

Lewis&Clark

**American Society of Landscape Architects**

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**2024 Survey of Graduating Students**



## Introduction

An online survey was completed in the spring and summer of 2024 by graduating students in accredited undergraduate and graduate landscape architecture programs. The purpose of this survey was to gather information on post-graduation plans. The survey was similar to studies done annually since 1997. The results are summarized in the following report.

## About the American Society of Landscape Architects

Founded in 1899, ASLA is the national professional association for landscape architects, representing more than 15,000 members. The Society's mission is to advance landscape architecture through advocacy, communication, education, and fellowship. Members of the Society use the "ASLA" suffix after their names to denote membership and their commitment to the highest ethical standards of the profession.

## About Lewis&Clark

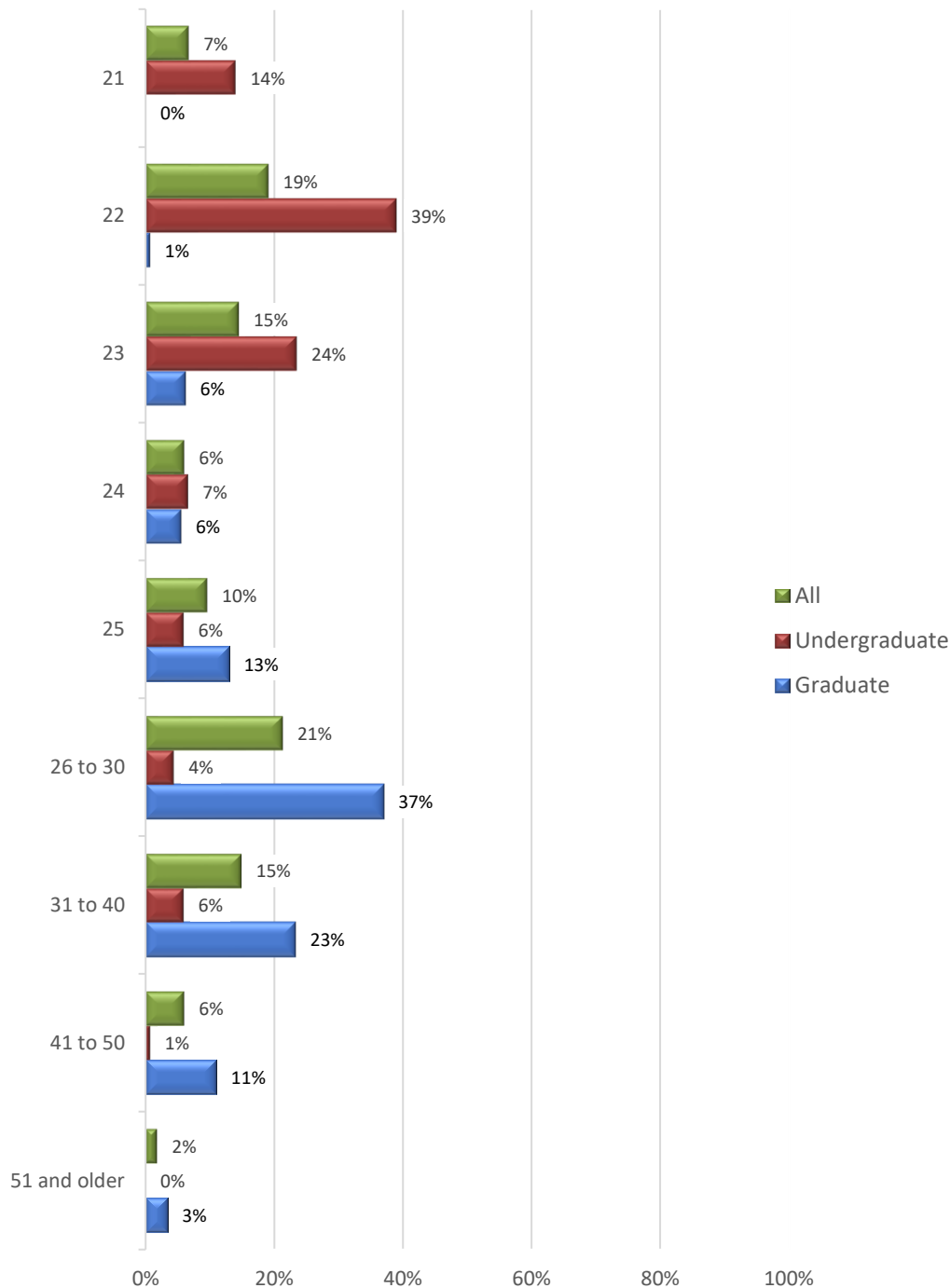
Lewis&Clark is a full-service market research, competitive intelligence, and strategic marketing firm started in 1983. We help organizations to develop, evolve, and grow by allowing them to better understand their members, their employees, their customers, and their marketplace. Lewis&Clark works with membership associations, magazine publishers, non-profits, and small to mid-sized businesses.

This report was prepared by Lewis Copulsky, Principal, Lewis&Clark.

### Age

The average age of respondents is 24 for undergraduates, 31 for graduate students, and 28 overall. This is little changed from the previous year.

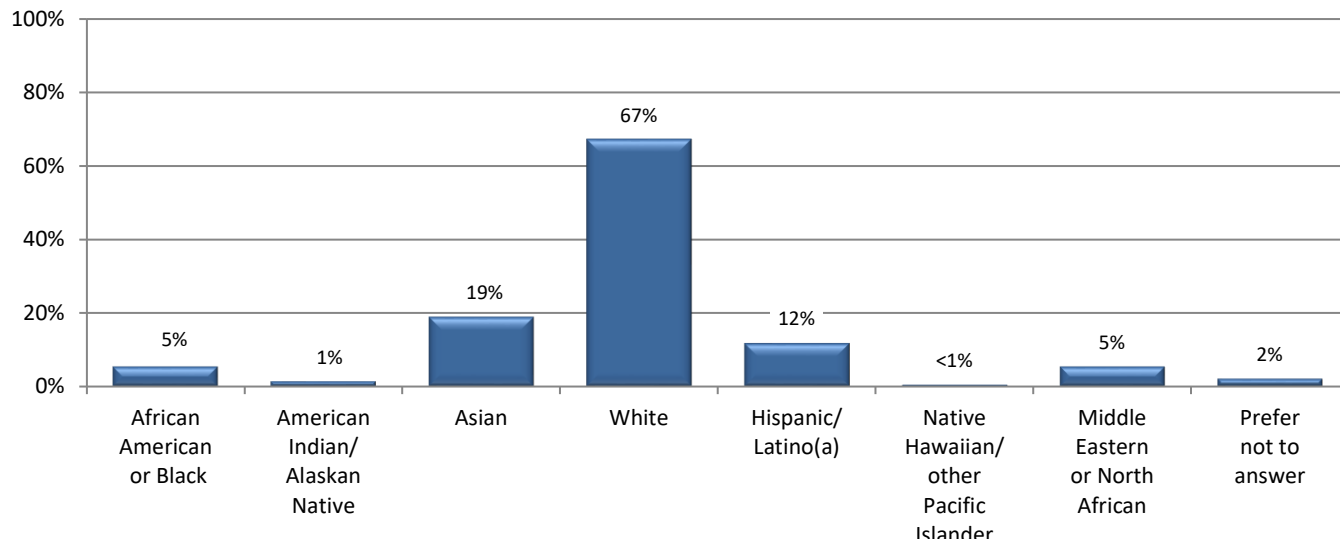
What is your age?



### Race

Two-thirds of respondents (67%) indicate they are Caucasian. This percentage is up 5% from last year.

What is your race and/or ethnicity?



**Race** (continued)

COMPARISON WITH PREVIOUS YEARS

	African American or Black <sup>(1)</sup>	American Indian/Alaskan Native <sup>(2)</sup>	Asian <sup>(3)</sup>	White <sup>(4)</sup>	Hispanic/Latino(a) <sup>(5)</sup>	Native Hawaiian/other Pacific Islander <sup>(6)</sup>	Middle Eastern or North African <sup>(6)</sup>	Prefer not to answer <sup>(6)</sup>	Other <sup>(7)</sup>
<b>2024</b>	5%	1%	19%	67%	12%	<1%	5%	2%	
<b>2023</b>	2%	1%	19%	62%	16%				11%
<b>2022</b>	4%	1%	23%	61%	9%				9%
<b>2021</b>	1%	1%	19%	69%	11%				7%
<b>2020</b>	2%	<1%	25%	55%	14%				7%
<b>2019</b>	1%	1%	20%	66%	12%				6%
<b>2018</b>	3%	0%	20%	69%	9%				3%
<b>2017</b>	3%	2%	18%	66%	14%				3%
<b>2016</b>	3%	1%	20%	66%	6%				5%
<b>2015</b>	1%	1%	20%	68%	8%				3%
<b>2014</b>	1%	1%	15%	70%	14%				1%
<b>2013</b>	1%	2%	12%	84%	6%				1%
<b>2012</b>	2%	1%	8%	82%	4%				4%
<b>2011</b>	2%	1%	7%	86%	6%				2%
<b>2010</b>	1%	0%	7%	85%	4%				2%
<b>2009</b>	1%	1%	6%	87%	3%				2%
<b>2008</b>	2%	1%	8%	81%	5%				2%
<b>2007</b>	1%	1%	6%	86%	5%				3%
<b>2006</b>	2%	1%	6%	86%	3%				3%
<b>2005</b>	3%	<1%	7%	83%	2%				4%
<b>2004</b>	3%	<1%	6%	86%	4%				2%
<b>2003</b>	1%	<1%	4%	87%	2%				3%
<b>2002</b>	1%	1%	6%	88%	2%				1%
<b>2001</b>	<1%	1%	4%	89%	3%				1%
<b>2000</b>	2%	1%	9%	83%	2%				2%
<b>1999</b>	0%	0%	5%	79%	1%				2%

(1) prior to 2024 African American; prior to 2017 Black

(2) prior to 2017 American Indian

(3) prior to 2024 Asian/Pacific Islander

(4) prior to 2024 Caucasian

(5) prior to 2024 Hispanic/Latinx; prior to 2021 Hispanic/Latino(a); prior to 2017 Hispanic

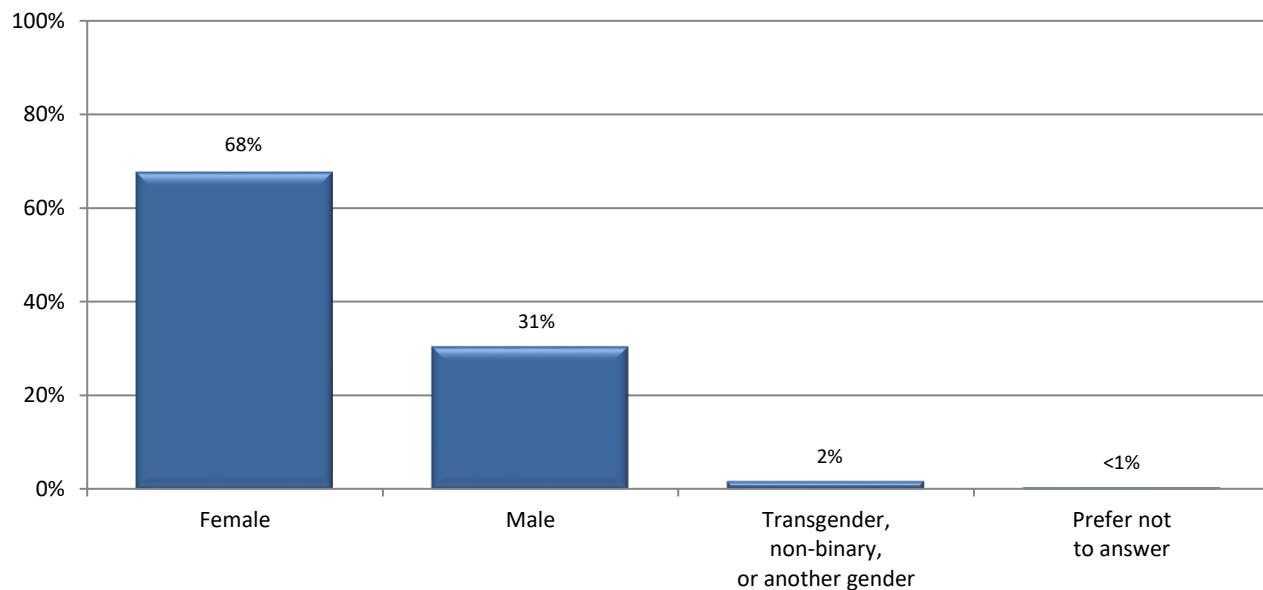
(6) new category in 2024

(7) not used in 2024

### Gender

Female students comprise 68% of respondents, versus 31% for males. Compared to the previous year, the percentage of female students decreased by 4%.

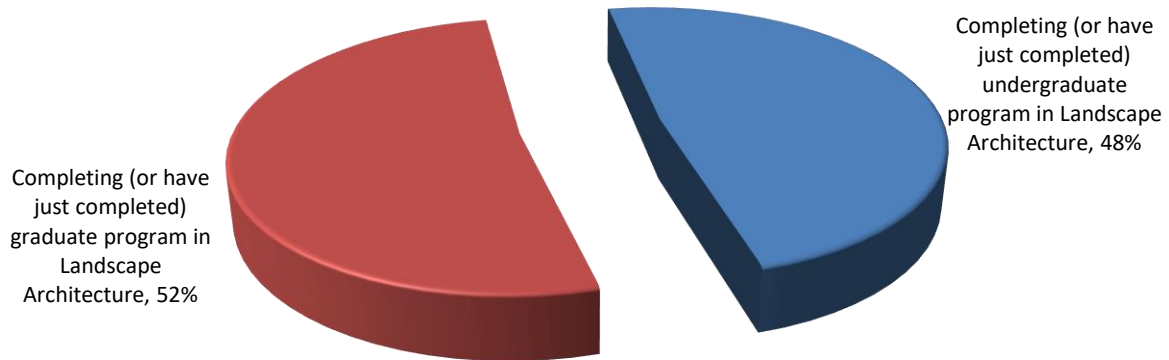
How do you currently describe yourself?



### Current Educational Status

Out of 287 respondents who indicated their status, 48% are undergraduate students and 52% are graduate students. This is little changed from the previous year.

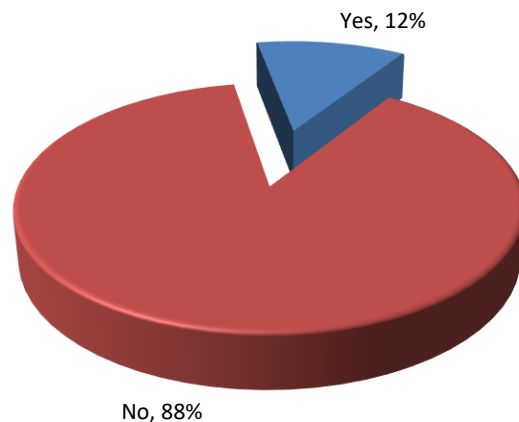
Which of the following best describes your current status?



Graduate students report a variety of undergraduate degrees. Those mentioned by two or more respondents are Architecture (23 mentions); Landscape Architecture (15 mentions); Fine Arts (8 mentions); Environmental Science (5 mentions); Biology, History, and Environmental Studies (4 mentions each); Interior Design and Urban Studies (3 mentions each); Botany, Engineering, Geography, Industrial Design, Landscape Gardening, Landscape Studies, Plant Sciences, Political Science, Sociology, Theatre Design and Technology, Urban and Regional Planning (2 mentions each).

Just over one in ten respondents (12%) who received undergraduate degrees indicated that they received an associate’s degree before transferring to a four-year school. This is a substantial decrease from 22% the previous year.

Did you earn an associate's degree at a community college before transferring into an accredited landscape architecture program?





**Current Educational Status** (continued)

**Schools attended by respondents**

# of students	Undergraduate school
14	Clemson University
10	California State Polytechnic University, Pomona
10	Virginia Tech
7	Louisiana State University
7	University of Massachusetts
6	Michigan State University
6	University of Georgia
5	Rutgers University
5	University of Illinois, Urbana-Champaign
5	Utah State University
4	Boston Architectural College
4	Colorado State University
4	Purdue University
4	University of Connecticut
4	University of Washington
3	Pennsylvania State University
3	Texas Tech University
3	Thomas Jefferson University
3	University of Delaware
3	University of Oregon

# of students	Graduate school
8	Kansas State University
7	California State Polytechnic University, Pomona
7	University of New Mexico
7	Utah State University
6	University of Minnesota
5	City College of New York
5	Clemson University
5	Florida International University
5	North Carolina State University
5	University of California - Berkeley
5	University of Virginia
4	Cornell University
4	Temple University
4	University of Pennsylvania
4	University of Texas, Arlington
4	University of Washington
3	Ball State University
3	Iowa State University
3	Rhode Island School of Design
3	University of Maryland
3	University of Southern California
3	University of Tennessee

**Undergraduate schools**

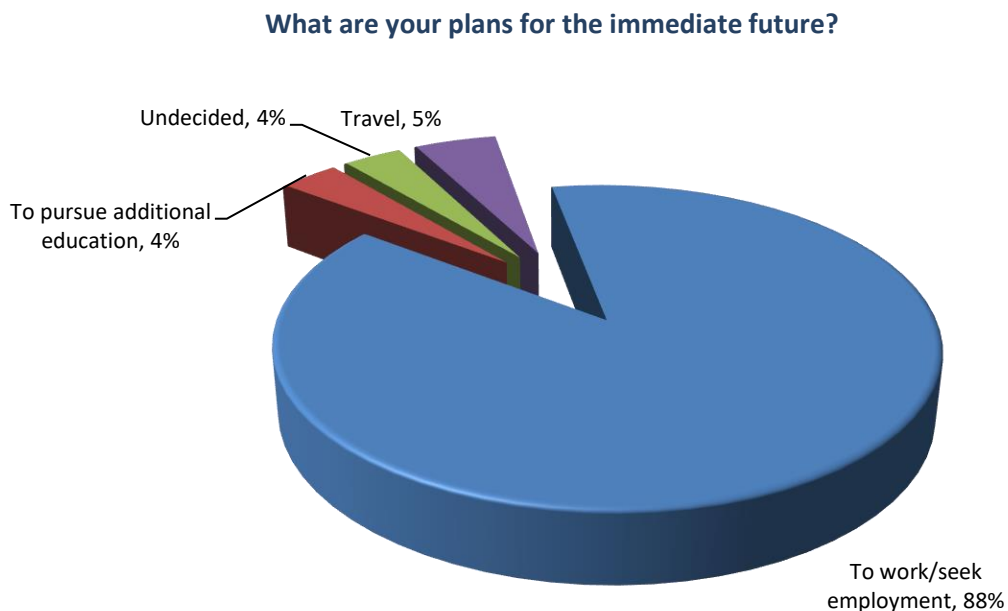
- **Two mentions each:** Mississippi State University, North Carolina A&T University, Texas A&M University, Universidad Ana G. Mendez, University of Nebraska, University of Nevada, University of Rhode Island, Washington State University, West Virginia University
- **One mention each:** Ball State University, California Polytechnic State University, San Luis Obispo, Oklahoma State University, Temple University, The Ohio State University, University of Florida, University of Kentucky

**Graduate schools**

- **Two mentions each:** Arizona State University, Boston Architectural College, Harvard University, Illinois Institute of Technology, Kent State University, Rutgers University, Texas Tech University, University of Arizona, University of Colorado - Denver, University of Florida, University of Georgia, University of Illinois - Urbana-Champaign, University of Oregon, University of Texas, Austin, West Virginia University
- **One mention each:** Auburn University, Louisiana State University, North Dakota State University, State University of New York College of Environmental Science and Forestry, Texas A&M University, University of Hawaii, University of Massachusetts, University of Michigan, University of Oklahoma, Virginia Tech, Washington University

