SUMMARY OF 2023 ANNUAL REPORTS
SUBMITTED TO THE
LANDSCAPE ARCHITECTURAL ACCREDITATION BOARD
BY ACCREDITED ACADEMIC PROGRAMS

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Nathania Martínez González, De Base LLC
Mission

The mission of the Landscape Architectural Accreditation Board (LAAB) is to evaluate, advance, and advocate for the quality of professional landscape architecture education.

LAAB is the accrediting organization for landscape architectural programs. As such, LAAB develops standards to objectively evaluate landscape architectural programs and judges whether a school’s landscape architectural program is in compliance with the accreditation standards.

LAAB is comprised of landscape architecture practitioners and academicians, representatives from landscape architecture collateral organizations and public representatives. The collateral organizations are the American Society of Landscape Architects (ASLA), Council of Landscape Architectural Registration Boards (CLARB) and Council of Educators in Landscape Architecture (CELA).

Annual Reports

Programs report to LAAB on:

- Substantial changes in their academic program
- Progress on recommendations from previous accreditation visits
- Students
- Graduates
- Budgets
- Faculty

Purpose

Annual reports from academic programs are used by LAAB to monitor significant changes and ongoing compliance with accreditation standards in each program between on-site visits. Aggregate data from the reports is used to track trends in landscape architecture education and to communicate with stakeholders, other landscape architecture professional associations and organizations, and the public.
Inside you will find sections on...

GEOGRAPHY OF ACCREDITED LANDSCAPE ARCHITECTURE PROGRAMS

SIGNIFICANT CHANGES IN ACCREDITED LANDSCAPE ARCHITECTURE PROGRAMS

STUDENTS ENROLLED IN ACCREDITED LANDSCAPE ARCHITECTURE PROGRAMS

GRADUATING CLASS IN ACCREDITED LANDSCAPE ARCHITECTURE PROGRAMS

STUDENT RACE AND ETHNICITY

FACULTY COUNTS, GENDER-BREAKDOWN, TIME, AND LICENSURE

FACULTY RACE AND ETHNICITY

VISITING LECTURER TOPICS AND SPECIALTIES

CURRENT PROGRAM LENGTHS AND TYPES BY INSTITUTION

This summary includes information from the 2022-2023 academic year about the number of accredited landscape architecture academic programs in the United States and unincorporated territories; substantial changes reported by these programs; counts and demographic composition for currently enrolled students, 2023 graduates, and non-tenure and tenure faculty; 2021-2022 academic year graduates’ career paths; ratio of licensed faculty; and visiting faculty lecture topics. Budget data reported reflects the unique administrative structure of each program and does not lend itself to aggregate reporting.

All information in the summary is presented as reported by the academic programs. 102 of the 102 accredited programs submitted a 2022-2023 Annual Report.

Header image credit: ASLA 2023 Student Community Service Category Award of Excellence. Rooted in Resiliency. Jordyn Kloss, Associate ASLA; Daniela Paez; Josh Pollastrini; Elijah Williams; Hailey Holder; Cheyenne Gebhart; Tara Tilstra; Johanna Roszhart; Grace Pollack; Faculty Advisors: Julie Stevens, ASLA; Iowa State University Landscape Architecture Department
47 Undergraduate Programs
55 Graduate Programs
102 Programs in 76 Universities
### Significant Changes Reported by Programs

