heat island mitigation, plant and ecosystem design, and landscape performance assessment. The student's designed landscapes are accessible, safe, and ecologically sustainable.	At this level, the student excels in applying principles of social justice, diversity, inclusion, and cultural heritage to their design decisions. They demonstrate a deep understanding of the ethical and professional obligations to clients, communities, the public, the landscape, and environment in their work. In their work and in the classroom, they demonstrate empathy and respect for others.
3 - Competent (Meets Standards)	The student adequately incorporates sustainability concepts as a basis for identifying problems and solutions but misses some important sustainability aspects they should have considered to improve their design.	The student adequately applies principles of social justice, diversity, inclusion, cultural heritage, and professional ethics to their design decisions, but misses some important principles that they should have considered. They demonstrate a basic understanding of professional ethics. In their work and in the classroom, they demonstrate empathy and respect for others.
2 - Developing (Approaching Standards)	The student minimally incorporates sustainability concepts into their design and needs improvement.	The student demonstrates the first steps of incorporating principles of social justice, diversity, inclusion, and cultural heritage to their design decisions, but does not fully articulate the ways in which design decisions can disparately impact vulnerable populations. They need improvement on understanding professional ethics.
1 - Beginning (Below Standards)	The student's design incorrectly or does not incorporate sustainability concepts that should have been considered given the scope and nature of the project.	The student has an insufficient understanding of the ways in which design decisions can disparately impact vulnerable populations. Their design does not apply principles of social justice, diversity, inclusion, cultural heritage, and professional ethics.