### Plans For Immediate Future

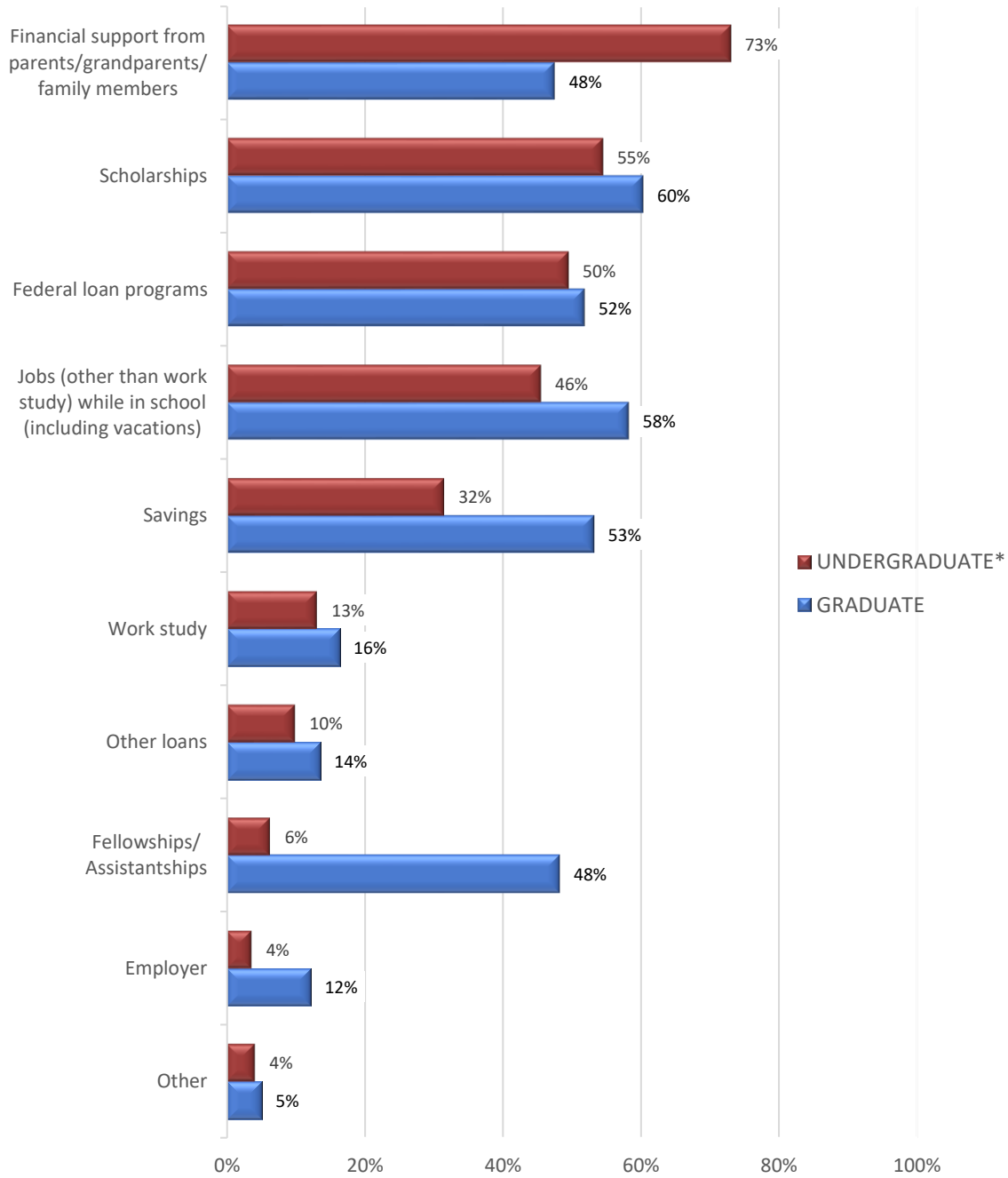
Most respondents (88%) indicate that their plans for the immediate future involve either working or seeking employment, while 5% plan to travel, and 4% each plan to pursue additional education or are undecided. Compared to the previous year, the percentage who indicated they planned to work/seek employment decreased by 3%.



### Paying for Education

The most frequently cited (50% or more of respondents) sources of funds for undergraduate education are parents/grandparents/family (73%), scholarships (55%) and federal loan programs (50%), while for graduate education they are scholarships (60%), jobs (58%), savings (53%), and federal loan programs (52%).

How did you pay for your education?

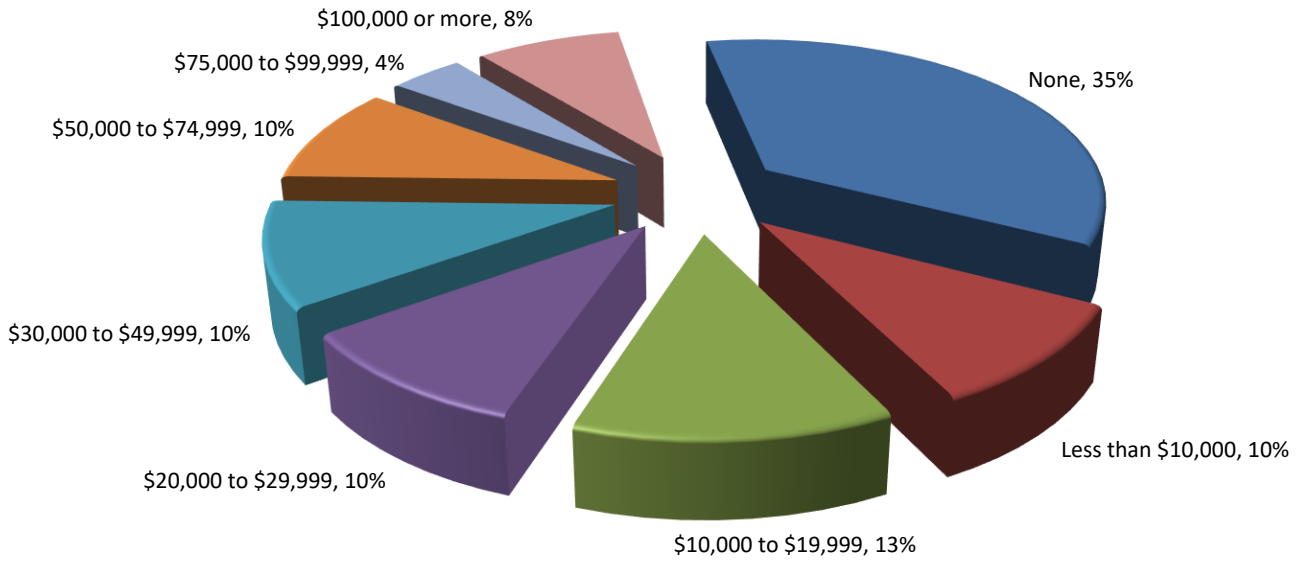


\*includes undergraduate expenses reported by current graduate students.

**Paying for Education** (continued)

On average, students earning an undergraduate degree have approximately \$16,800 in education-related debt and those earning a graduate degree have approximately \$35,700 in education related debt (compared to \$17,600 and \$31,600, respectively, in the previous year). Overall, close to one-half of respondents (45%) owe less than \$10,000 (including those who owe nothing), while over one-fifth (22%) owe \$50,000 or more.

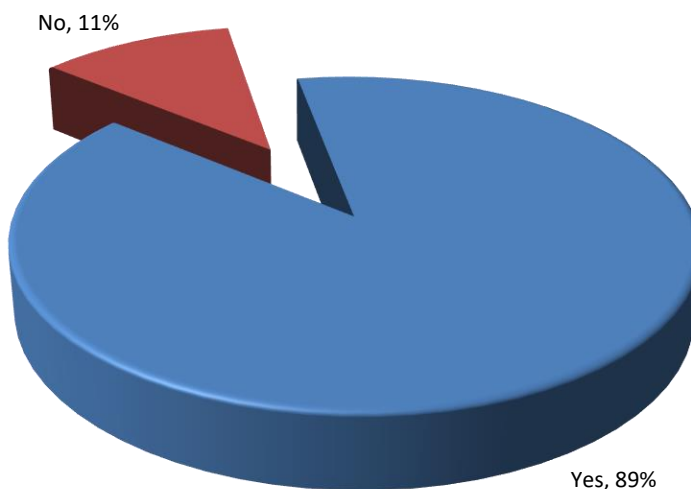
**What is your current education-related debt?**



### Preparation for Profession

Most respondents (89%) indicate that they feel well-prepared to enter the landscape architecture profession as an emerging professional. (This question was asked for the first time this year.) Respondents' reasons for not feeling well prepared can be found starting on page 59.

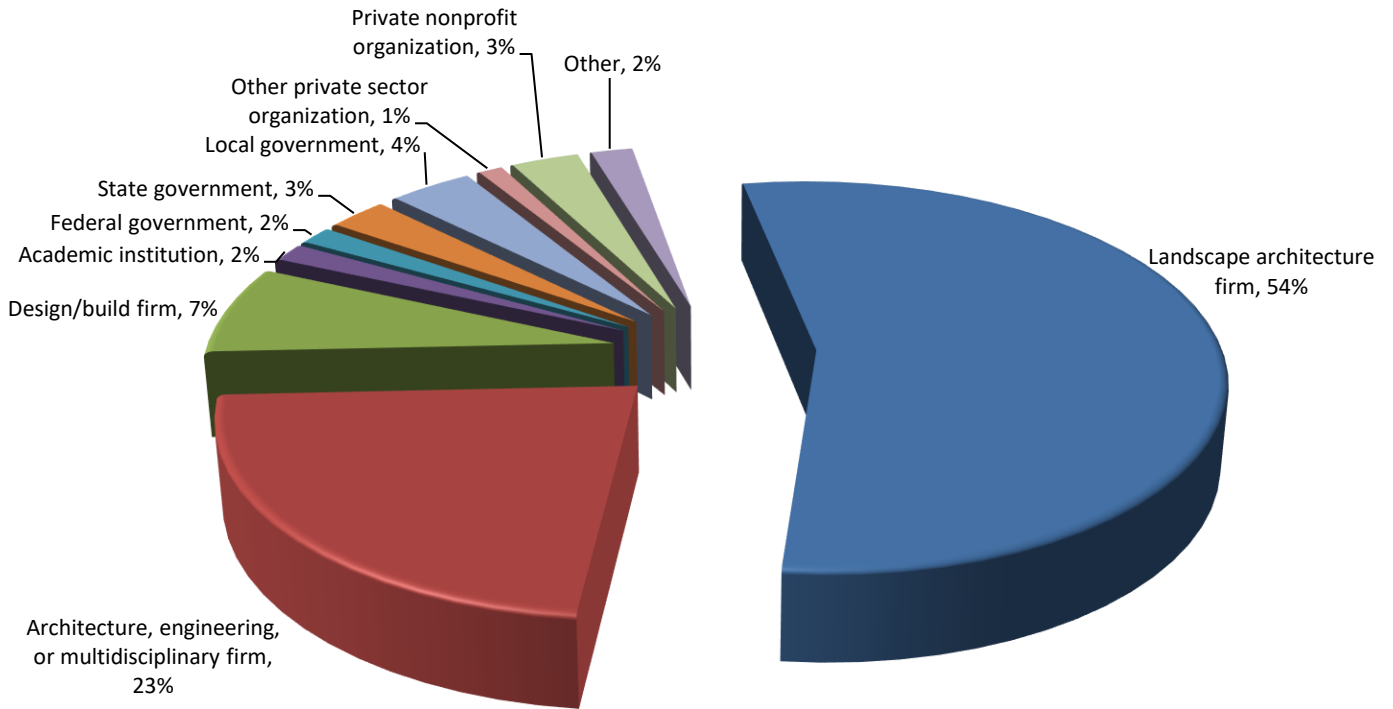
**Do you feel well-prepared to enter the landscape architecture profession as an emerging professional?**



### Desired Type of Employer

Just over one-half of respondents (54%) indicate that they are primarily interested in seeking employment in a landscape architecture firm. This represents a decrease of 6% from the previous year.

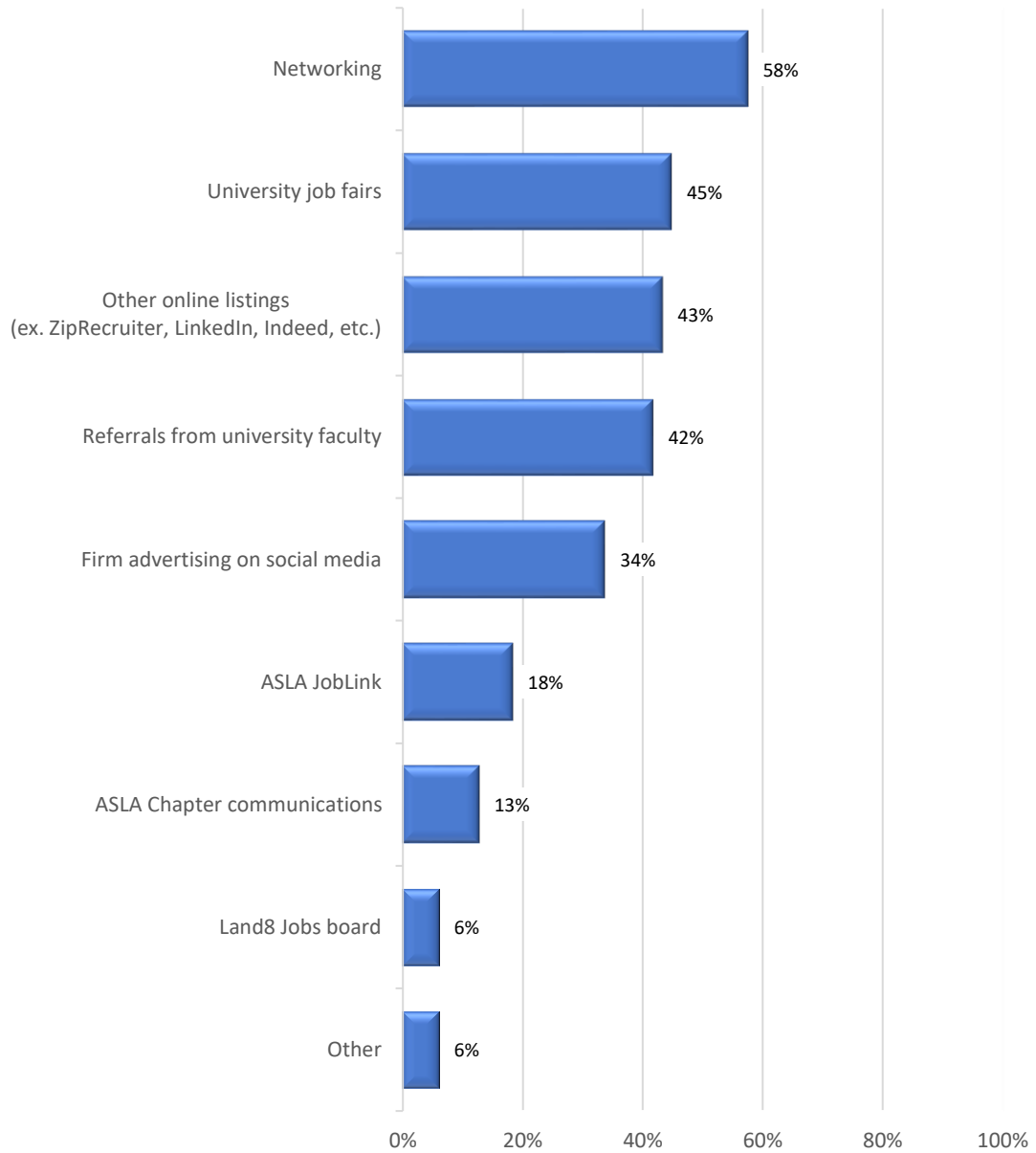
Which of the following employment sectors is your primary interest?



### Job Resources

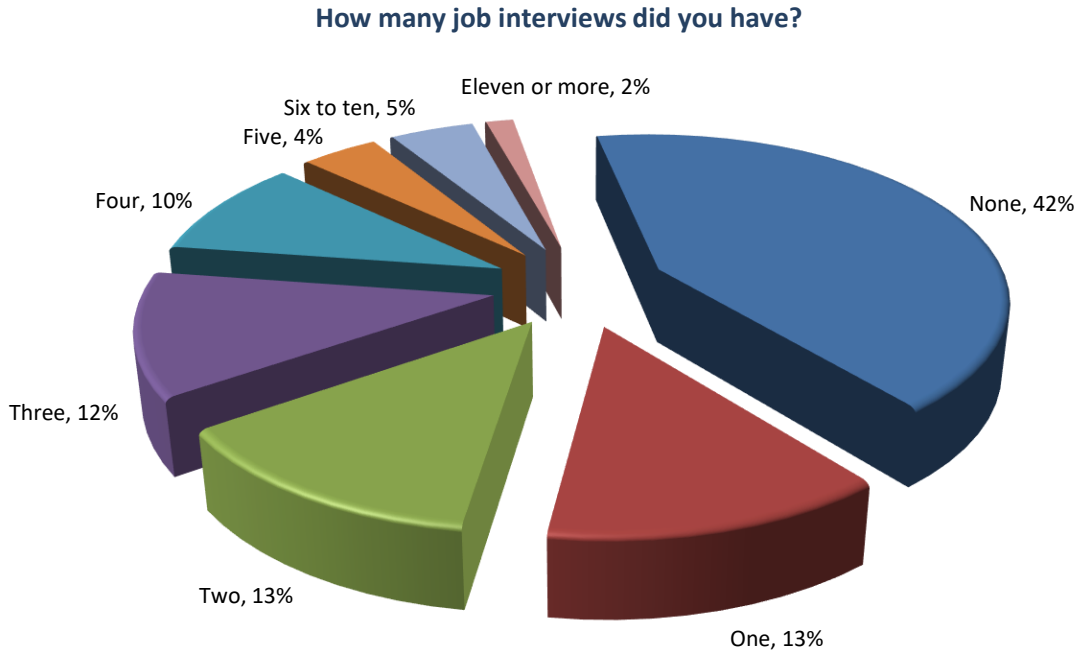
Respondents indicate that networking (58%), followed by university job fairs (45%), non-LA specific online listings (43%), and faculty referrals (42%) were the most helpful resources in seeking open job postings. (This question was asked for the first time this year.)

Which of the following resources were most helpful in seeking open job postings?



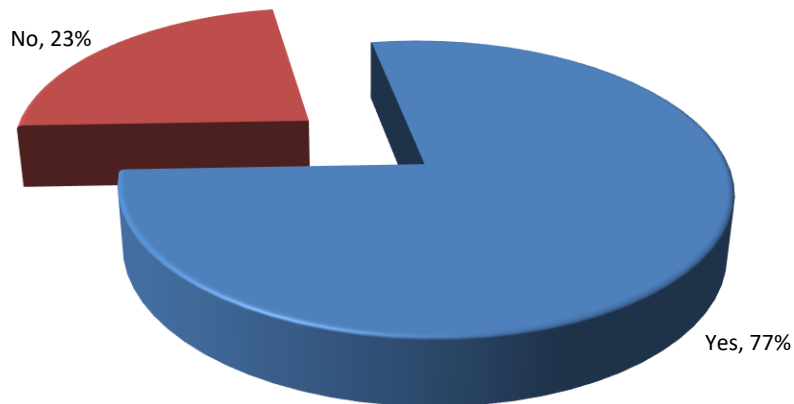
### Job Interviews

Close to three in five respondents (58%) had at least one job interview during their final semester in school. This was a decrease of 11% from the previous year, although it should be noted that the survey field period started earlier this year. Respondents' comments about the interview process went can be found starting on page 65.



Over three-quarters of respondents (77%) felt that their school experience prepared them for the interview process. Their explanations for why they did or did not feel that way can be found starting on page 70.