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A change in administrator</strong></td>
<td>29 changes at 23 institutions impacting 15 graduate programs and 14 undergraduate programs: Several programs designated interim chairs from current faculty or made new appointments for reasons varying between retirements, transfers, resignations, sabbaticals and unexpected passing. Programs also experienced the addition of coordinators to the administrative team such as program, curriculum, and administrative coordinators and associate department heads. This change impacts 23% of accredited programs.</td>
</tr>
<tr>
<td><strong>A change in administrative structure</strong></td>
<td>6 changes at 5 institutions impacting 4 graduate program and 2 undergraduate programs: Changes include having interim chairs from a different department, acquiring an administrative assistant, and department shifts and merges.</td>
</tr>
<tr>
<td><strong>Major changes in curriculum</strong></td>
<td>2 changes at 2 institutions impacting 2 graduate programs: Changes include an institution evolving from a quarter to semester system leading to a new program proposal and reducing a five-year program to four-year alongside credit requirements.</td>
</tr>
<tr>
<td><strong>A loss of 20% of faculty in the past year</strong></td>
<td>5 changes at 4 institutions impacting 3 graduate program and 2 undergraduate programs: Programs reported loss in faculty due to transfers for new or tenure-track positions, resignations, retirements, and the elimination of an unaccredited BSLA program to form a stand-alone MLA program.</td>
</tr>
<tr>
<td><strong>A change in resources impacting delivery of the degree</strong></td>
<td>2 changes at 2 institutions impacting 1 graduate program and 1 undergraduate program: Loss of full-time faculty now replaced by part-time adjunct faculty and unexpected passing of faculty.</td>
</tr>
<tr>
<td><strong>Major changes in facilities</strong></td>
<td>9 changes at 7 institutions impacting 4 graduate programs and 5 undergraduate programs: Programs reported a variety of improvements including a new makerspace lab construction, elevator installation, studio renovation, completed refurbishment, more space, expansion and upgrade of college facilities, and improved access to resources and facilities.</td>
</tr>
</tbody>
</table>
2023 STUDENTS ENROLLED IN ACCREDITED LANDSCAPE ARCHITECTURE PROGRAMS

TOTAL ENROLLED STUDENTS 5993

TOTAL UNDERGRADUATE STUDENTS 3947

TOTAL GRADUATE STUDENTS 2046

NET CHANGE 2021-2022 % 2.95

Domestic vs. International

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic</td>
<td>5175</td>
<td>818</td>
</tr>
<tr>
<td></td>
<td>86%</td>
<td>14%</td>
</tr>
<tr>
<td>International</td>
<td>176</td>
<td>642</td>
</tr>
<tr>
<td></td>
<td>96%</td>
<td>69%</td>
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</table>

Gender Makeup

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2646</td>
<td>3309</td>
</tr>
<tr>
<td></td>
<td>44%</td>
<td>55%</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>0.36%</td>
<td>0.26%</td>
</tr>
</tbody>
</table>

*percentage represents % of total students

NET CHANGE 2021-2022 % 2.95

*percentage represents % of total students
**2023 Graduating Class in Accredited Landscape Architecture Programs**

**Total Graduates: 1,422**

- **Total Undergraduate Graduates: 743**
- **Total Graduate Graduates: 679**

**Gender Makeup**

- **Male**
  - Undergraduate: 604 (43%)
  - Graduate: 812 (57%)
  - Other: 4 (0.29%)

- **Female**
  - Undergraduate: 377 (27%)
  - Graduate: 435 (32%)
  - PNtoA: 2 (0.15%)

**Career Paths**

*Data reflects career paths for graduates of the 2021-2022 academic year*

- **Undergraduate:**
  - 389
  - Small proportion (less than 10% for each category)

- **Graduate:**
  - 401
  - Proportions vary across categories:
    - Government Practice
    - Non-profit
    - Adv. Study or Research
    - Teaching
    - Not in LA
    - Other
    - Unknown

*Percentage represents % of total students*
## Currently Enrolled Students

### GRADUATE

<table>
<thead>
<tr>
<th>Category</th>
<th>White</th>
<th>Black</th>
<th>Asian</th>
<th>American Indian</th>
<th>Hispanic/Latino</th>
<th>Mixed</th>
<th>Hawaiian</th>
<th>Unknown</th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td>1010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates</td>
<td></td>
<td>83</td>
<td></td>
<td></td>
<td></td>
<td>442</td>
<td>9</td>
<td>221</td>
</tr>
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</table>

