

PUBLIC INFORMATION ON PROGRAM PERFORMANCE (2024-25)

Bachelor of Landscape Architecture | School of Landscape Architecture & Planning

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CAPLA.ARIZONA.EDU

Our four-year **Bachelor of Landscape Architecture** (BLA) Program at the University of Arizona launched in Fall 2020 and had its first graduating cohort in Spring 2024. Our **Master of Landscape Architecture** (MLA) Program was last accredited by the Landscape Architectural Accreditation Board (LAAB) in 2019 and is scheduled for re-accreditation in 2026. We are seeking initial accreditation of the BLA program in Spring 2026, jointly with the re-accreditation of our MLA program. Our MLA program has received the longest accreditation periods possible for the last 24 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 2024-25 academic year:

Category	Arizona Resident	Non-Resident
Tuition	\$12,168	\$40,520
Room/Board*	\$16,746	\$16,746
Books/Supplies	\$600	\$600
University Fees	\$1,738	\$1,738
College Fees	\$1,800	\$2,600

source: <https://financialaid.arizona.edu/>

Computer Requirements

There are computers available in the studio and computer lab, however, they are often used for courses. BLA students entering their second year of the program 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 2025, students had the opportunity to participate in Cities of the Future in Japan.

Faculty Professional Licensure and Certifications

Nolan Bade, Lecturer, Licensed Landscape Architect

Kirk Dimond, Associate Professor, Licensed Landscape Architect, LEED AP

Vera Gates, Adjunct Lecturer, Licensed Landscape Architect

Kenneth Kokroro, Assistant Professor, Licensed Landscape Architect

Erik Schmahl, Lecturer, Licensed Landscape Architect

Mackenzie Waller, Assistant Professor, Licensed Landscape Architect

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

Licensure Eligibility

Our program meets the educational requirements for licensure eligibility in each U.S. state.

Retention through Graduation Rates

Entering Cohort	Graduated within 4 years	Graduated within 5 years
2020-21	57%	71%
2021-22	48%	76% (expected)
2022-23	69% (expected)	
2023-24		
2024-25		

Number of Degrees Conferred

Academic Year	2024-25	2023-24	2022-23
Number of Graduates	13	8	1
Average Degree GPA	3.24	3.61	

Employment Outcomes: Graduating Class of 2023-24

Private Practice: 4

Graduate School: 1

Unknown: 3

STUDENT ACHIEVEMENT

I. Assessment Activities

A. Direct Assessment: Rubric Scores

Assessment activities were first utilized during the 2024-2025 academic year with our first graduating BLA class. Students were assessed on a three-point rubric scale in LAR 498, their final capstone studio in the Bachelor of Landscape Architecture Program.

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

- 3 - Exceeds
- 2 - Meets
- 1 - Does not meet

Learning Outcome #1: Design Processes, Methods, and Solutions

Students will be able to identify appropriate methods of design inquiry and problem-solving processes (including research methods) to produce creative solutions to identified problems and questions.

Learning Outcome #2: Communication Skills

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

Learning Outcome #3: Sustainable Design Strategies

Students will be able to 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 #4: Professional Practice

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

Learning Outcome #5: Critical Thinking

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

Learning Outcomes - Rubric	Spring 2025
2024-25 Graduating Class Averages	n=13
Design Process, Methods, & Solutions	2.43
Communication Skills	2.48
Sustainable Design Strategies	2.55
Professional Practice	2.73
Critical Thinking	2.38

B. Indirect Assessment: Study Survey

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 Totally Confident.

Learning Outcomes - Student Exit Survey	Student Confidence (n=13)		
	Not Confident	Somewhat Confident	Confident or Totally Confident
2024-25 Graduating Class			
Ability to communicate design methods & processes through written, verbal, and oral presentation	0%	15%	85%
Ability to identify appropriate methods of design inquiry to produce design solutions	0%	0%	100%
Design critique and evaluation	0%	8%	92%
Overall ability to create design concepts and solutions using sustainable strategies	0%	8%	92%
Professional ethics and values	8%	8%	84%

II. Learning Assessment Rubric

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

	3 - Exceeds Requirements	2 - Meets Requirements	1 – Does Not Meet Requirements
Design Processes, Methods, and Solutions	The student has clear and well-developed design intentions that include a purpose and scope of work. The student has made excellent use of background research as a basis for complex design decisions that are programmatically appropriate.	The design program is adequate but is not fully developed and may include some deficiencies or errors that make the final design less effective. The background research is adequate but is lacking some components that may have improved the design.	The design is programmatically flawed or is poorly executed. The design does not satisfy the project goals, objectives, or requirements and does not make adequate use of background research.
Communication Skills	The student is exceptionally competent in articulating design doctrines through design representation tools and methods. Digital media, hand drawings, written programs, and design descriptions are expressed clearly and presented in organizational graphic sequences that provide reviewers with a comprehensive understanding of developed design concepts as well as design and evaluation processes.	The student design work and presentations can be easily understood; design intentions, concepts, and schemes are reasonably clear, but some aspects of the design are not completely articulated or are not accurately represented.	The student fails to communicate a clear design process and the design is not well articulated through graphics, text, or verbal presentation. The design organization is unclear and appears incomplete.
Sustainable Design Strategies	The student has made excellent 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.	The student adequately incorporates sustainability concepts as a basis for identifying problems and solutions but misses some important sustainability aspects they should have considered.	The student's design incorrectly or does not incorporate sustainability concepts that should have been considered given the scope and nature of the project.
Professional Practice	The student excels in applying principles of social justice, diversity, inclusion, and cultural heritage to their design decisions. They demonstrate an understanding of the ethical and professional obligations to clients, communities, the public, and the landscape and environment in their work.	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.	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.
Critical Thinking	The student demonstrates excellent critical thinking skills in their analysis of current conditions, background research, and creative solutions to design problems. They demonstrate understanding of the history and theories of the art and science of landscape architecture. Student excels at the application of theory to the practice of landscape architecture in their design decisions.	The student adequately demonstrates critical thinking skills and applies theory to the practice of landscape architecture in their design decisions but misses some important theoretical applications	The student does not demonstrate adequate critical thinking skills and an understanding of the history and theories of the art and science of landscape architecture. There is no application of theory to their design decisions.