#### Did you feel your school experience prepared you for the interview process?

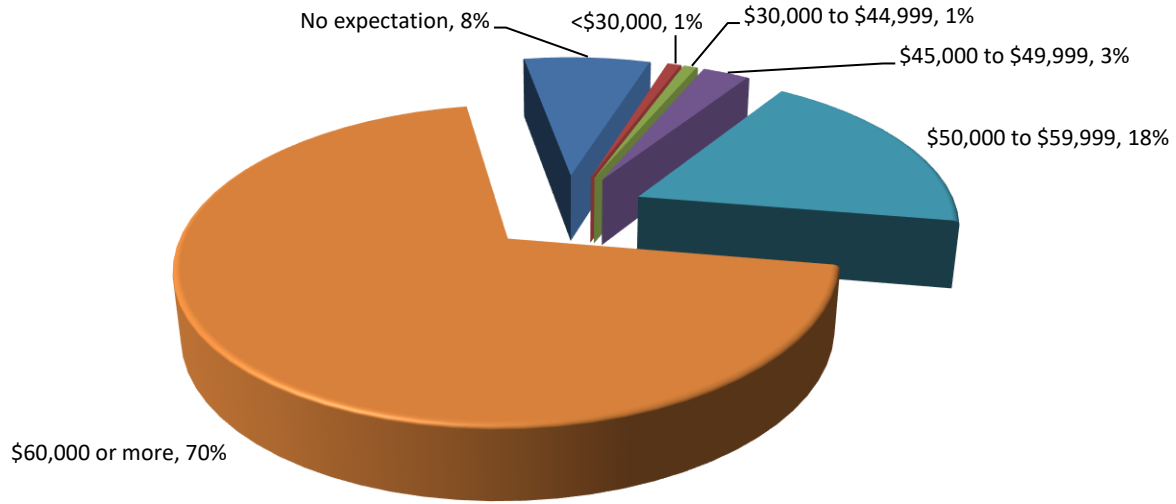




### Salary Expectations

Respondents who are looking for a job (or have already found one) expect(ed) an average salary of approximately \$62,500. Undergraduate students expect(ed) \$59,900 and graduate students expect(ed) \$64,700. This year's salary expectation overall was down \$900 from the previous year.

What salary expectation do you have?



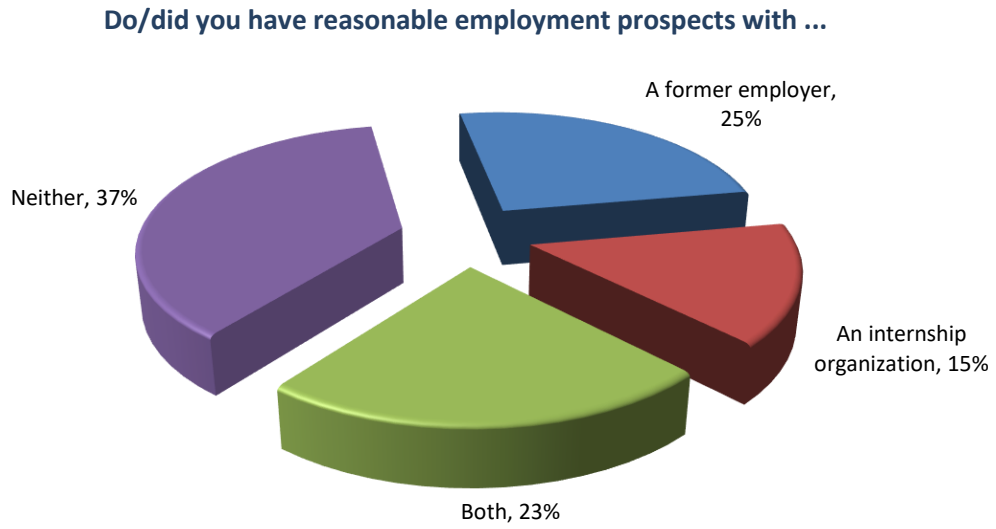
**Salary Expectations** (continued)

**COMPARISON WITH PREVIOUS YEARS**  
(AVERAGE SALARY - 000's)

	Total	Undergraduate Students	Graduate Students
<b>2024</b>	\$62	\$60	\$65
<b>2023</b>	64	60	66
<b>2022</b>	59	56	61
<b>2021</b>	53	52	54
<b>2020</b>	53	49	56
<b>2019</b>	52	50	54
<b>2018</b>	49	47	51
<b>2017</b>	49	45	52
<b>2016</b>	46	44	48
<b>2015</b>	47	44	50
<b>2014</b>	48	46	49
<b>2013</b>	43	42	44
<b>2012</b>	43	37	48
<b>2011</b>	44	39	48
<b>2010</b>	44	39	47
<b>2009</b>	44	42	46
<b>2008</b>	43	41	46
<b>2007</b>	42	40	45
<b>2006</b>	41	39	44
<b>2005</b>	38	37	42
<b>2004</b>	36	35	38
<b>2003</b>	34	33	38
<b>2002</b>	29	28	35
<b>2001</b>	31	31	35
<b>2000</b>	31	31	34
<b>1999</b>	30	28	33

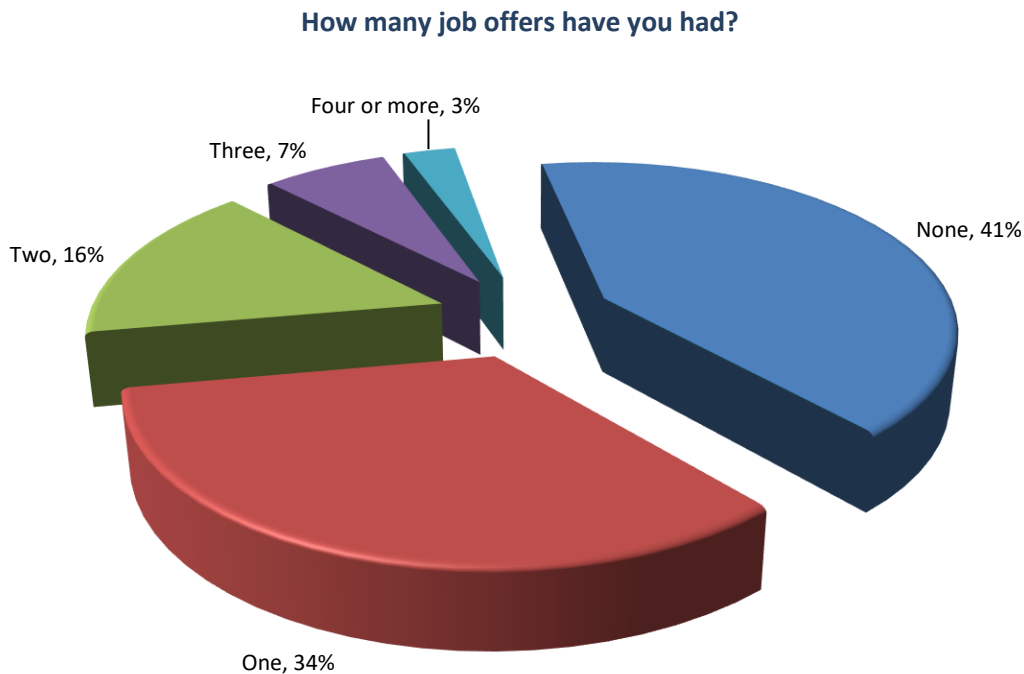
### Employment Prospects

One-quarter of respondents (25%) have or had reasonable employment prospects with a former employer, while 15% have/had prospects with an internship organization, and 23% have/had prospects with both.



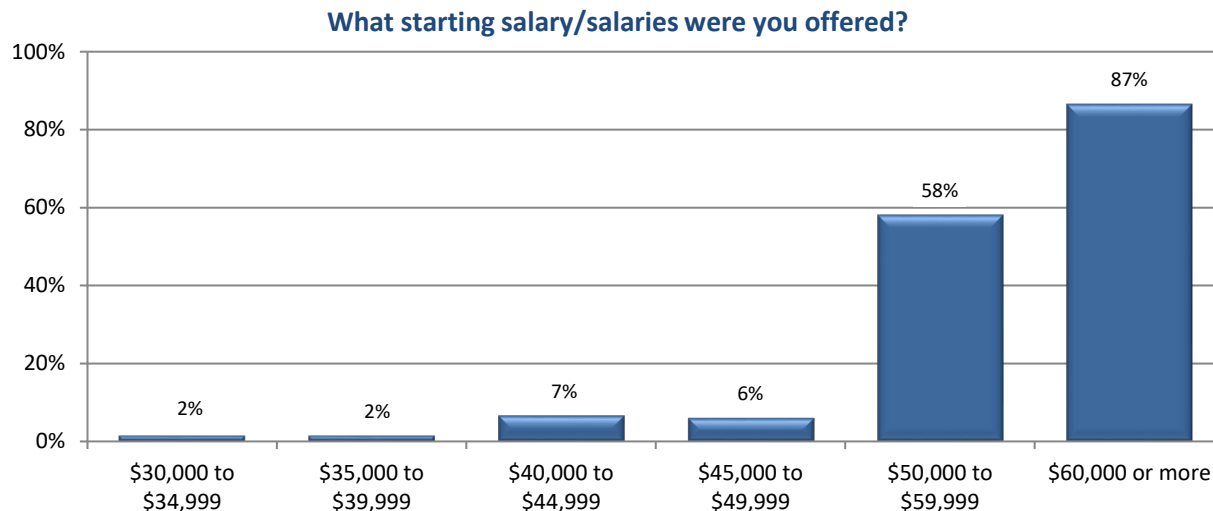
### Number of Job Offers

Three-fifths of respondents (59%) report having received at least one job offer at the time they completed the questionnaire. This represented a decrease from 74% in the previous year, although as previously noted, the survey field period started earlier this year.



### Starting Salary Offered

Respondents who have had one or more job offers indicate that the average starting salary offered to them was approximately \$59,600, an increase of \$1,500 from the previous year.



**Starting Salary Offered** (continued)

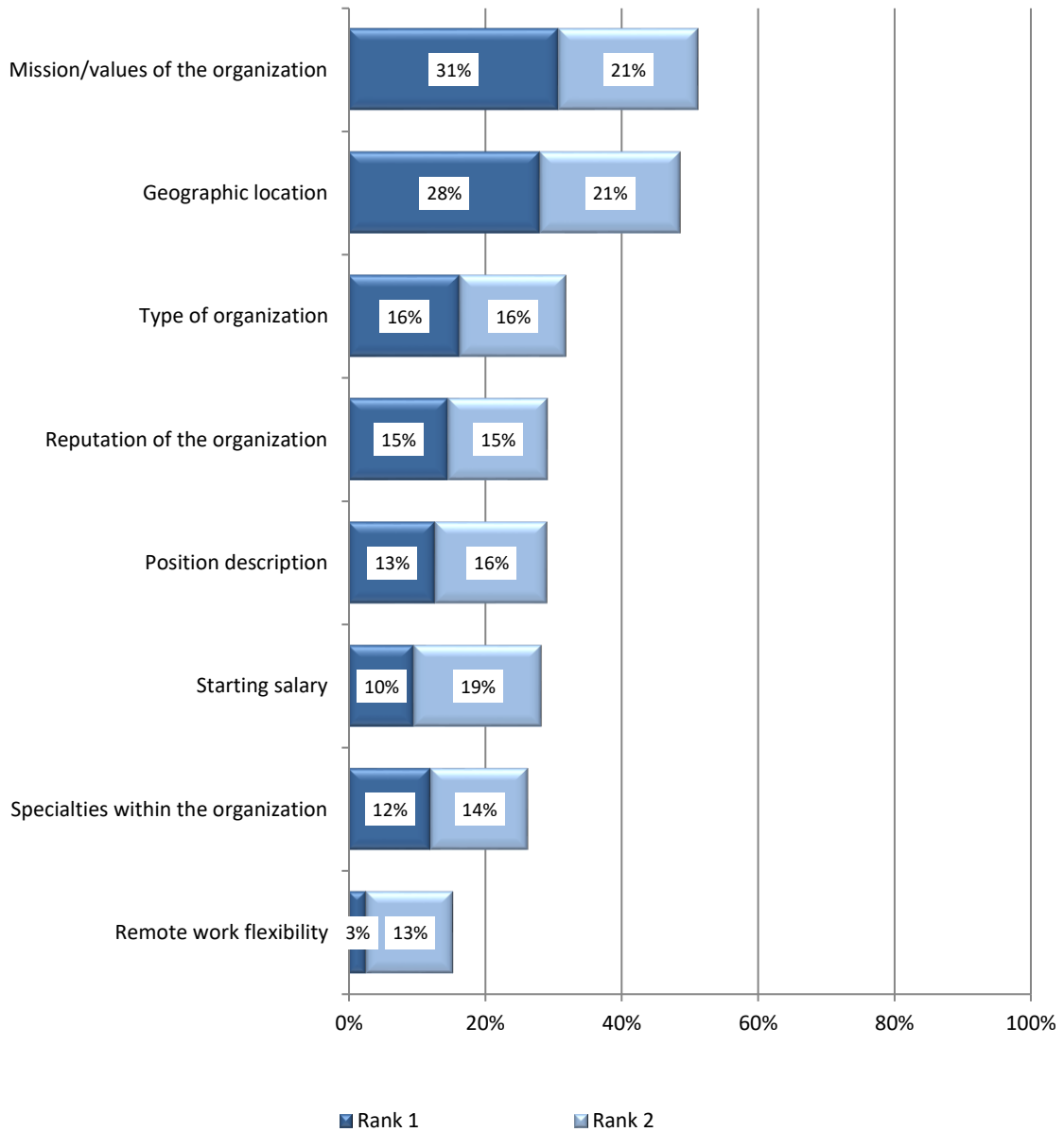
AVERAGE SALARY OFFERED

Year	Salary	Change from previous year
2024	\$59,600	2.6%
2023	\$58,100	5.6%
2022	\$55,000	8.3%
2021	\$50,800	1.2%
2020	\$50,200	2.0%
2019	\$49,200	2.1%
2018	\$48,200	9.0%
2017	\$44,200	1.4%
2016	\$43,600	1.6%
2015	\$42,900	7.8%
2014	\$39,800	0.0%
2013	\$39,800	6.4%
2012	\$37,400	-4.3%
2011	\$39,100	4.8%
2010	\$37,300	5.7%
2009	\$35,300	-13.9%
2008	\$41,000	1.7%
2007	\$40,300	2.5%
2006	\$39,300	10.1%
2005	\$35,700	3.8%
2004	\$34,400	5.2%
2003	\$32,700	0.6%
2002	\$32,500	0.3%
2001	\$32,400	1.9%
2000	\$31,800	12.8%
1999	\$28,200	

### Important Factors in Job Selection

Respondents were asked to rank a variety of attributes in order from '1' to '6' based on their importance to them in selecting a job. The following chart shows the percentage of respondents ranking a specific attribute '1' or '2'. Respondents indicated that mission/value of the organization and geographic location were the most important factors to them.

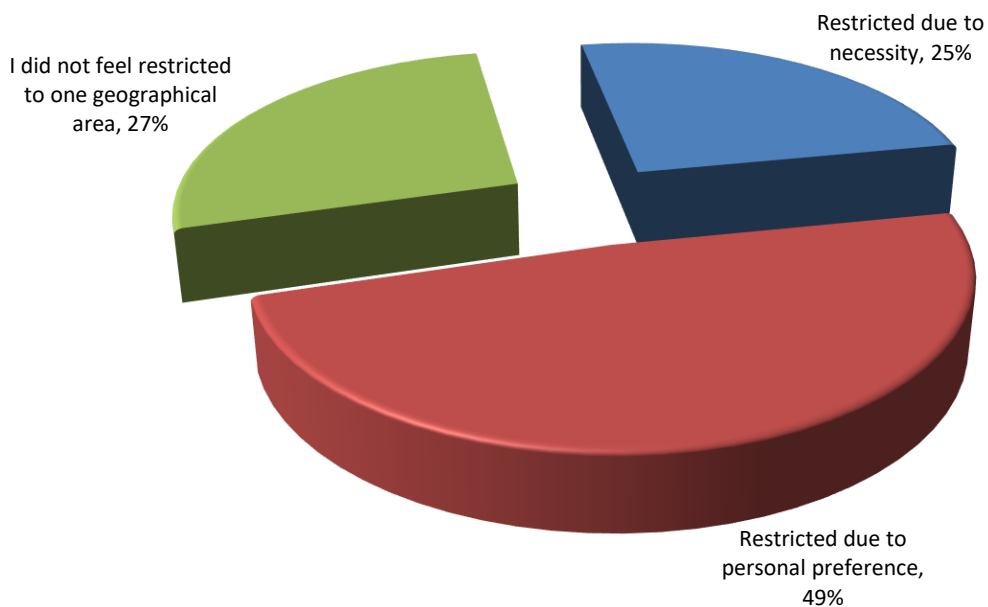
Please put the following attributes in ranked order based on their importance to you in selecting a job



### Geographical Restrictions

In their job search, close to three-quarters of respondents (74%) indicate that they feel/felt restricted to one geographical area for reasons of personal preference (49%) or necessity (25%). The total increased by 5% from the previous year.

**In your job search, do/did you feel restricted to one geographical area for reasons of necessity or personal preference?**

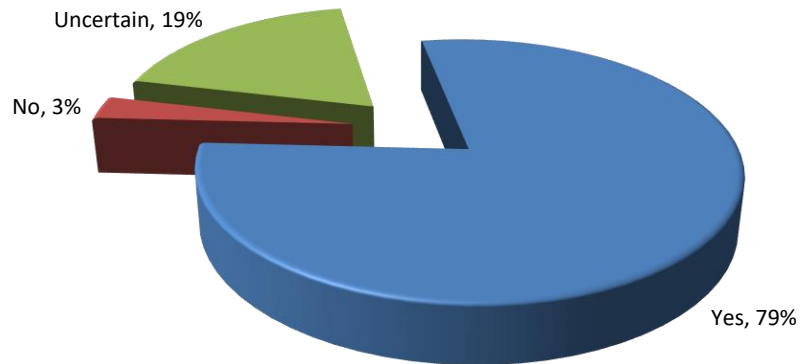




### State Licensure

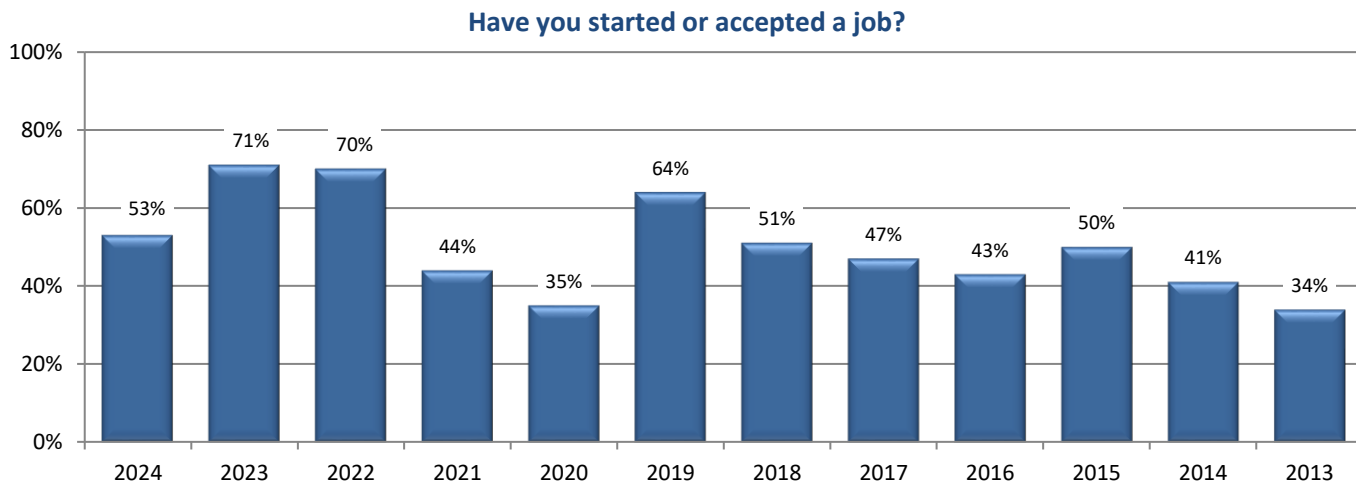
Over three-quarters of respondents (79%) indicate that they intend to seek state licensure as a Landscape Architect, little changed from the previous year.