### UNDERGRADUATE

<table>
<thead>
<tr>
<th>Category</th>
<th>White</th>
<th>Black</th>
<th>Asian</th>
<th>American Indian</th>
<th>Hispanic/Latino</th>
<th>Mixed</th>
<th>Hawaiian</th>
<th>Unknown</th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td>2343</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates</td>
<td></td>
<td>169</td>
<td>377</td>
<td>13</td>
<td>686</td>
<td>195</td>
<td></td>
<td>119</td>
</tr>
</tbody>
</table>

## Combined Percentages

- **56%** White
- **4%** Black
- **14%** Asian
- **<1%** American Indian
- **15%** Hispanic/Latino
- **4%** Mixed
- **<1%** Hawaiian
- **7%** Unknown

## Graduating Class

### GRADUATE

<table>
<thead>
<tr>
<th>Category</th>
<th>White</th>
<th>Black</th>
<th>Asian</th>
<th>American Indian</th>
<th>Hispanic/Latino</th>
<th>Mixed</th>
<th>Hawaiian</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>336</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>181</td>
<td>4</td>
<td>57</td>
</tr>
<tr>
<td>Graduates</td>
<td></td>
<td>13</td>
<td>181</td>
<td>4</td>
<td>57</td>
<td>12</td>
<td></td>
<td>76</td>
</tr>
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</table>

### UNDERGRADUATE

<table>
<thead>
<tr>
<th>Category</th>
<th>White</th>
<th>Black</th>
<th>Asian</th>
<th>American Indian</th>
<th>Hispanic/Latino</th>
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<th>Hawaiian</th>
<th>Unknown</th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td>457</td>
<td></td>
<td></td>
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<td></td>
<td>32</td>
<td>82</td>
<td>6</td>
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<tr>
<td>Graduates</td>
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<td>32</td>
<td>82</td>
<td>6</td>
<td>115</td>
<td>29</td>
<td>1</td>
<td>21</td>
</tr>
</tbody>
</table>

## Combined Percentages

- **56%** White
- **3%** Black
- **18%** Asian
- **1%** American Indian
- **12%** Hispanic/Latino
- **3%** Mixed
- **<1%** Hawaiian
- **7%** Unknown
**Gender Break-down**

*<1% of non-tenure related faculty reported 'other gender' or 'prefer not to answer'*

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Non-Tenure</td>
<td>706</td>
<td>558</td>
</tr>
<tr>
<td>Total Tenure</td>
<td>463</td>
<td>141</td>
</tr>
<tr>
<td>Professor</td>
<td>141</td>
<td>191</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>131</td>
<td></td>
</tr>
</tbody>
</table>

**32% of total faculty possess a license as a Registered Landscape Architect**

**72 of 75 reporting institutions have at least ≥ 1 RLA/PLA licensed faculty member**

Other reported certifications include Lic. architect, civil + landscape engineering, LEED AP/Green Associate, ISA arborist, AICP/RTPI planner, RPP, contractor, FAA UAS remote pilot, GIS, occupational therapy, interior design, parks + rec professional, and horticulture.
### 2023 Faculty Race and Ethnicity

#### Tenure Related Faculty

- **White**: 348 (75%)
- **Black**: 12 (3%)
- **Asian**: 62 (13%)
- **American Indian**: 1 (0.2%)
- **Hispanic/Latino**: 24 (5%)
- **Mixed**: 12 (2%)
- **Hawaiian**: 0 (0%)
- **Unknown**: 1 (0.2%)