**Do you intend to seek state licensure as a Landscape Architect?**



### New Hires

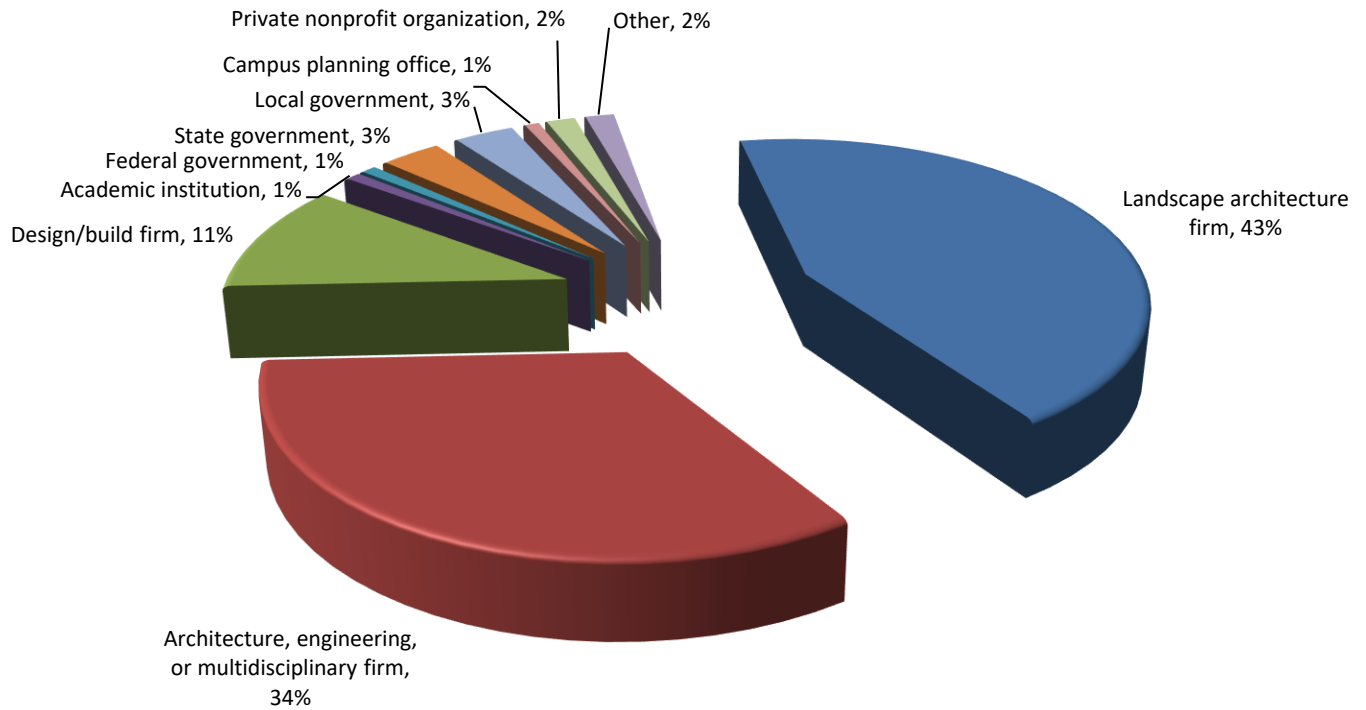
A total of 125 respondents (53%) have started or accepted a job.



### Type of Employer - respondents who have started or accepted a job

Over two-fifths (43%) of those respondents who have started or accepted a job describe their new employer as a landscape architecture firm (compared to 54% the previous year), while another 34% are employed by an architecture, engineering or multidisciplinary firm.

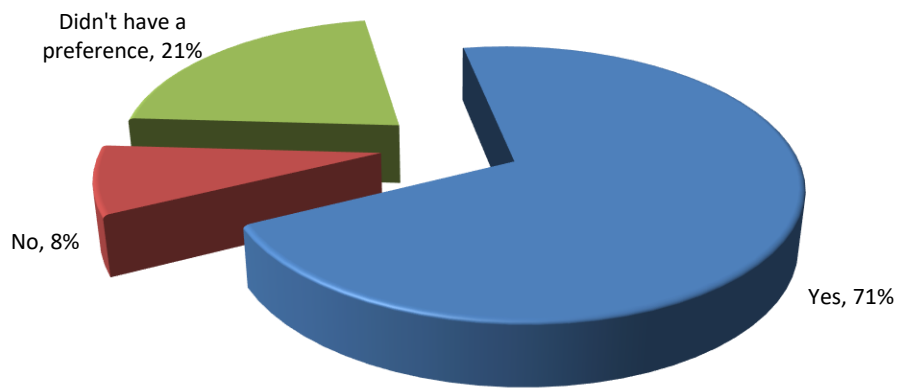
Which of the following best describes your employer?



### Preferred Employer Type - respondents who have started or accepted a job

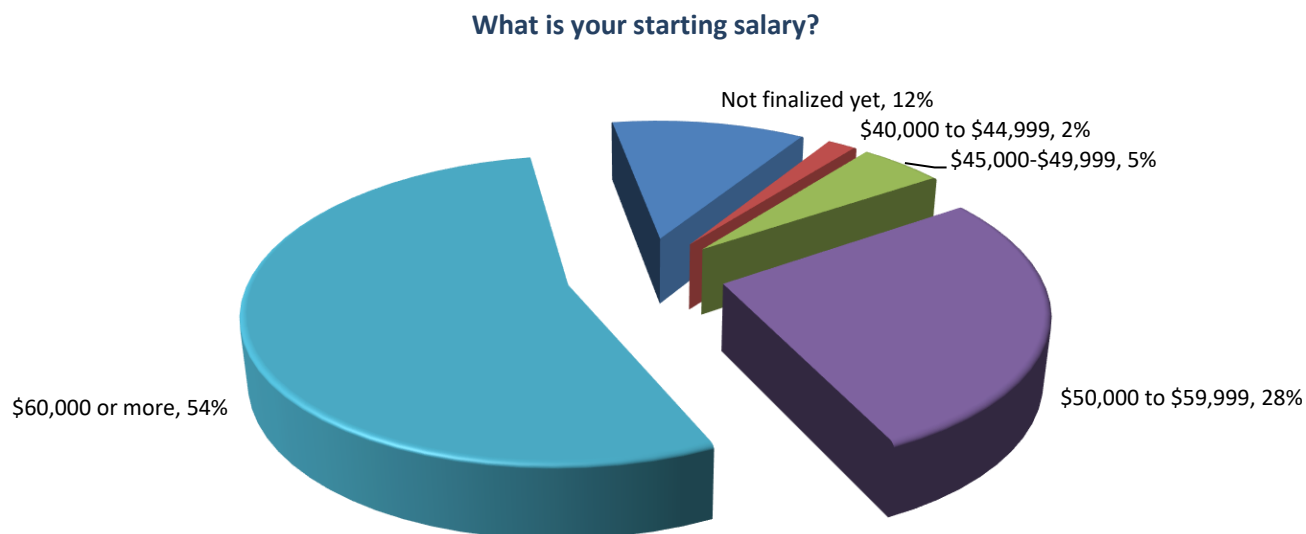
Close to three-quarters (71%) of respondents who have accepted a job indicate that it is with their preferred type of employer, a decrease of 2% from the previous year.

Is this your preferred type of employer?



### Starting Salary - respondents who have started or accepted a job

Among respondents who report that they have accepted a job offer, the average starting salary was approximately \$61,300, an increase of \$1,200 from the previous year. Undergraduate students report an average starting salary of approximately \$59,500 and graduate students report an average starting salary of approximately \$63,500.



**Starting Salary - respondents who have started or accepted a job (continued)**

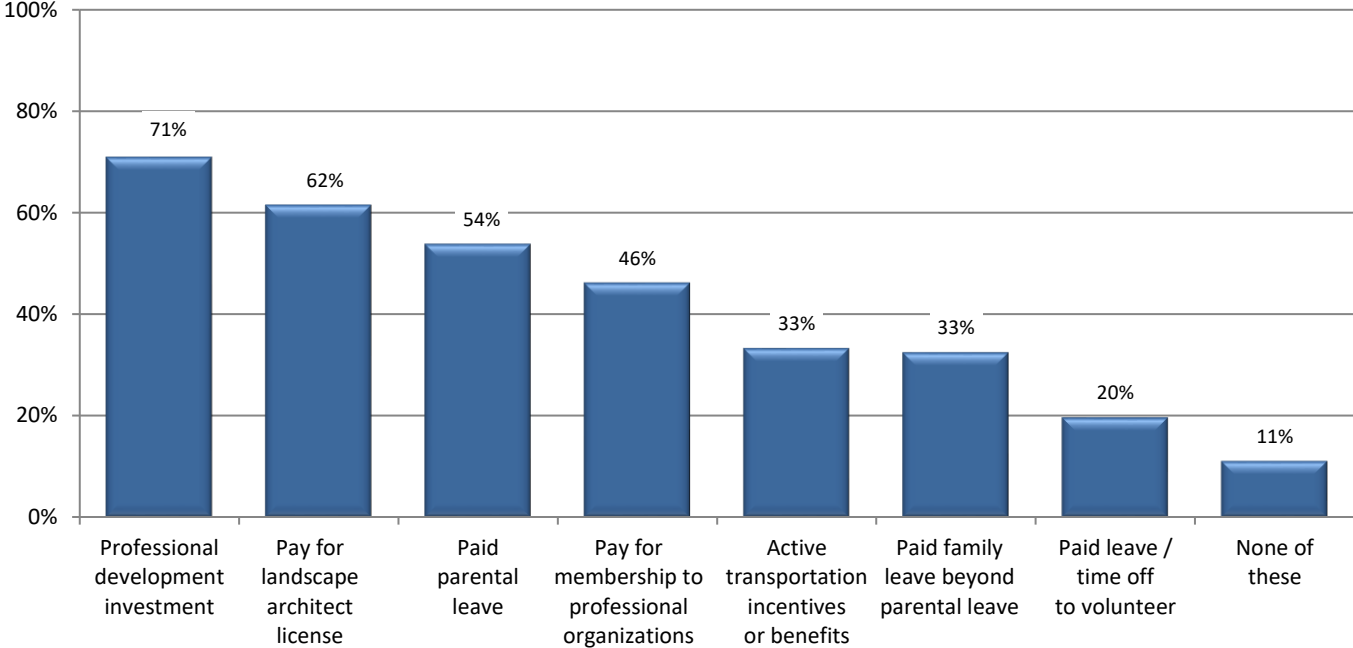
**COMPARISON WITH PREVIOUS YEARS**  
(AVERAGE SALARY - 000's)

	Total		Undergraduate Students		Graduate Students	
	\$ (000's)	Change	\$ (000's)	Change	\$ (000's)	Change
2024	\$61	1.7%	\$60	5.3%	\$63	0.0%
2023	60	7.1%	57	7.5%	63	6.8%
2022	56	5.7%	53	12.8%	59	1.7%
2021	53	3.9%	47	-6.0%	58	11.5%
2020	51	2.0%	50	2.0%	52	2.0%
2019	50	2.0%	49	0.0%	51	4.1%
2018	49	8.9%	49	19.5%	49	4.3%
2017	45	0.0%	41	-2.4%	47	-2.1%
2016	45	2.3%	42	2.4%	48	2.1%
2015	44	10.0%	41	10.8%	47	9.3%
2014	40	-2.4%	37	0.0%	43	-6.5%
2013	41	0.0%	37	0.0%	46	-2.1%
2012	41	-2.4%	37	-5.1%	47	2.2%
2011	42	2.4%	39	14.7%	46	4.5%
2010	41	7.9%	34	-2.9%	44	7.3%
2009	38	-7.3%	35	-12.5%	41	-6.8%
2008	41	0.0%	40	0.0%	44	-2.2%
2007	41	2.5%	40	5.3%	45	2.3%
2006	40	8.1%	38	5.6%	44	10.0%
2005	37	5.7%	36	5.9%	40	8.1%
2004	35	0.0%	34	0.0%	37	-9.8%
2003	35	6.1%	34	6.3%	41	7.9%
2002	33	0.0%	32	0.0%	38	5.6%
2001	33	0.0%	32	3.2%	36	-7.7%
2000	33	13.8%	31	10.7%	39	18.2%
1999	29		28		33	

**Benefits - respondents who have started or accepted a job**

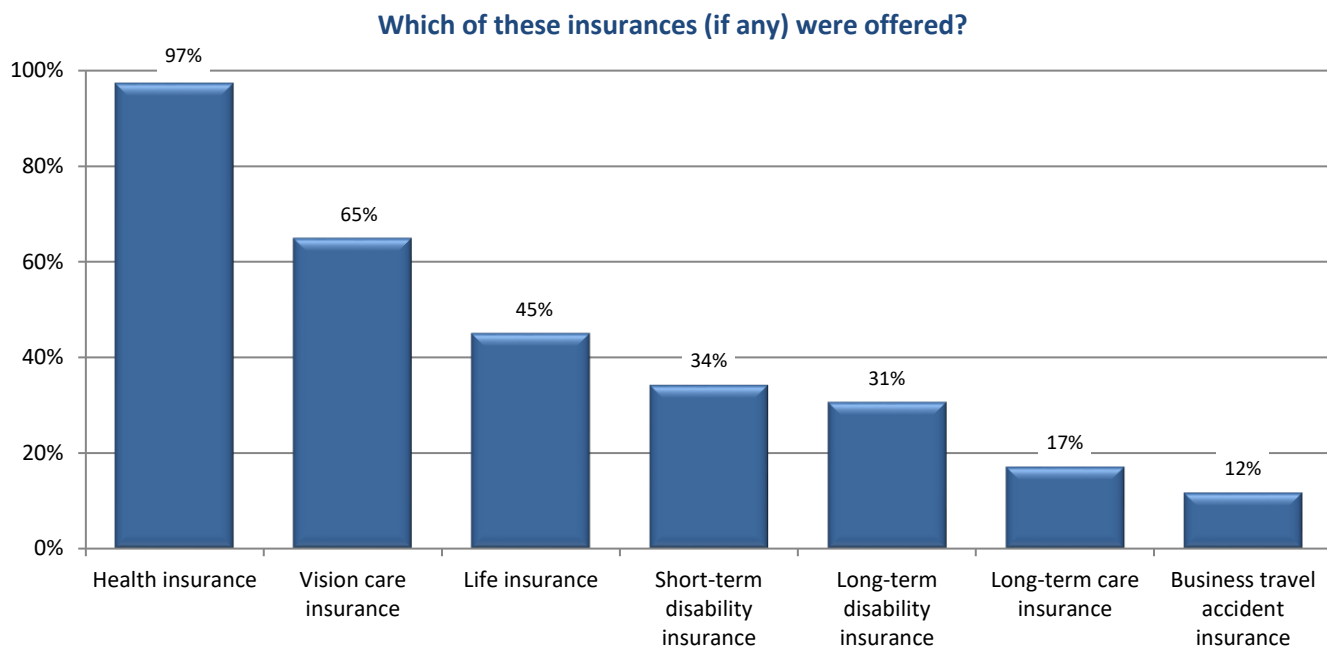
Respondents indicate they will receive a variety of benefits in their new job. More than half will receive professional development (71%), pay for LA license (62%), and paid parental leave (54%).

**Which of the following benefits are included?**



### Insurance - respondents who have started or accepted a job

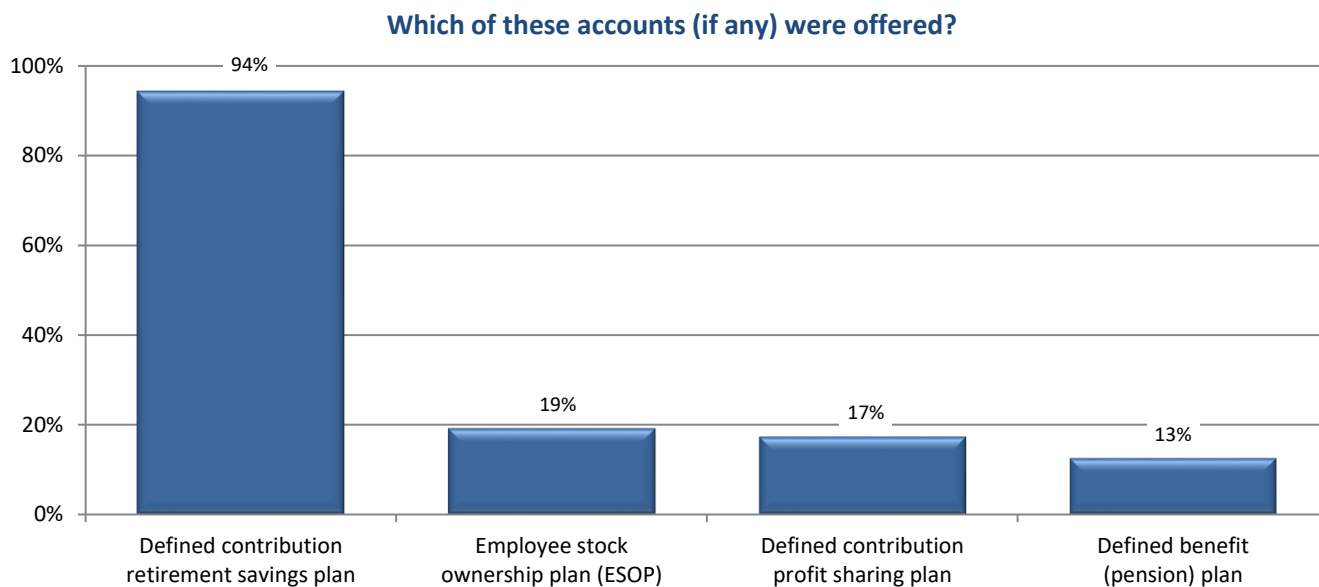
Nearly all respondents (97%) who have started or accepted a job were offered health insurance, and two-thirds (65%) were offered vision insurance.





**Retirement** - respondents who have started or accepted a job

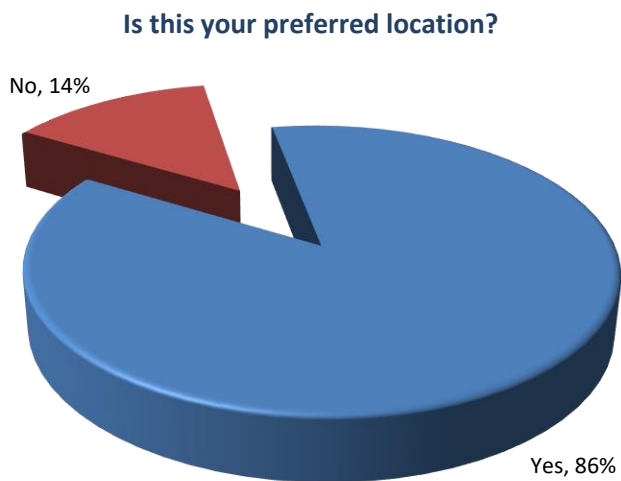
Nearly all respondents (94%) were offered a defined contribution retirement savings plan.



### Location - respondents who have started or accepted a job

Respondents indicate that they will be working throughout the U.S., with the largest concentrations being in California and North Carolina (9% each), New York (7%), Colorado and Utah (6% each), and Virginia (5%),

Over four-fifths of respondents (86%) indicate that they will be working in their preferred region, an increase of 6% from the previous year.



**Expectations vs. Reality** - respondents who have started or accepted a job

The following table compares students’ preferences and expectations prior to finding a job with the experience of those who have accepted jobs. Fewer students accepted jobs with LA firms and more students accepted jobs with allied firms compared to their expressed preferences. Average salaries for undergraduates were 1% lower than expected, and average salaries for graduates were 2% lower than expected.

	Preference during job search	Actual job accepted
Landscape architecture firm	54%	43%
Architecture, engineering, or multidisciplinary firm	23%	34%
Design/build firm	7%	11%
Academic institution	2%	1%
Federal government	2%	1%
State government	3%	3%
Local government	4%	3%
Campus planning office	0%	1%
Supplier/manufacturer	0%	0%
Other private sector organization	1%	0%
Private nonprofit organization	3%	2%
Other	2%	2%

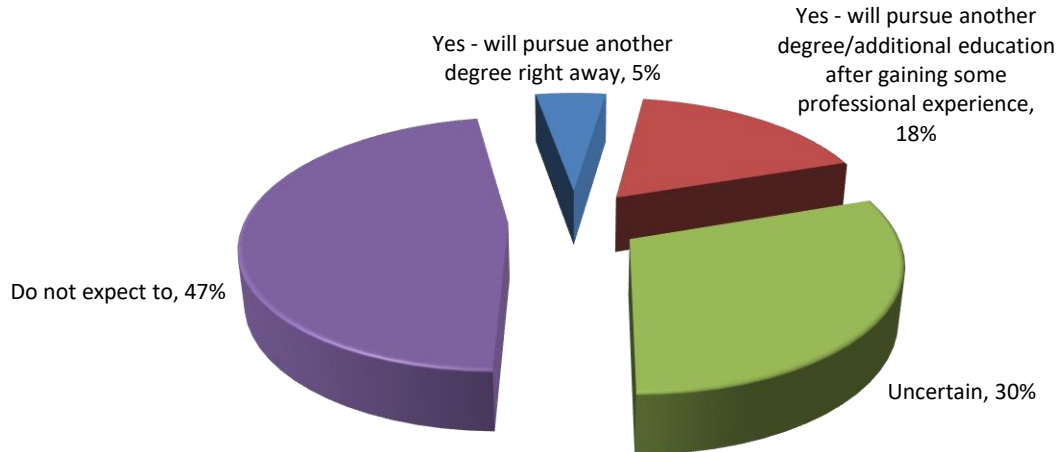
**AVERAGE SALARY**

<b>All respondents</b>	<b>\$62,500</b>	<b>\$61,300</b>
Undergraduate students	\$59,900	\$59,500
Graduate students	\$64,700	\$63,500

### Additional Schooling

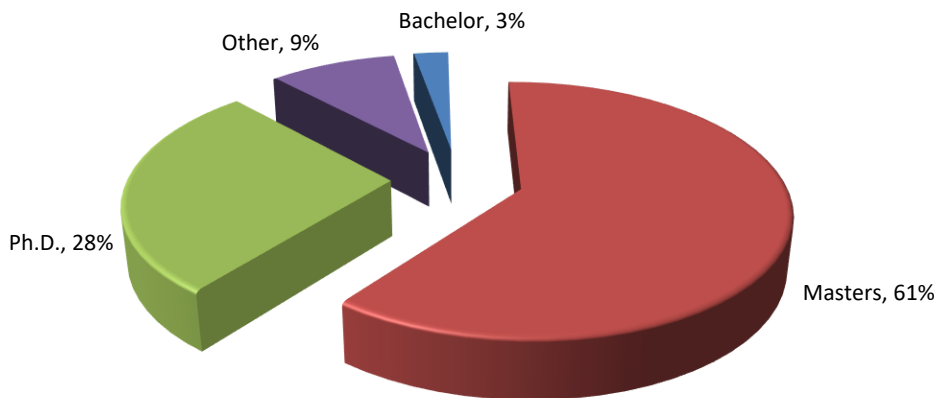
Close to one-fifth of respondents (18%) anticipate pursuing another degree or additional education after some professional experience, while 30% may do so at some later point (uncertain), and 5% intend to do so right away.

#### Do you anticipate pursuing another degree/additional education, either now or in the future?



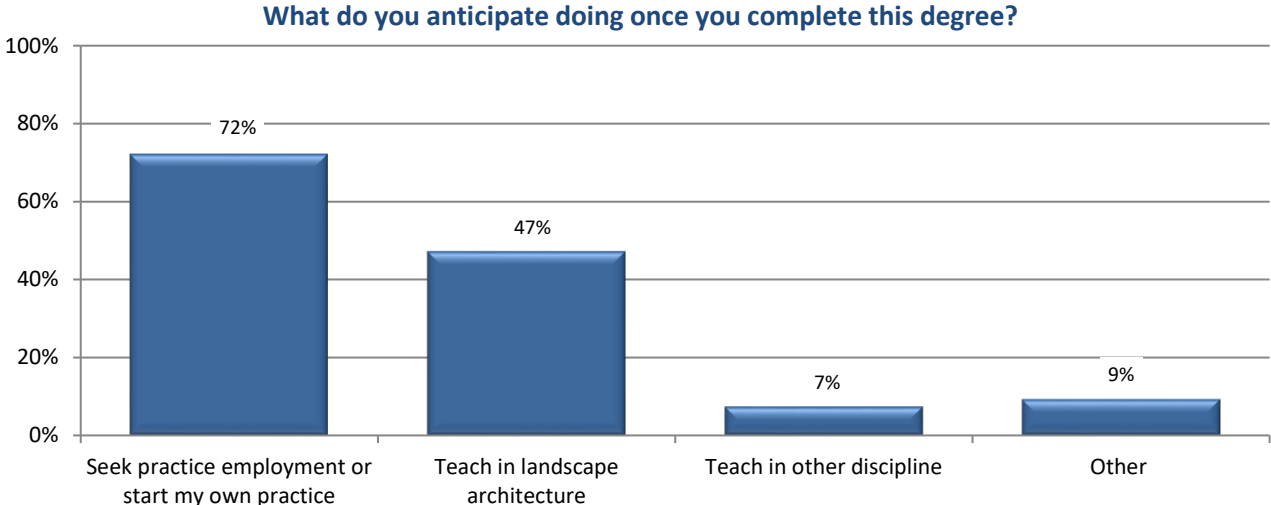
Of the respondents who are planning to pursue another degree, three-fifths (61%) indicate that it will be a Masters, while 28% will pursue a Ph.D., and 3% will pursue an additional Bachelor's degree. Most respondents plan to pursue advanced degrees in landscape architecture or related areas.

#### If you plan to pursue another degree, what degree will it be?



### After Completing Degree

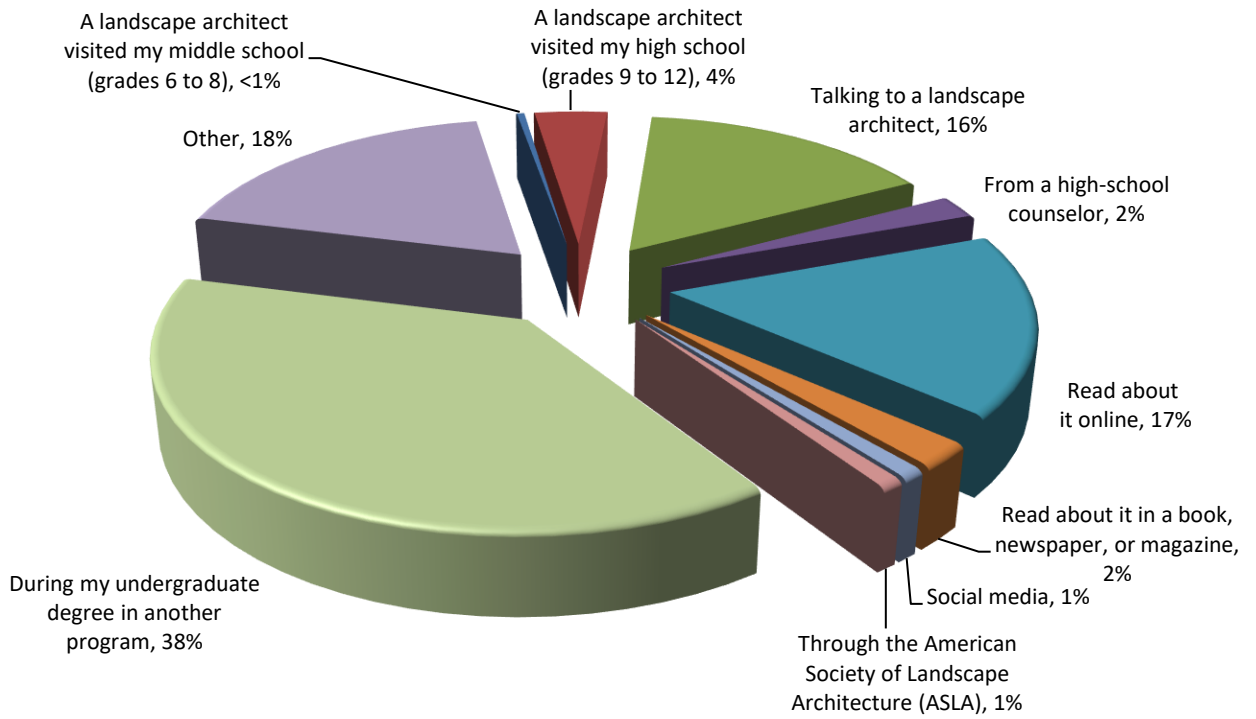
Of those respondents who plan to pursue another degree, close to three-quarters (72%) will then either seek practice employment or else start their own practice, while 47% plan to teach in the landscape architecture field.



### Learning About Landscape Architecture Profession

Respondents were most likely to have first learned about the field of landscape architecture while pursuing an undergraduate degree in another program (38%), from reading about it online (17%) or talking to a landscape architect (16%).

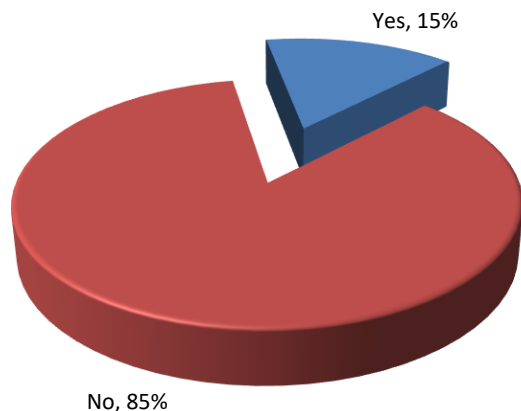
How did you first learn about landscape architecture?



### Sharing the Profession

Close to one-in-six respondents (15%) indicated that they visited an elementary, middle, or high school to talk about the profession while they were in school.

**While you were studying landscape architecture, did you visit an elementary, middle, or high school to talk about the profession?**

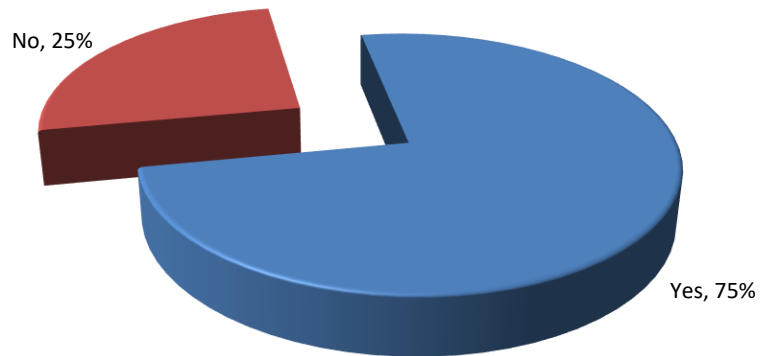


More than three-fifths of these respondents (62%) made two or more visits. Of respondents who made visits, 47% visited elementary schools, 44% visited high schools, and 32% visited middle schools.

### Community Engagement

Three-quarters of respondents (75%) indicate that their landscape architecture program offered the opportunity for community engagement and/or design charrettes. A list of these activities can be found starting on page 113.

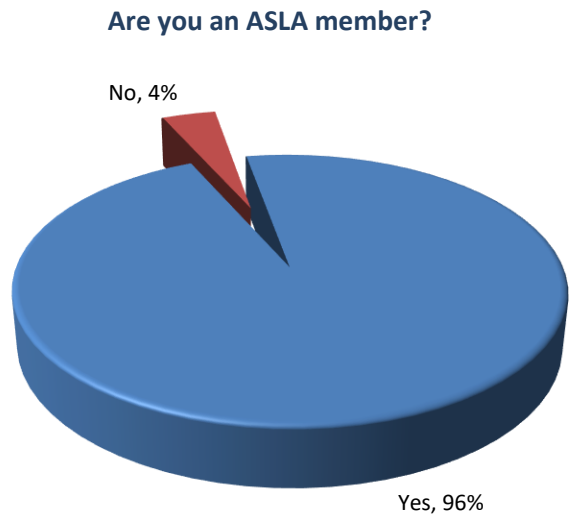
**While you were studying landscape architecture, did your program curriculum offer the opportunity for community engagement and/or community design charrettes?**





### Membership in ASLA

Nearly all respondents (96%) indicate that they are members of ASLA. This is an increase from 77% the previous year.



**1. What is your age?**

N=282	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	282	100.0%	191	85	136	146	158	124
			67.7%	30.1%	48.2%	51.8%	56.0%	44.0%
21	19	6.7%	17	2	19	0	19	0
			8.9%	2.4%	14.0%	0.0%	12.0%	0.0%
22	54	19.1%	39	13	53	1	54	0
			20.4%	15.3%	39.0%	0.7%	34.2%	0.0%
23	41	14.5%	27	13	32	9	41	0
			14.1%	15.3%	23.5%	6.2%	25.9%	0.0%
24	17	6.0%	9	7	9	8	17	0
			4.7%	8.2%	6.6%	5.5%	10.8%	0.0%
25	27	9.6%	21	6	8	19	27	0
			11.0%	7.1%	5.9%	13.0%	17.1%	0.0%
26 to 30	60	21.3%	44	15	6	54	0	60
			23.0%	17.6%	4.4%	37.0%	0.0%	48.4%
31 to 40	42	14.9%	20	21	8	34	0	42
			10.5%	24.7%	5.9%	23.3%	0.0%	33.9%
41 to 50	17	6.0%	11	6	1	16	0	17
			5.8%	7.1%	0.7%	11.0%	0.0%	13.7%
51 and older	5	1.8%	3	2	0	5	0	5
			1.6%	2.4%	0.0%	3.4%	0.0%	4.0%
Mean	27.5		27.0	28.9	23.6	31.2	22.9	33.5

**2. What is your race and/or ethnicity?**

N=280	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	280		190	85	135	145	155	123
	100.0%		67.9%	30.4%	48.2%	51.8%	55.4%	43.9%
African American or Black	15		14	0	9	6	10	5
	5.4%		7.4%	0.0%	6.7%	4.1%	6.5%	4.1%
American Indian/Alaskan Native	4		2	1	4	0	1	2
	1.4%		1.1%	1.2%	3.0%	0.0%	0.6%	1.6%
Asian	53		42	10	24	29	29	24
	18.9%		22.1%	11.8%	17.8%	20.0%	18.7%	19.5%
White	188		127	59	90	98	111	75
	67.1%		66.8%	69.4%	66.7%	67.6%	71.6%	61.0%
Hispanic/Latino(a)	33		18	15	21	12	18	15
	11.8%		9.5%	17.6%	15.6%	8.3%	11.6%	12.2%
Native Hawaiian/other Pacific Islander	1		0	1	1	0	0	1
	0.4%		0.0%	1.2%	0.7%	0.0%	0.0%	0.8%
Middle Eastern or North African	15		12	3	4	11	2	13
	5.4%		6.3%	3.5%	3.0%	7.6%	1.3%	10.6%
Prefer not to answer	6		1	4	5	1	4	2
	2.1%		0.5%	4.7%	3.7%	0.7%	2.6%	1.6%

**3. How do you currently describe yourself?**

N=282	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	282	100.0%	191	86	136	146	157	123
			67.7%	30.5%	48.2%	51.8%	55.7%	43.6%
Female	191	67.7%	191	0	91	100	113	78
			100.0%	0.0%	66.9%	68.5%	72.0%	63.4%
Male	86	30.5%	0	86	42	44	41	44
			0.0%	100.0%	30.9%	30.1%	26.1%	35.8%
Transgender, non-binary, or another gender	5	1.8%	1	0	2	3	2	2
			0.5%	0.0%	1.5%	2.1%	1.3%	1.6%
Prefer not to answer	1	0.4%	0	0	1	0	1	0
			0.0%	0.0%	0.7%	0.0%	0.6%	0.0%

**4a. Which of the following best describes your current status?**

N=287	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	287 100.0%	191 66.6%	86 30.0%	139 48.4%	148 51.6%	158 55.1%	124 43.2%
Completing (or have just completed) undergraduate program in Landscape Architecture at (please choose school):	139 48.4%	91 47.6%	42 48.8%	139 100.0%	0 0.0%	121 76.6%	15 12.1%
Completing (or have just completed) graduate program in Landscape Architecture at (please choose school):	148 51.6%	100 52.4%	44 51.2%	0 0.0%	148 100.0%	37 23.4%	109 87.9%

**4b. Undergraduate school**

N=135	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	135 100.0%	89 65.9%	41 30.4%	135 100.0%	0 0.0%	120 88.9%	13 9.6%
Ball State University	1 0.7%	1 1.1%	0 0.0%	1 0.7%	0 0.0%	1 0.8%	0 0.0%
Boston Architectural College	4 3.0%	4 4.5%	0 0.0%	4 3.0%	0 0.0%	4 3.3%	0 0.0%
California Polytechnic State University, San Luis Obispo	1 0.7%	1 1.1%	0 0.0%	1 0.7%	0 0.0%	1 0.8%	0 0.0%
California State Polytechnic University, Pomona	10 7.4%	6 6.7%	4 9.8%	10 7.4%	0 0.0%	10 8.3%	0 0.0%
Clemson University	14 10.4%	11 12.4%	3 7.3%	14 10.4%	0 0.0%	9 7.5%	5 38.5%
Colorado State University	4 3.0%	3 3.4%	1 2.4%	4 3.0%	0 0.0%	4 3.3%	0 0.0%
Louisiana State University	7 5.2%	3 3.4%	4 9.8%	7 5.2%	0 0.0%	6 5.0%	1 7.7%
Michigan State University	6 4.4%	2 2.2%	4 9.8%	6 4.4%	0 0.0%	6 5.0%	0 0.0%
Mississippi State University	2 1.5%	0 0.0%	2 4.9%	2 1.5%	0 0.0%	2 1.7%	0 0.0%
North Carolina A&T University	2 1.5%	2 2.2%	0 0.0%	2 1.5%	0 0.0%	2 1.7%	0 0.0%
Oklahoma State University	1 0.7%	0 0.0%	1 2.4%	1 0.7%	0 0.0%	0 0.0%	1 7.7%
Pennsylvania State University	3 2.2%	3 3.4%	0 0.0%	3 2.2%	0 0.0%	3 2.5%	0 0.0%
Purdue University	4 3.0%	4 4.5%	0 0.0%	4 3.0%	0 0.0%	4 3.3%	0 0.0%
Rutgers University	5 3.7%	5 5.6%	0 0.0%	5 3.7%	0 0.0%	5 4.2%	0 0.0%

**4b. Undergraduate school**

N=135	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	135	100.0%	89	41	135	0	120	13
			65.9%	30.4%	100.0%	0.0%	88.9%	9.6%
Temple University	1	0.7%	1	0	1	0	1	0
			1.1%	0.0%	0.7%	0.0%	0.8%	0.0%
Texas A&M University	2	1.5%	2	0	2	0	2	0
			2.2%	0.0%	1.5%	0.0%	1.7%	0.0%
Texas Tech University	3	2.2%	2	1	3	0	2	1
			2.2%	2.4%	2.2%	0.0%	1.7%	7.7%
The Ohio State University	1	0.7%	0	1	1	0	1	0
			0.0%	2.4%	0.7%	0.0%	0.8%	0.0%
Thomas Jefferson University	3	2.2%	2	1	3	0	3	0
			2.2%	2.4%	2.2%	0.0%	2.5%	0.0%
Universidad Ana G. Mendez	2	1.5%	1	0	2	0	2	0
			1.1%	0.0%	1.5%	0.0%	1.7%	0.0%
University of Connecticut	4	3.0%	2	2	4	0	2	2
			2.2%	4.9%	3.0%	0.0%	1.7%	15.4%
University of Delaware	3	2.2%	3	0	3	0	3	0
			3.4%	0.0%	2.2%	0.0%	2.5%	0.0%
University of Florida	1	0.7%	0	1	1	0	1	0
			0.0%	2.4%	0.7%	0.0%	0.8%	0.0%
University of Georgia	6	4.4%	4	2	6	0	4	2
			4.5%	4.9%	4.4%	0.0%	3.3%	15.4%
University of Illinois, Urbana-Champaign	5	3.7%	4	0	5	0	5	0
			4.5%	0.0%	3.7%	0.0%	4.2%	0.0%
University of Kentucky	1	0.7%	0	1	1	0	1	0
			0.0%	2.4%	0.7%	0.0%	0.8%	0.0%
University of Massachusetts	7	5.2%	5	2	7	0	5	1
			5.6%	4.9%	5.2%	0.0%	4.2%	7.7%
University of Nebraska	2	1.5%	1	1	2	0	2	0
			1.1%	2.4%	1.5%	0.0%	1.7%	0.0%
University of Nevada	2	1.5%	1	1	2	0	2	0
			1.1%	2.4%	1.5%	0.0%	1.7%	0.0%

**4b. Undergraduate school**

N=135	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	135		89	41	135	0	120	13
	100.0%		65.9%	30.4%	100.0%	0.0%	88.9%	9.6%
University of Oregon	3		1	1	3	0	2	0
	2.2%		1.1%	2.4%	2.2%	0.0%	1.7%	0.0%
University of Rhode Island	2		1	1	2	0	2	0
	1.5%		1.1%	2.4%	1.5%	0.0%	1.7%	0.0%
University of Washington	4		3	0	4	0	4	0
	3.0%		3.4%	0.0%	3.0%	0.0%	3.3%	0.0%
Utah State University	5		1	3	5	0	5	0
	3.7%		1.1%	7.3%	3.7%	0.0%	4.2%	0.0%
Virginia Tech	10		7	3	10	0	10	0
	7.4%		7.9%	7.3%	7.4%	0.0%	8.3%	0.0%
Washington State University	2		1	1	2	0	2	0
	1.5%		1.1%	2.4%	1.5%	0.0%	1.7%	0.0%
West Virginia University	2		2	0	2	0	2	0
	1.5%		2.2%	0.0%	1.5%	0.0%	1.7%	0.0%