#### Non-tenure Related Faculty

- **White**: 504 (71%)
- **Black**: 61 (9%)
- **Asian**: 1 (0.2%)
- **American Indian**: 54 (8%)
- **Hispanic/Latino**: 71 (1%)
- **Mixed**: 60 (9%)
- **Hawaiian**: 18 (3%)
- **Unknown**: <1%
Visiting lecturers specialize in varied topics such as: advocacy, affordable housing, anthropology, aquatic biology, architecture, art, artificial intelligence in design, Asian architecture, biology, botany, brownfield, business development, campus architecture, ceramics, city + regional planning, climate/coastal resilience, communications + outreach, community: activism/development/organizing/engagement, computational design management, conservation + watershed health, construction administration, construction, counter cartography, design-build, ecology, economics, education, engineering: civil/electrical, environmental: education/management/history/justice/law/planning/restoration, equity in design, farmland protection, food systems, furniture manufacturing, geography, geomorphology, health, historian, horticulture, hydrology, illustration, indigenous design, invasive species, journalism, kayak safety, Latin American landscapes, life science, marine ecology, mental health, mycology, natural areas management, park management, participatory design, photography, planning, planting plans, policy, preservation, public art, race + social justice, remote sensing, restorative justice, seascapes, soil science, sports + recreational design, stormwater management, sustainability, traditional foods, turfgrass management, universal access, urban: design/farming/planning/ecology/forestry.
CURRENT PROGRAM LENGTHS AND TYPES BY INSTITUTION

97 Semester-based Programs
5 Quarter-based Programs

47 Undergraduate Programs
55 Graduate Programs
102 Programs in 76 Universities

MLA ONLY

29

Auburn University
City College of New York
Florida International University
Harvard University
Illinois Institute of Technology
Kansas State University
Kent State University
Morgan State University
North Carolina State University
North Dakota State University
Rhode Island School of Design
University of Arizona
University of California, Berkeley
University of Cincinnati
University of Colorado Denver
University of Hawaii at Manoa
University of Idaho
University of Michigan
University of Minnesota
University of New Mexico
University of Oklahoma
University of Pennsylvania
University of Southern California
University of Tennessee
University of Texas at Arlington
University of Texas at Austin
University of Virginia
Washington University
Polytechnic University of Puerto Rico

5 YR BLA ONLY

3

Cal Poly State University, San Luis Obispo
Oklahoma State University
Purdue University

4 YR BLA ONLY

18

American University of Beirut
Colorado State University (BSLA)
Delaware Valley University (BSLA)
Michigan State University (+1 semester)
North Carolina A&T State University (BSLA)
South Dakota State University
Thomas Jefferson University
Universidad Ana G. Mendez (BSLA)
University of Arkansas
University of California, Davis (BSLA)
University of Connecticut (BSLA)
University of Delaware
University of Kentucky (BSLA)
University of Nebraska–Lincoln
University of Nevada, Las Vegas
University of Rhode Island
University of Wisconsin–Madison (BSLA)
Washington State University
<table>
<thead>
<tr>
<th><strong>5 YR</strong></th>
<th>BLA + MLA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ball State University</td>
<td></td>
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<tr>
<td>Iowa State University</td>
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<tr>
<td>Louisiana State University</td>
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<tr>
<td>University of Florida</td>
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<tr>
<td>University of Washington</td>
<td></td>
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<tr>
<td>State University of New York - Environmental Science and Forestry</td>
<td></td>
</tr>
<tr>
<td>Virginia Polytechnic Institute and State University</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4 YR</strong></th>
<th>BLA + MLA</th>
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</thead>
<tbody>
<tr>
<td>Arizona State University (BSLA)</td>
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<tr>
<td>Boston Architectural College</td>
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<tr>
<td>California Polytechnic State University, Pomona (BSLA)</td>
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<tr>
<td>Clemson University</td>
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<tr>
<td>Cornell University (BSLA)</td>
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<tr>
<td>Pennsylvania State University (+ 1 semester)</td>
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<tr>
<td>University of Georgia</td>
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<tr>
<td>University of Illinois at Urbana-Champaign</td>
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<tr>
<td>University of Maryland, College Park</td>
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<tr>
<td>University of Massachusetts Amherst (BSLA)</td>
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<tr>
<td>University of Oregon</td>
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<td>Rutgers University (BSLA)</td>
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<td>Texas Tech University</td>
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<td>Utah State University</td>
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<tr>
<td>West Virginia University</td>
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