**4c. Did you earn an associate's degree at a community college before transferring into an accredited landscape architecture program?**

N=136	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	136	100.0%	91	41	136	0	120	15
			66.9%	30.1%	100.0%	0.0%	88.2%	11.0%
Yes	16	11.8%	9	7	16	0	5	10
			9.9%	17.1%	11.8%	0.0%	4.2%	66.7%
No	120	88.2%	82	34	120	0	115	5
			90.1%	82.9%	88.2%	0.0%	95.8%	33.3%

**4d. Please tell us the name of the community college attended:**

- City College of San Francisco
- Pasadena City College
- College of the Desert, Palm Desert
- Dallas College
- Los Medanos
- Miami Dade College (2 mentions)
- Montgomery College (2 mentions)
- Orange Coast College
- Pasadena City College
- Randolph Community College
- Rochester community and technical college
- San Diego Mesa College
- Sierra College Rocklin
- St. Petersburg College
- Wiregrass Georgia Technical College

**4e. Graduate school**

N=144	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	144 100.0%	99 68.8%	43 29.9%	0 0.0%	144 100.0%	37 25.7%	105 72.9%
Arizona State University	2 1.4%	2 2.0%	0 0.0%	0 0.0%	2 1.4%	0 0.0%	2 1.9%
Auburn University	1 0.7%	1 1.0%	0 0.0%	0 0.0%	1 0.7%	1 2.7%	0 0.0%
Ball State University	3 2.1%	2 2.0%	1 2.3%	0 0.0%	3 2.1%	0 0.0%	3 2.9%
Boston Architectural College	2 1.4%	1 1.0%	1 2.3%	0 0.0%	2 1.4%	1 2.7%	1 1.0%
California State Polytechnic University, Pomona	7 4.9%	3 3.0%	4 9.3%	0 0.0%	7 4.9%	0 0.0%	7 6.7%
City College of New York	5 3.5%	4 4.0%	1 2.3%	0 0.0%	5 3.5%	0 0.0%	5 4.8%
Clemson University	5 3.5%	4 4.0%	1 2.3%	0 0.0%	5 3.5%	1 2.7%	4 3.8%
Cornell University	4 2.8%	3 3.0%	1 2.3%	0 0.0%	4 2.8%	2 5.4%	2 1.9%
Florida International University	5 3.5%	4 4.0%	1 2.3%	0 0.0%	5 3.5%	2 5.4%	3 2.9%
Harvard University	2 1.4%	1 1.0%	1 2.3%	0 0.0%	2 1.4%	1 2.7%	1 1.0%
Illinois Institute of Technology	2 1.4%	2 2.0%	0 0.0%	0 0.0%	2 1.4%	2 5.4%	0 0.0%
Iowa State University	3 2.1%	3 3.0%	0 0.0%	0 0.0%	3 2.1%	1 2.7%	2 1.9%
Kansas State University	8 5.6%	6 6.1%	2 4.7%	0 0.0%	8 5.6%	7 18.9%	1 1.0%
Kent State University	2 1.4%	2 2.0%	0 0.0%	0 0.0%	2 1.4%	0 0.0%	2 1.9%

**4e. Graduate school**

N=144	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	144 100.0%	99 68.8%	43 29.9%	0 0.0%	144 100.0%	37 25.7%	105 72.9%
Louisiana State University	1 0.7%	0 0.0%	1 2.3%	0 0.0%	1 0.7%	0 0.0%	1 1.0%
North Carolina State University	5 3.5%	5 5.1%	0 0.0%	0 0.0%	5 3.5%	2 5.4%	3 2.9%
North Dakota State University	1 0.7%	0 0.0%	1 2.3%	0 0.0%	1 0.7%	0 0.0%	1 1.0%
Rhode Island School of Design	3 2.1%	2 2.0%	1 2.3%	0 0.0%	3 2.1%	1 2.7%	2 1.9%
Rutgers University	2 1.4%	2 2.0%	0 0.0%	0 0.0%	2 1.4%	2 5.4%	0 0.0%
State University of New York College of Environmental Science and Forestry	1 0.7%	0 0.0%	1 2.3%	0 0.0%	1 0.7%	0 0.0%	1 1.0%
Temple University	4 2.8%	2 2.0%	2 4.7%	0 0.0%	4 2.8%	0 0.0%	4 3.8%
Texas A&M University	1 0.7%	1 1.0%	0 0.0%	0 0.0%	1 0.7%	0 0.0%	1 1.0%
Texas Tech University	2 1.4%	2 2.0%	0 0.0%	0 0.0%	2 1.4%	0 0.0%	2 1.9%
University of Arizona	2 1.4%	1 1.0%	1 2.3%	0 0.0%	2 1.4%	1 2.7%	1 1.0%
University of California - Berkeley	5 3.5%	3 3.0%	1 2.3%	0 0.0%	5 3.5%	1 2.7%	3 2.9%
University of Colorado - Denver	2 1.4%	2 2.0%	0 0.0%	0 0.0%	2 1.4%	0 0.0%	2 1.9%

**4e. Graduate school**

N=144	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	144	100.0%	99	43	0	144	37	105
			68.8%	29.9%	0.0%	100.0%	25.7%	72.9%
University of Florida	2	1.4%	0	2	0	2	0	2
			0.0%	4.7%	0.0%	1.4%	0.0%	1.9%
University of Georgia	2	1.4%	0	2	0	2	1	1
			0.0%	4.7%	0.0%	1.4%	2.7%	1.0%
University of Hawaii	1	0.7%	1	0	0	1	0	1
			1.0%	0.0%	0.0%	0.7%	0.0%	1.0%
University of Illinois - Urbana-Champaign	2	1.4%	0	2	0	2	0	2
			0.0%	4.7%	0.0%	1.4%	0.0%	1.9%
University of Maryland	3	2.1%	1	2	0	3	0	3
			1.0%	4.7%	0.0%	2.1%	0.0%	2.9%
University of Massachusetts	1	0.7%	0	1	0	1	0	1
			0.0%	2.3%	0.0%	0.7%	0.0%	1.0%
University of Michigan	1	0.7%	1	0	0	1	0	1
			1.0%	0.0%	0.0%	0.7%	0.0%	1.0%
University of Minnesota	6	4.2%	6	0	0	6	1	5
			6.1%	0.0%	0.0%	4.2%	2.7%	4.8%
University of New Mexico	7	4.9%	4	3	0	7	1	6
			4.0%	7.0%	0.0%	4.9%	2.7%	5.7%
University of Oklahoma	1	0.7%	1	0	0	1	1	0
			1.0%	0.0%	0.0%	0.7%	2.7%	0.0%
University of Oregon	2	1.4%	1	1	0	2	0	2
			1.0%	2.3%	0.0%	1.4%	0.0%	1.9%
University of Pennsylvania	4	2.8%	4	0	0	4	1	3
			4.0%	0.0%	0.0%	2.8%	2.7%	2.9%
University of Southern California	3	2.1%	1	2	0	3	0	3
			1.0%	4.7%	0.0%	2.1%	0.0%	2.9%
University of Tennessee	3	2.1%	1	2	0	3	3	0
			1.0%	4.7%	0.0%	2.1%	8.1%	0.0%
University of Texas, Arlington	4	2.8%	3	0	0	4	0	3
			3.0%	0.0%	0.0%	2.8%	0.0%	2.9%

**4e. Graduate school**

N=144	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	144 100.0%	99 68.8%	43 29.9%	0 0.0%	144 100.0%	37 25.7%	105 72.9%
University of Texas, Austin	2 1.4%	2 2.0%	0 0.0%	0 0.0%	2 1.4%	0 0.0%	2 1.9%
University of Virginia	5 3.5%	2 2.0%	3 7.0%	0 0.0%	5 3.5%	1 2.7%	4 3.8%
University of Washington	4 2.8%	3 3.0%	1 2.3%	0 0.0%	4 2.8%	0 0.0%	4 3.8%
Utah State University	7 4.9%	6 6.1%	1 2.3%	0 0.0%	7 4.9%	2 5.4%	5 4.8%
Virginia Tech	1 0.7%	1 1.0%	0 0.0%	0 0.0%	1 0.7%	0 0.0%	1 1.0%
Washington University	1 0.7%	1 1.0%	0 0.0%	0 0.0%	1 0.7%	1 2.7%	0 0.0%
West Virginia University	2 1.4%	2 2.0%	0 0.0%	0 0.0%	2 1.4%	0 0.0%	2 1.9%

**4f. What was your undergraduate degree?**

- Agriculture Education Composite
- Apparel manufacturing
- Architectural Design & Visual Studies
- Architecture (23 mentions)
- Architecture Urban Planning
- Art History
- Arts
- Biology (4 mentions)
- Botany (2 mentions)
- Ceramics
- Coastal and Marine Policy and Management
- Community and Regional Planning & Psychology
- Cultural Anthropology
- Engineering (2 mentions)
- English
- English Writing
- Environmental Design
- Environmental Earth Science
- Environmental Science (5 mentions)
- Environmental Science and Policy
- Environmental Studies & Studio Art
- Environmental Studies (4 mentions)
- Environmental Technology and Management
- Film
- Fine Arts (8 mentions)
- Geography (2 mentions)
- History (4 mentions)
- Horticulture, Pre-Landscape Architecture
- Horticulture: Design/Build
- Human Development
- Illustration
- Industrial Design (2 mentions)
- Integrated Studies
- Interior Design (3 mentions)
- Landscape Architecture (15 mentions)
- Landscape Architecture and Environmental Planning
- Landscape Architecture/Media and Creative Writing
- Landscape Design
- Landscape Gardening (2 mentions)
- Landscape Management
- Landscape Studies (2 mentions)
- Marine Science
- Marketing
- Multi-Disciplinary Design
- Music Education
- Natural Resources and Environmental Management
- Natural Resources and Sustainable Built Environments
- Park Management and Conservation
- Photojournalism

**4f. What was your undergraduate degree?**

- Plant Sciences (2 mentions)
- Political Science (2 mentions)
- Psychology & Studio Art
- Real Estate
- Sociology (2 mentions)
- Sociology, Art History
- Sustainable Built Environments
- Systems Engineering and Economics
- Theatre Design and Technology (2 mentions)
- University studies
- Urban and Regional Planning (2 mentions)
- Urban Planning
- Urban Studies (3 mentions)
- Urban Studies and Latin American Studies/Spanish
- Women and Gender Studies

**5. What are your plans for the immediate future?**

N=283	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	283	100.0%	191	85	137	146	157	122
			67.5%	30.0%	48.4%	51.6%	55.5%	43.1%
To work/seek employment	249	88.0%	168	77	117	132	135	112
			88.0%	90.6%	85.4%	90.4%	86.0%	91.8%
To pursue additional education	10	3.5%	7	2	8	2	7	3
			3.7%	2.4%	5.8%	1.4%	4.5%	2.5%
Undecided	10	3.5%	8	2	5	5	6	4
			4.2%	2.4%	3.6%	3.4%	3.8%	3.3%
Travel	14	4.9%	8	4	7	7	9	3
			4.2%	4.7%	5.1%	4.8%	5.7%	2.5%



**6. How did you pay for your education? - UNDERGRADUATE**

N=222	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	222	100.0%	150	66	130	92	140	78
			67.6%	29.7%	58.6%	41.4%	63.1%	35.1%
Savings	70	31.5%	41	28	44	26	48	22
			27.3%	42.4%	33.8%	28.3%	34.3%	28.2%
Jobs (other than work study) while in school (including vacations)	101	45.5%	65	32	61	40	66	33
			43.3%	48.5%	46.9%	43.5%	47.1%	42.3%
Financial support from parents/grandparents/family members	162	73.0%	117	40	96	66	110	49
			78.0%	60.6%	73.8%	71.7%	78.6%	62.8%
Federal loan programs	110	49.5%	75	33	68	42	69	41
			50.0%	50.0%	52.3%	45.7%	49.3%	52.6%
Other loans	22	9.9%	15	6	18	4	17	4
			10.0%	9.1%	13.8%	4.3%	12.1%	5.1%
Scholarships	121	54.5%	80	38	80	41	87	32
			53.3%	57.6%	61.5%	44.6%	62.1%	41.0%
Employer	8	3.6%	4	4	3	5	2	5
			2.7%	6.1%	2.3%	5.4%	1.4%	6.4%
Work study	29	13.1%	22	7	10	19	16	13
			14.7%	10.6%	7.7%	20.7%	11.4%	16.7%
Fellowships/Assistantships	14	6.3%	7	7	5	9	6	8
			4.7%	10.6%	3.8%	9.8%	4.3%	10.3%
Other	9	4.1%	4	5	6	3	4	5
			2.7%	7.6%	4.6%	3.3%	2.9%	6.4%

Other answers:

- Combination of parents, loans, and working
- FAFSA
- Federal grants
- GI BILL
- Paid internships
- Tuition waiver

**6. How did you pay for your education? - GRADUATE**

N=141	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	141	100.0%	95	43	0	141	34	105
			67.4%	30.5%	0.0%	100.0%	24.1%	74.5%
Savings	75	53.2%	51	22	0	75	14	60
			53.7%	51.2%	0.0%	53.2%	41.2%	57.1%
Jobs (other than work study) while in school (including vacations)	82	58.2%	56	24	0	82	22	59
			58.9%	55.8%	0.0%	58.2%	64.7%	56.2%
Financial support from parents/grandparents/family members	67	47.5%	47	19	0	67	22	44
			49.5%	44.2%	0.0%	47.5%	64.7%	41.9%
Federal loan programs	73	51.8%	47	24	0	73	15	57
			49.5%	55.8%	0.0%	51.8%	44.1%	54.3%
Other loans	19	13.5%	11	7	0	19	3	15
			11.6%	16.3%	0.0%	13.5%	8.8%	14.3%
Scholarships	85	60.3%	61	23	0	85	21	63
			64.2%	53.5%	0.0%	60.3%	61.8%	60.0%
Employer	17	12.1%	11	6	0	17	5	12
			11.6%	14.0%	0.0%	12.1%	14.7%	11.4%
Work study	23	16.3%	17	6	0	23	4	19
			17.9%	14.0%	0.0%	16.3%	11.8%	18.1%
Fellowships/Assistantships	68	48.2%	42	24	0	68	13	53
			44.2%	55.8%	0.0%	48.2%	38.2%	50.5%
Other	7	5.0%	5	1	0	7	0	6
			5.3%	2.3%	0.0%	5.0%	0.0%	5.7%

Other answers:

- Any left-over payments that my savings did not cover, my parents helped me out with a few \$100s here and there
- Federal Pell Grants for 3 years.
- Graduate Employee (for one term)
- Graduate Research Assistant
- Virginia 529 College Savings Plan

**7. What is your current education-related debt?**

N=271	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	271 100.0%	181 66.8%	83 30.6%	130 48.0%	141 52.0%	147 54.2%	120 44.3%
None	96 35.4%	64 35.4%	32 38.6%	51 39.2%	45 31.9%	62 42.2%	33 27.5%
Less than \$10,000	27 10.0%	17 9.4%	9 10.8%	16 12.3%	11 7.8%	16 10.9%	11 9.2%
\$10,000 to \$19,999	34 12.5%	25 13.8%	8 9.6%	20 15.4%	14 9.9%	16 10.9%	17 14.2%
\$20,000 to \$29,999	27 10.0%	23 12.7%	3 3.6%	19 14.6%	8 5.7%	18 12.2%	9 7.5%
\$30,000 to \$49,999	28 10.3%	18 9.9%	8 9.6%	13 10.0%	15 10.6%	15 10.2%	13 10.8%
\$50,000 to \$74,999	26 9.6%	11 6.1%	15 18.1%	7 5.4%	19 13.5%	11 7.5%	15 12.5%
\$75,000 to \$99,999	11 4.1%	7 3.9%	2 2.4%	2 1.5%	9 6.4%	3 2.0%	6 5.0%
\$100,000 or more	22 8.1%	16 8.8%	6 7.2%	2 1.5%	20 14.2%	6 4.1%	16 13.3%
Mean	26669.7	25718.2	27379.5	16826.9	35744.7	19863.9	34312.5

**8a. Do you feel well-prepared to enter the landscape architecture profession as an emerging professional?**

N=259	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	259 100.0%	174 67.2%	78 30.1%	124 47.9%	135 52.1%	143 55.2%	113 43.6%
Yes	230 88.8%	155 89.1%	69 88.5%	116 93.5%	114 84.4%	134 93.7%	93 82.3%
No	29 11.2%	19 10.9%	9 11.5%	8 6.5%	21 15.6%	9 6.3%	20 17.7%

**8b. Why do you feel this way? [DID NOT FEEL WELL PREPARED]**

- Career transition - would like more practical hands-on experience, rather than so much theoretical/philosophy.
- Competitive work field, unable to find job.
- During internships, I realized how much we were prepared for the professional field.
- I cannot find a job.
- I feel familiar with the field in a subject-matter way, but do not feel technically competent per se. I feel competent with AutoCAD and Adobe products but that is not the same as construction knowledge. Grading, for example, is relatively easy mathematically (so far) but I have had limited practice in working at that level of technique and so it is hard to say whether my ideas are feasible, whether they can be implemented - for example.
- I feel like I was not knowledgeable about horticulture or botany to understand the organic materials and enough of construction documentation.
- I feel like I lack the computer skills necessary.
- I feel like I need more design development and construction documentation knowledge and experience. I feel like I am not creative enough and take too long to finish deliverables.
- I feel like my education was not fully encapsulating everything I want to do with my degree.
- I learn best on the job and every firm has their way of working.
- I think that working in an office for an internship would have been very beneficial to me. I think the amount you learn is indispensable. I think the first few months will be a challenging adjustment. I think not getting an internship will possibly affect my chances to be considered among my peers. Our career expo for the college of design was also extremely unhelpful. Most of the people in my cohort attended and no one got any good leads for employment.
- I think there was a lack of knowledge for plant identification and plant-based courses for the graduate program.
- I wish I felt more technically competent with decision making for design beyond a conceptual level, to know that my designs are feasible and reasonable.
- Maybe because of the lack of experience I have in working at a firm. I've done two internships, but I still know that there's a lot that I still have to learn. Academic experience is very different from practical experience.
- Most of the professors don't use what they're teaching. There is only one who we could ask questions about CAD. We had to figure everything out on our own.
- My program did not prepare me to work an entry-level job. I do not have adequate knowledge of the programs or work flow of a landscape architecture firm.
- Not enough technical training.
- Overemphasis of urban design theory in LA education and lack of hard skills and design training.
- The field is changing so rapidly.
- The program at NC A&T is more geared toward highlighting the challenges facing gender and racial equality rather than teaching design skills and how to address challenges regularly faced within Landscape Architecture. The design skills I am referring to include hand rendering, design philosophy, detailed graphics instruction (AutoCAD/3D Modeling) and many others. The challenges I am referring to include but are not limited to Grading, Stormwater Management, Appropriate Planting Selections, and proper Community Engagement techniques and practices. I would not recommend this program to aspiring Landscape Architects. I am graduating from this program top of my class with honors but that pretty much includes just being present in class and turning the required assignments in on time.
- The technical and professional education in our program is severely lacking. Faculty are for the most part not practitioners and have little experience or knowledge of actual practice.

**8b. Why do you feel this way? [DID NOT FEEL WELL PREPARED]**

- There are many reasons the MLA program at Clemson is not preparing students. I cannot cover everything, but I'll try to mention a few of the issues with the program I have experienced or witnessed over the last three years. First, I don't believe the faculty know what they're preparing students for. Technology is changing the field rapidly and they're not keeping up. Our skills are already out of date when we graduate. At Clemson, the curriculum is not well conceived or executed and doesn't relate to the jobs available regionally. There are gaps and redundancies. There is no regard for the individual and what knowledge and experience they arrive with. The curriculum is 'one size fits all.'
  - Only two faculty members are licensed as LAs.
  - There wasn't enough opportunity to work on community projects.
  - This is a terminal degree and yet there were no teaching opportunities.
  - They're desperate to fill seats, so they accept all that apply, there is no standard for excellence.
  - They make little to no effort at retention or retainment. Diversity and inclusion are non-existent. They refuse to educate students equitably.
  - They see students as transient and therefore lower status. We're a nuisance to them. There was no transparency. Every transaction was a secret. As someone different from the other students, I was excluded and ignored regularly. (Other students were given opportunities that I was not.)
  - The most concerning issue at Clemson is that two faculty members; Halah Nassar and Paul Russell are creating a toxic environment for the others. The faculty is divided into factions, and they're more often engaged in petty bickering than educating students. The infighting is ego-driven and percolates down to the students whom they have not attempted to hide it from. There's a high faculty turnover; I had 3 advisors in as many years. Bullying is commonplace because there's no policy against it. Nassar and Russell took turns as directors, and both were more concerned with their career advancement and 'research' than student learning. If you get in their way, they destroy you.
  - I was treated miserably after inquiring about the state of things. If you ask questions, they classify you as a troublemaker. If you self-advocate, they retaliate. They tried to push me out of the program more than once. Russell took my research data and refused to return it, among other actions. I'm a top student and have won state and national recognition, but instead of congratulations, they seem angry about my successes. Paul Russell called me a 'detriment to the program'. Nassar and Russell are the biggest detriment to the programs. If they weren't there, I believe it would be a positive learning environment. Both have no issue discriminating against anyone who's different. I have children, and Nassar told me that because of that, I couldn't use the labs. I was told I should just 'go home and spend more time with my kids.'
  - This has all been going on for years- before my time here. I hear the same unsolicited account of the program from alumni in the field. Nothing has improved despite students repeatedly raising concerns. They should be ashamed, and yet they take no responsibility. No one has ever held them accountable and it's not likely that anyone ever will.
- There is a mismatch between the job I would ideally like to do and my current skill set.
- Too many required core courses focused on large-scale environmental planning rather than Landscape Architecture. I would have taken three Landscape architecture-related studio classes instead of the planning classes. I was naive and needed to understand the program was planning-focused when I started three years ago. They have since removed two non-LA courses, which is a move in the right direction, but it is too late for me.
- Undervalued, underfunded program lacked resources and consistent courses/faculty, leading to lack of or mediocre coursework/preparation particularly in graphic skills and planting design.
- We did not learn Rhino as part of our curriculum and to feel fully prepared for my job I'd need to be proficient in Rhino.

**8c. Which of the following employment sectors is your primary interest?**

N=261	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	261 100.0%	175 67.0%	78 29.9%	125 47.9%	136 52.1%	143 54.8%	114 43.7%
Landscape architecture firm	142 54.4%	102 58.3%	37 47.4%	69 55.2%	73 53.7%	81 56.6%	60 52.6%
Architecture, engineering, or multidisciplinary firm	59 22.6%	42 24.0%	16 20.5%	30 24.0%	29 21.3%	35 24.5%	23 20.2%
Design/build firm	19 7.3%	8 4.6%	11 14.1%	10 8.0%	9 6.6%	9 6.3%	10 8.8%
Academic institution	4 1.5%	2 1.1%	2 2.6%	0 0.0%	4 2.9%	1 0.7%	3 2.6%
Federal government	4 1.5%	2 1.1%	2 2.6%	0 0.0%	4 2.9%	0 0.0%	4 3.5%
State government	7 2.7%	4 2.3%	2 2.6%	1 0.8%	6 4.4%	0 0.0%	6 5.3%
Local government	10 3.8%	5 2.9%	4 5.1%	5 4.0%	5 3.7%	6 4.2%	3 2.6%
Campus planning office	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Supplier/manufacturer	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Other private sector organization	3 1.1%	2 1.1%	0 0.0%	3 2.4%	0 0.0%	3 2.1%	0 0.0%
Private nonprofit organization	8 3.1%	6 3.4%	2 2.6%	4 3.2%	4 2.9%	5 3.5%	3 2.6%
Other	5 1.9%	2 1.1%	2 2.6%	3 2.4%	2 1.5%	3 2.1%	2 1.8%

Other answers:

- Freelance
- Land Art / Earthworks
- Park and Resort Group
- University Extension Professor
  
- Undecided

**8d. Which of the following resources were most helpful in seeking open job postings?**

N=252	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	252 100.0%	170 67.5%	75 29.8%	122 48.4%	130 51.6%	141 56.0%	107 42.5%
Firm advertising on social media	85 33.7%	64 37.6%	18 24.0%	44 36.1%	41 31.5%	52 36.9%	32 29.9%
ASLA JobLink	46 18.3%	33 19.4%	12 16.0%	24 19.7%	22 16.9%	26 18.4%	20 18.7%
ASLA Chapter communications	32 12.7%	24 14.1%	8 10.7%	15 12.3%	17 13.1%	17 12.1%	15 14.0%
Land8 Jobs board	15 6.0%	9 5.3%	4 5.3%	7 5.7%	8 6.2%	8 5.7%	7 6.5%
Other online listings (ex. ZipRecruiter, LinkedIn, Indeed, etc.)	109 43.3%	78 45.9%	26 34.7%	57 46.7%	52 40.0%	63 44.7%	42 39.3%
University job fairs	113 44.8%	75 44.1%	34 45.3%	68 55.7%	45 34.6%	74 52.5%	37 34.6%
Referrals from university faculty	105 41.7%	78 45.9%	25 33.3%	51 41.8%	54 41.5%	61 43.3%	44 41.1%
Networking	145 57.5%	106 62.4%	36 48.0%	68 55.7%	77 59.2%	83 58.9%	61 57.0%
Other	15 6.0%	8 4.7%	7 9.3%	5 4.1%	10 7.7%	7 5.0%	8 7.5%

Other answers:

- Approached by office
- Attending ASLA national convention
- Cold Calling
- Firm websites (3 mentions)
- Google Maps, website hunting, personal firm list of over 600 firms
- Just googling firms that interested me from ASLA Firm Finder was where I found most leads
- Look
- Personal research and emailing
- Temple University Student ASLA Chapter Portfolio Review
- The internet
- University HR Jobs Available



**9a. Have you had (or did you have) any job interviews during your final semester in school?**

N=260	<u>Total</u>	<u>GENDER</u>		<u>DEGREE</u>		<u>AGE</u>	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	260 100.0%	174 66.9%	78 30.0%	125 48.1%	135 51.9%	143 55.0%	113 43.5%
Yes	151 58.1%	100 57.5%	48 61.5%	73 58.4%	78 57.8%	88 61.5%	61 54.0%
No	109 41.9%	74 42.5%	30 38.5%	52 41.6%	57 42.2%	55 38.5%	52 46.0%

**9b. How many?**

N=260	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	260 100.0%	174 66.9%	78 30.0%	125 48.1%	135 51.9%	143 55.0%	113 43.5%
None	109 41.9%	74 42.5%	30 38.5%	52 41.6%	57 42.2%	55 38.5%	52 46.0%
1	34 13.1%	24 13.8%	9 11.5%	14 11.2%	20 14.8%	17 11.9%	16 14.2%
2	34 13.1%	28 16.1%	5 6.4%	19 15.2%	15 11.1%	24 16.8%	9 8.0%
3	31 11.9%	14 8.0%	17 21.8%	16 12.8%	15 11.1%	15 10.5%	16 14.2%
4	25 9.6%	17 9.8%	8 10.3%	11 8.8%	14 10.4%	17 11.9%	8 7.1%
5	11 4.2%	7 4.0%	3 3.8%	5 4.0%	6 4.4%	5 3.5%	6 5.3%
6 to 10	12 4.6%	8 4.6%	4 5.1%	5 4.0%	7 5.2%	7 4.9%	5 4.4%
11 or more	4 1.5%	2 1.1%	2 2.6%	3 2.4%	1 0.7%	3 2.1%	1 0.9%
Mean	1.9	1.8	2.3	2.0	1.8	2.1	1.7

**9c. Please comment on how the interview process went:**

- 30 min Zoom interview with two supervisors. Was offered job and I visited the office in person afterwards (not paid for, just happened to be in town). Did not ask for portfolio (local government position).
- Awesome!! I got a job .
- Both were different. The one I went with was personal and didn't feel like an interview with basic questions. They managed to ask those questions in fun ways that were intimidating. they made you feel like they were human too.
- Both were very different. The company I went with was more personalized and welcoming. Even the meeting with HR didn't feel intimidating.
- Both were very good!
- Discussed projects I've worked on and past work experiences.
- Easy, one of them went through 3 rounds so it was much longer.
- Email communications then phone call to explain job and get to know me. Afterwards sent work samples and continued conversation through emails.
- Employers were impressed by my portfolio and resume. I received an offer from all three places I interviewed with. My school experience combined with my internship experience prepared me to address what employers were looking for.
- Fairly well. I received four job offers.
- Feel bad.
- First one went terrible, and the second one went fine (landed the job).
- Generally, I felt prepared for the interviews and being able to vouch for my skills as a professional.
- Good. (4 mentions)
- Good! I got the job!
- Good, but they never got back with me.
- Good, pretty simple process.
- Great! I felt very prepared based on my time as a co-op intern.
- Great. Firms were very friendly, and I felt well prepared.
- I arrived at the office and met my future supervisor and coworker, then sat down with them in the conference room and showed them my landscape architecture portfolio. After that, they gave me a short tour of the office. Before the interview ended, two young professionals asked me to walk with them to a nearby coffee shop and back so I could ask them questions.
- I believe they went well! I knew I wanted to return to the firm I interned with, but went through the interview process elsewhere to weigh my options and use it as leverage.
- I feel they went well.
- I felt that the interviews went well but I still had difficulty getting a job.
- I felt very prepared especially by my school and Asla mentors.
- I felt well prepared for my interviews.
- I felt well prepared, all the interviews went well.
- I got better the more I did. Some were academic, some firm, so very different experiences.
- I got the job.
- I got two job offers.
- I had applied to multiple positions through online job postings and emailing the office directly. Two of these offices got back to me about interviews. One office was mostly residential, small firm, and the other office a larger multidisciplinary office. The larger office required two interviews. Both offices gave me a job offer.
- I had one interview and several other firms that reached out to schedule interviews. The one I had was successful so I took the job and turned the other firms down.
- I landed a job in my first interview.
- I learned a lot throughout these interviews, I realize the mistakes I made in the first couple of interviews, and worked on rectifying those and got the job I wanted.
- I only got through the primary interview and did not go through the full hiring process.
- I think the interview process went very well for both. I was offered both positions.
- I was interviewed in January for a full-time landscape design position by a firm that I had interned with two summers before. Because they knew of my and my work, the interview process was very casual and friendly.

**9c. Please comment on how the interview process went:**

- I was not offered the position. Interview was three rounds. Two phone, one in-person.
- Interviews went smooth and sounded optimistic.
- Interviews were usually an hour long, with a shorter screening interview before. Mostly your average questions and portfolio review. I was asked and went outside for a plant ID test for one, which was related to an arborist position.
- It was variable, but firms seemed positive about my skill set.
- It was a pleasurable opportunity to visit with people about the aspirations they have for their studios.
- It was challenging to manage thesis work, building a portfolio, applying for jobs and physically going to job interviews. That being said, the interviews themselves went very smoothly and I felt confident I was prepared for them.
- It was either long or the process went a long time without hearing back until multiple follow up emails just to hear they went another direction. High lack of transparency in employers.
- It was fine - it was a three-phase interview. First was a phone call with HR, second was a call with hiring staff, third was in-person with hiring staff.
- It was fine, but awkward because it was on zoom and the connection was not great.
- It was fine. Most of the interviews occurred during a 3-week period.
- It was great, I had good communication and the firms I've spoken with so far have been amazingly accommodating and kind.
- It was very challenging because my dream positions are very competitive (as you can imagine). Timelines between applying and hearing back / interviewing tended to either take a long time or happen overnight. I also wasn't sure just how to act at interviews exactly, but I tried to be myself.
- It was very easy with some firms and awful with others. A firm had me interview and then completely cut me off not answering any of my follow up emails.
- It went very well. Each firm they had different approaches and sometimes it was challenging.
- It went very smoothly. It was usually pretty simply to set up an interview and receive feedback because zoom and Microsoft teams is an available resource.
- It went very well, especially since I already knew the interviewers from my internship.
- It went very well.
- It went well but I definitely needed to practice beforehand.
- It went well! I had already been interning at the company.
- It went well! My boss for my internship wants to hire me and she was my mentor before that, so it was more of an interview than a discussion.
- It went well. (2 mentions)
- It went well. I took an elective portfolio development course while in college. This prepared me for what to expect during the interview process.
- It went well. Interviews were on the phone and over Zoom.
- It went well. Mostly because I am older than the average undergraduate and have developed good interview skills from being in the workforce for about 10 years now. I have been through several interview processes before which has given me a good idea of how to promote my skills and abilities. I also have prior experience in construction which enables me to understand a lot of the realistic elements of a design process/project.
- Lots of rounds of interviews, moving deeper and meeting more specific people and anything from phone interviews to Zoom to in person.
- One was for a landscape architecture firm and I went through one project of my portfolio and the second was a city planning internship and it was a Q&A structure.
- One was in person at the office I was hoping to work at with alum from my school. The other was over the phone and was quick with an HR person.
- Overall I think most of the interviews went well. It was very time consuming to interview with many different firms, but it helped me find the best fit.
- Overall the interview process went well!
- Pretty smoothly, most complicated part was waiting on firms' responses and navigating overlapping timelines
- Quick and painless! Connected at the university job fair, I applied and had an informal phone interview, and they gave me an offer.

**9c. Please comment on how the interview process went:**

- Really well, it ended with employment.
- Rejections!!
- Smoothly, I felt well prepared for the process and capable of speaking on my strengths as a designer.
- Smoothly, most difficult part was navigating multiple firm timelines/responses.
- Smoothly. I was connected to each firm through networking.
- Some were office visits, formal conversations/interview, others were via zoom.
- Some were virtual. Some were short in person interviews at job fair, then eventually a virtual interview.
- The interview process is extremely stressful, especially as you are looking for your first job out of school. I interviewed with three firms that did not make me an offer and one firm that did.
- The interview process is still ongoing. It has been going well; I had an in-person interview with the founder of the firm, and I have a follow-up interview with the partners of the firm, which is where I expect to go into more detail about my skillset, etc.
- The interview process was challenging to get employers to respond, even after interviewing one or more times. In addition, two of my four interviews involved charettes that took a significant amount of time. This was unexpected, and my classmates, recent graduates, and mentor had never heard of this as a hiring practice. The firm I did interview with and accept an offer with was much more communicative and respectful of my time than the other three.
- The interview process was smooth and positive. I went through three rounds of interviews, each involving two interviewers. The final round included employees closer to my age and was more relaxed, which I found enjoyable.
- The interview process went well for the most part. There was a lot of delay between having the interview and hearing back from a firm or recruiter, but that seems to be standard in all fields of work.
- The interview process went well. It was difficult to schedule interviews between classes, but I made it a priority and it worked out in the end.
- The interview was scheduled through the firm's HR person and there were no complications in setting up a date and time for an interview through Zoom. The interview went very well and the interviewers made me feel really comfortable. Typical interview questions were asked and I felt prepared to answer them.
- The interviews I had were very well informed and gave me an idea of the different firm sizes/levels to seek for. It was a learning experience as well. After my first interview, it was easier to navigate through the upcoming ones.
- The 'interviews' were at the career fair. The career fair was more of a networking event with some companies attending who weren't necessarily hiring. Most of the firms were regional and I would have liked to see more firms from other parts of the country. I interviewed well, but most applications are done online. I have had other interviews since graduation. During the last semester it's difficult to find time to schedule interviews.
- The process went well and I felt prepared.
- The process went well, they interviewers were helpful in critiquing my work and asked engaging questions.
- The questions focused on skill, approach, how I would contribute and what I expect from office.
- They all went well, and I received offers from all of the interviewers.
- They both went well; I prepared, and felt prepared for some of the questions I might be asked. I got a job.
- They cancelled on me or did not continue.
- They intended for someone to start during the summer, but I'm still working on my Masters.
- They seemed to go well, but not well enough to get hired. One place ghosted me. Another didn't actually have a position open. And the third time I interviewed for three locations at once.
- They went well. I received four job offers during the semester.
- They were for only summer opportunities.
- They were not LA firms, but the processes went well. I however, removed myself from consideration for all three positions as I was not interested in them once I learned more about the company and the low pay they were offering.
- Three were satisfactory and the company that I was extended and accepted a job offer had great communication throughout the process. The one company I interviewed with and did not do well, their communication was extremely poor.
- Two were online. One in person. Got to know about the companies, their work, and some of the people who worked there.
- Usually the interviews went okay, but they were often with HR people, and then I wouldn't receive another one with designers.

**9c. Please comment on how the interview process went:**

- Variable, but reasonably well
- Varies, unknown.
- Very positive.
- Very smooth.
- Very spaced out- applications in Jan, interview in March, and hear back if you get the job or not in April/May or later.
- Very well I got an internship that transitions into a full time job.
- Very well!
- Well. (2 mentions)
- Well, but not a good fit.
- Well, but stressful to navigate while still in school/nearing finals.
- Well, I have already been working part-time for this employer.
- Well, waiting on the other firms now, which I have the summer to figure out where I tend to go.
- Well; I received offers from all positions I applied/interviewed for.
- Went smoothly.
- Went very well and got myself a great offer that I accepted.
- Went well! Got the job!

**9d. Did you feel your school experience prepared you for the interview process?**

N=149	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	149 100.0%	99 66.4%	48 32.2%	72 48.3%	77 51.7%	87 58.4%	61 40.9%
Yes	115 77.2%	71 71.7%	42 87.5%	59 81.9%	56 72.7%	67 77.0%	47 77.0%
No	34 22.8%	28 28.3%	6 12.5%	13 18.1%	21 27.3%	20 23.0%	14 23.0%

**9e. Please explain: [Felt school experience prepared them for the interview process]**

- Cal Poly SLO prepares students well for the job search with a professional practice class, class time for building your resume and portfolio, a required internship during our undergraduate, and much support from faculty and mentors.
- Career resources support, portfolio and resume reviews.
- Design skills, technical proficiency, understanding of environmental principles, communication skills, critical thinking and problem-solving are of the criteria that I had chance to improve or learn in the school. I also was prepared to articulate my passion for landscape architecture and my enthusiasm for the opportunity to contribute to the organization I had interview with.
- Discussed curriculum and courses that prepared me for career.
- Discussing portfolio, defining a niche for myself, and developing exposure to enough skillsets to be marketable.
- Felt as if I could answer any question given.
- Firm foundation in interview skills, mostly self-developed though.
- Firm visit, and networking event, portofolio preparation, and workshop.
- Had a pro-practice class that went over the business side of LA and how to navigate the interview and hiring process.
- Helps my creativity thrive, Dr Jules Bruck and Ebru Ozer are amazing professors and individuals, insight in LandFX and other applications for AutoCAD.
- I didn't feel very nervous during interviews, and I attribute a lot of that to the critiques I received in school from various reviewers. Additionally, my experience with portfolio reviews and interview preparations through our student ASLA also contributed to my readiness for the interview process.
- I felt capable of explaining my qualifications and walking people through my resume and portfolio.
- I felt like I had a lot of the skills they were looking for, and a strong portfolio.
- I felt ready and confident with my level of knowledge to answer and ask questions.
- I felt that my work spoke for itself, and I was able to elaborate in a concise manner.
- I felt well prepared because I have all the skills necessary and am proud of the work I've done in school.
- I had applied to many internships in the previous year and received many interviews which I felt helped prepare me. I also got to take professional development related courses at my school which also helped.
- I have had practice interviewing.
- I learned many valuable skills that came up in the interview discussion I wouldn't have otherwise had access to.
- I received multiple job offers so it seems I was well prepared.
- I think that the career day helped me prepare.
- I took a professional practice class where they taught us what questions to prep for and what to expect during an interview. They also encouraged us to practice with our friends and studio mates in order to feel more confident and prepared during the interview process.
- I was a business minor and did a lot of public speaking so I feel I am pretty well spoken and enjoy interviewing.
- I was able to comment on issues raised in the interview thanks to my studies. My previous studies in ecology were in places more useful.
- I was confident in my abilities and able to advocate for my work.
- I was confident in my work and able to advocate for it.
- In a professional practice class, our instructor shared some insight/lectured briefly on the interview process for LA and what we should expect.
- In truth I can say somewhat. No in-class (for classes within the BLA major) help with how to look for jobs you would like and no in-class help/formal feedback with preparing your portfolio. An elective outside the BLA major helped with how to market yourself and search for jobs proactively.
- Interviewers seemed impressed with my skill set.
- Just knowledge on how to talk.
- Kansas State University's APDesign program includes two portfolio / professional practice classes. The landscape architecture program is especially great at preparation with one-on-one portfolio, resume, and cover letter reviews with our professors and landscape alumni.
- LSU had students do practice interviews.



**9e. Please explain: [Felt school experience prepared them for the interview process]**

- LSU has a mandatory internship requirement in fourth year and through that process I learned necessary skills when interviewing with firms. Also they have a Pro-Practice class fifth year that further prepared me.
- MLA in the university of New Mexico is great, it has great environment with strong candidates and a loving setting that boosts the students' confidence.
- Mock interviews, career fairs, networking opportunities.
- My portfolio class (which was optional) had us do mock interviews and reviews. we were also required to get an internship in our 3rd year.
- My professional practice class helped me prepare for my interviews.
- My school always encouraged us (the students) to pursue internships while in school (you can substitute an internship for a mandatory elective). Towards the end of our last semester (this past Spring), the graduating class attended the annual Career Fair at our school. In preparation for the Fair, we had a mandatory meeting with our department's Career Specialists, where they explained the interview process to us, and guided us through a presentations of Do's and Don'ts. After the Career Fair, there were several workshops available to students that went over subjects like Salary Negotiation, Benefits, etc. I personally also took advantage of the availability of Career Specialists since my freshman year, and had several meetings with them where I received feedback on my resume.
- My school experience helped me be prepared to talk about my interests and talents. We did a lot of different courses at Penn State, which benefited me in my portfolio and my interviews.
- Our business in design class involved interviewing in its curriculum, so I was not overly nervous approaching the interview because I had an idea of what to say.
- Our reviews are usually make us ready to talk about the main concepts, design process. This is always helpful while interviewing.
- Portfolio reviews with faculty have prepared me to describe my work, process, and goals.
- Process of landscape design.
- Prof dev Class.
- RISD has a good career center that helped me with resume / portfolio / interview questions. We also have done portfolio reviews internally within the department to help with this.
- Schooling helped me understand the job market so I can prepare to go to the field with some experience of professional practice.
- Since an internship is required for our major, I already had professional experience in finding jobs and interviewing.
- Skills and knowledge gained during school set me up well to secure a post-grad job.
- Some of the professors I got to speak to before interviews helped me follow a format for these interviews. Of course, I took bits and pieces of advice and made my own depending on who I was interviewing with.
- Speaking with professors and professionals is pretty similar in a number of scenarios. This helped me to understand how to answer questions professionally but also to make connections with them to get to know them.
- Taught the basics, received my Associate's in architecture, my Bachelors in Landscape Architecture, and soon my masters in Sustainability.
- The Career services office at TJU does mock interviews, resume-building sessions, and more sessions to help us with the job application process. In addition, the ASLA chapter has hosted college-specific resume building sessions and cover letter writing help.
- The content taught in the program directly translated to competencies firms were looking for.
- The required Business and Design Course LAEP 6160 was very helpful. A online career fair put on my USU LEAP was beneficial.
- The vocabulary building for the field was strengthened at school.
- There were a few mock interview sessions held by the college of environment and design that really helped me.
- UCD fosters ongoing relationships with the LA community throughout a student's academic career so that when it comes to the job search, we already know many people connected with many different firms. This makes the process much more collegial than hierarchical.
- Virginia Tech offers a variety of professional career development opportunities. The things that they have taught us in preparation for attending the annual ASLA conferences has been so big in my development of networking skills.
- We discuss networking and have a professional practice class.

**9e. Please explain: [Felt school experience prepared them for the interview process]**

- We had good career services in school.
- We had a professional practice class for landscape architecture.
- We had mock interviews and were taught very well on how to network as well as be prepared for professional world.
- We had mock interviews in a professional practice class.
- We had our co-op internship program and I was able to gain insight into what I wanted out of a job.
- We had portfolio reviews and mock interview sessions available at school. What helped most was meeting with firms during the Career Expo.
- We had practice interviews.
- We had to take a business/pro practice class to help prepare us, as well as a business communications course.
- We have a class that deals with the business side of design professions.
- We have a professional practice class where we talked about interviews.
- We have had a lot of presentations and networking events that have helped with developing communication skills.
- We have taken a professional practice course where we practiced interviews and had the opportunity to intern which also helped to prepare.
- We have workshops specifically for the interview process.
- We talked about interviewing in a required career development class. The college hosted mock interviews every fall where I could interview with landscape architecture professionals in a low-stakes environment. And I also had time for two internships, so I went through interviews for each of those.
- We were encouraged to attend career fairs. We have an internship program that required us to apply for internships during the 4th year.
- Yes and no, some terminology or approaches in design which were explained by some of the existing faculty including Kevin Thompson, a professor who seemed way too laid back, and students felt somewhat neglected of an education with him.
- Yes, I think City College does a great job preparing students for professional life in Landscape Architecture and related fields.

**9e. Please explain: [Felt school experience DID NOT prepare them for the interview process]**

- Although my education has given me a lot of skills I can take into a career in Landscape Architecture, little is done to prepare us for how the interview process will go. From interview preparation, to what questions should I ask my future employer, to even negotiations, everything is learned through prior interview experience rather than school.
- Didn't really know what to expect.
- Due to internships, I realized there's just some things the school can't teach you.
- I did a lot of research on my own and found my own resources for prep.
- I did not attend prep.
- I don't think our program did anything specific to aid us in preparing. I went out of my way to network and take communication classes to improve myself.
- I don't think they really had much to do with the interview.
- I had to do my own practice with my peers or individually. Although Cal Poly has a professional practice class we only really did interview practice once.
- I just don't think that school contributed to the interview process specifically.
- I was prepared for the application process, but I didn't know how to act exactly at the interview itself which made me feel nervous and unprepared. It ended up working out though because I do have a job for after graduation.
- In school we weren't taught any interview techniques it was always something we were encouraged to go learn on our own time.
- My MLA program was a career change degree so I already knew how to interview well.
- My program did not discuss interviewing or how to best interview for a job. However, faculty members were very supportive in terms of writing recommendation letters. The school offered some interview and portfolio help - however it was more geared toward undergraduate students and I didn't take advantage due to time constraints.
- My schools have offered interview prep through Career Centers but I personally have not taken advantage of this. Interviews have not been covered in my curriculum, though of course my programs have offered me experience that does prepare me for interviews.
- My senior studio professor did a great job in further preparing me for the interview process but the program as a whole did not.
- Never had any experience in interviews or what to expect at least not in an educational form.
- Not enough information and real life experience.
- Not much prep for real office/interview experience in coursework.
- Only focusing on the academic part.
- Our final semester included a Professional Practice class which briefly shared info about common interview process, but it was not very thorough.
- Our internship prep class wasn't really focused on what interviewers were looking for. We pretty much only made a portfolio.
- Our program does not prepare for job interview process.
- Pro Prac course was not offered until the spring of graduation semester, after I had already started applying for positions.
- We did not really talk about interview process or what to expect during our professional practice course.
- What I learned about the interview process mostly came from my past interview experience.
- While we had the resources available to us, they weren't really put at the forefront when it came to schedules and other classes. Sometimes our program would have things scheduled at the same times as these resources. I was able to get good resume feedback.
- You have to figure everything out on your own. No one explains anything. The University has resources but not the school.

**10. What salary expectation do/did you have?**

N=250	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	250 100.0%	168 67.2%	76 30.4%	121 48.4%	129 51.6%	139 55.6%	108 43.2%
No expectation	19 7.6%	14 8.3%	4 5.3%	13 10.7%	6 4.7%	13 9.4%	6 5.6%
<\$30,000	2 0.8%	2 1.2%	0 0.0%	1 0.8%	1 0.8%	1 0.7%	1 0.9%
\$30,000 to \$34,999	2 0.8%	2 1.2%	0 0.0%	1 0.8%	1 0.8%	1 0.7%	1 0.9%
\$35,000 to \$39,999	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
\$40,000 to \$44,999	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
\$45,000 to \$49,999	7 2.8%	5 3.0%	2 2.6%	5 4.1%	2 1.6%	7 5.0%	0 0.0%
\$50,000 to \$59,999	46 18.4%	29 17.3%	16 21.1%	31 25.6%	15 11.6%	35 25.2%	11 10.2%
\$60,000 or more	174 69.6%	116 69.0%	54 71.1%	70 57.9%	104 80.6%	82 59.0%	89 82.4%
Mean	62463.5	61867.9	63345.8	59873.7	64737.4	59544.1	65696.1

**11. Do/did you have reasonable employment prospects with ...**

N=248	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	248	100.0%	166	75	118	130	136	108
			66.9%	30.2%	47.6%	52.4%	54.8%	43.5%
A former employer	62	25.0%	41	18	30	32	42	17
			24.7%	24.0%	25.4%	24.6%	30.9%	15.7%
An internship organization	38	15.3%	25	12	19	19	18	19
			15.1%	16.0%	16.1%	14.6%	13.2%	17.6%
Both	57	23.0%	38	18	27	30	30	27
			22.9%	24.0%	22.9%	23.1%	22.1%	25.0%
Neither	91	36.7%	62	27	42	49	46	45
			37.3%	36.0%	35.6%	37.7%	33.8%	41.7%

**12a. Have you had any job offers?**

N=253	<u>Total</u>	<u>GENDER</u>		<u>DEGREE</u>		<u>AGE</u>	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	253 100.0%	168 66.4%	77 30.4%	121 47.8%	132 52.2%	138 54.5%	111 43.9%
Yes	149 58.9%	100 59.5%	46 59.7%	73 60.3%	76 57.6%	89 64.5%	59 53.2%
No	104 41.1%	68 40.5%	31 40.3%	48 39.7%	56 42.4%	49 35.5%	52 46.8%

**12a. How many?**

N=252	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	252	100.0%	168	77	120	132	138	111
			66.7%	30.6%	47.6%	52.4%	54.8%	44.0%
None	104	41.3%	68	31	48	56	49	52
			40.5%	40.3%	40.0%	42.4%	35.5%	46.8%
1	85	33.7%	59	25	40	45	49	36
			35.1%	32.5%	33.3%	34.1%	35.5%	32.4%
2	39	15.5%	26	13	19	20	26	13
			15.5%	16.9%	15.8%	15.2%	18.8%	11.7%
3	17	6.7%	11	5	10	7	10	7
			6.5%	6.5%	8.3%	5.3%	7.2%	6.3%
4 or more	7	2.8%	4	3	3	4	4	3
			2.4%	3.9%	2.5%	3.0%	2.9%	2.7%
Mean	1.0		1.0	1.0	1.0	1.0	1.1	0.9
Mean (respondents receiving at least one offer)	1.7		1.7	1.7	1.7	1.7	1.7	1.8

**12b. What starting salary/salaries were you offered?**

N=134	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	134 100.0%	92 68.7%	41 30.6%	65 48.5%	69 51.5%	83 61.9%	51 38.1%
Less than \$30,000	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
\$30,000 to \$34,999	2 1.5%	2 2.2%	0 0.0%	0 0.0%	2 2.9%	0 0.0%	2 3.9%
\$35,000 to \$39,999	2 1.5%	2 2.2%	0 0.0%	1 1.5%	1 1.4%	1 1.2%	1 2.0%
\$40,000 to \$44,999	9 6.7%	6 6.5%	3 7.3%	6 9.2%	3 4.3%	6 7.2%	3 5.9%
\$45,000 to \$49,999	8 6.0%	4 4.3%	4 9.8%	8 12.3%	0 0.0%	8 9.6%	0 0.0%
\$50,000 to \$59,999	78 58.2%	59 64.1%	18 43.9%	38 58.5%	40 58.0%	51 61.4%	27 52.9%
\$60,000 or more	116 86.6%	72 78.3%	42 102.4%	54 83.1%	62 89.9%	66 79.5%	50 98.0%
Mean	59591.9	58831.9	60955.8	58400.0	60772.8	58429.7	61440.2



**13. Please put the following attributes in rank order based on their importance to you in selecting a job.**

(N=287)

	(1) Most important	(2)	(3)	(4)	(5)	(6) Least important	Total
Type of organization	22 16.3%	21 15.6%	24 17.8%	16 11.9%	29 21.5%	23 17.0%	135 100.0%
Specialties within the organization	16 12.0%	19 14.3%	21 15.8%	25 18.8%	25 18.8%	27 20.3%	133 100.0%
Reputation of the organization	21 14.6%	21 14.6%	17 11.8%	23 16.0%	28 19.4%	34 23.6%	144 100.0%
Geographic location	53 28.0%	39 20.6%	33 17.5%	28 14.8%	23 12.2%	13 6.9%	189 100.0%
Starting salary	18 9.6%	35 18.7%	40 21.4%	45 24.1%	24 12.8%	25 13.4%	187 100.0%
Position description	17 12.7%	22 16.4%	21 15.7%	30 22.4%	21 15.7%	23 17.2%	134 100.0%
Mission/values of the organization	54 30.7%	36 20.5%	38 21.6%	20 11.4%	18 10.2%	10 5.7%	176 100.0%
Remote work flexibility	2 2.6%	10 12.8%	8 10.3%	11 14.1%	23 29.5%	24 30.8%	78 100.0%

**13. Please put the following attributes in rank order based on their importance to you in selecting a job.**

N=135	<u>Type of organization</u>						
	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	135 100.0%	86 63.7%	46 34.1%	65 48.1%	70 51.9%	77 57.0%	56 41.5%
(1) Most important	22 16.3%	13 15.1%	9 19.6%	7 10.8%	15 21.4%	10 13.0%	12 21.4%
(2)	21 15.6%	9 10.5%	12 26.1%	10 15.4%	11 15.7%	12 15.6%	8 14.3%
(3)	24 17.8%	19 22.1%	4 8.7%	14 21.5%	10 14.3%	17 22.1%	7 12.5%
(4)	16 11.9%	9 10.5%	6 13.0%	11 16.9%	5 7.1%	10 13.0%	6 10.7%
(5)	29 21.5%	21 24.4%	8 17.4%	14 21.5%	15 21.4%	17 22.1%	12 21.4%
(6) Least important	23 17.0%	15 17.4%	7 15.2%	9 13.8%	14 20.0%	11 14.3%	11 19.6%

**13. Please put the following attributes in rank order based on their importance to you in selecting a job.**  
**Specialties within the organization**

N=133	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	133		91	39	65	68	81	52
	100.0%		68.4%	29.3%	48.9%	51.1%	60.9%	39.1%
(1) Most important	16		13	3	10	6	10	6
	12.0%		14.3%	7.7%	15.4%	8.8%	12.3%	11.5%
(2)	19		16	3	7	12	13	6
	14.3%		17.6%	7.7%	10.8%	17.6%	16.0%	11.5%
(3)	21		15	6	11	10	12	9
	15.8%		16.5%	15.4%	16.9%	14.7%	14.8%	17.3%
(4)	25		17	7	9	16	14	11
	18.8%		18.7%	17.9%	13.8%	23.5%	17.3%	21.2%
(5)	25		14	10	16	9	16	9
	18.8%		15.4%	25.6%	24.6%	13.2%	19.8%	17.3%
(6) Least important	27		16	10	12	15	16	11
	20.3%		17.6%	25.6%	18.5%	22.1%	19.8%	21.2%

**13. Please put the following attributes in rank order based on their importance to you in selecting a job.**

**Reputation of the organization**

N=144	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	144		95	45	72	72	81	62
	100.0%		66.0%	31.3%	50.0%	50.0%	56.3%	43.1%
(1) Most important	21		18	3	12	9	12	9
	14.6%		18.9%	6.7%	16.7%	12.5%	14.8%	14.5%
(2)	21		16	4	11	10	11	9
	14.6%		16.8%	8.9%	15.3%	13.9%	13.6%	14.5%
(3)	17		11	5	5	12	6	11
	11.8%		11.6%	11.1%	6.9%	16.7%	7.4%	17.7%
(4)	23		12	11	14	9	13	10
	16.0%		12.6%	24.4%	19.4%	12.5%	16.0%	16.1%
(5)	28		13	14	13	15	18	10
	19.4%		13.7%	31.1%	18.1%	20.8%	22.2%	16.1%
(6) Least important	34		25	8	17	17	21	13
	23.6%		26.3%	17.8%	23.6%	23.6%	25.9%	21.0%

**13. Please put the following attributes in rank order based on their importance to you in selecting a job.**

**Geographic location**

N=189	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	189	100.0%	126	58	95	94	109	78
			66.7%	30.7%	50.3%	49.7%	57.7%	41.3%
(1) Most important	53	28.0%	28	25	29	24	32	21
			22.2%	43.1%	30.5%	25.5%	29.4%	26.9%
(2)	39	20.6%	24	10	21	18	24	14
			19.0%	17.2%	22.1%	19.1%	22.0%	17.9%
(3)	33	17.5%	26	7	9	24	16	17
			20.6%	12.1%	9.5%	25.5%	14.7%	21.8%
(4)	28	14.8%	20	8	17	11	16	11
			15.9%	13.8%	17.9%	11.7%	14.7%	14.1%
(5)	23	12.2%	19	4	12	11	14	9
			15.1%	6.9%	12.6%	11.7%	12.8%	11.5%
(6) Least important	13	6.9%	9	4	7	6	7	6
			7.1%	6.9%	7.4%	6.4%	6.4%	7.7%

**13. Please put the following attributes in rank order based on their importance to you in selecting a job.**

**Starting salary**

N=187	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	187		125	58	92	95	105	79
	100.0%		66.8%	31.0%	49.2%	50.8%	56.1%	42.2%
(1) Most important	18		11	6	9	9	13	4
	9.6%		8.8%	10.3%	9.8%	9.5%	12.4%	5.1%
(2)	35		27	8	16	19	14	21
	18.7%		21.6%	13.8%	17.4%	20.0%	13.3%	26.6%
(3)	40		21	18	22	18	23	16
	21.4%		16.8%	31.0%	23.9%	18.9%	21.9%	20.3%
(4)	45		31	13	23	22	30	14
	24.1%		24.8%	22.4%	25.0%	23.2%	28.6%	17.7%
(5)	24		19	4	11	13	12	12
	12.8%		15.2%	6.9%	12.0%	13.7%	11.4%	15.2%
(6) Least important	25		16	9	11	14	13	12
	13.4%		12.8%	15.5%	12.0%	14.7%	12.4%	15.2%

**13. Please put the following attributes in rank order based on their importance to you in selecting a job.**

Position description	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
N=134							
Total	134 100.0%	88 65.7%	42 31.3%	62 46.3%	72 53.7%	71 53.0%	60 44.8%
(1) Most important	17 12.7%	11 12.5%	5 11.9%	10 16.1%	7 9.7%	11 15.5%	5 8.3%
(2)	22 16.4%	13 14.8%	9 21.4%	10 16.1%	12 16.7%	11 15.5%	11 18.3%
(3)	21 15.7%	15 17.0%	5 11.9%	14 22.6%	7 9.7%	15 21.1%	5 8.3%
(4)	30 22.4%	19 21.6%	10 23.8%	7 11.3%	23 31.9%	11 15.5%	19 31.7%
(5)	21 15.7%	12 13.6%	8 19.0%	8 12.9%	13 18.1%	9 12.7%	11 18.3%
(6) Least important	23 17.2%	18 20.5%	5 11.9%	13 21.0%	10 13.9%	14 19.7%	9 15.0%

**13. Please put the following attributes in rank order based on their importance to you in selecting a job.**

**Mission/values of the organization**

N=176	GENDER		DEGREE		AGE		
	Total	Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	176 100.0%	120 68.2%	51 29.0%	83 47.2%	93 52.8%	96 54.5%	77 43.8%
(1) Most important	54 30.7%	38 31.7%	12 23.5%	20 24.1%	34 36.6%	23 24.0%	30 39.0%
(2)	36 20.5%	24 20.0%	12 23.5%	19 22.9%	17 18.3%	22 22.9%	14 18.2%
(3)	38 21.6%	23 19.2%	14 27.5%	22 26.5%	16 17.2%	21 21.9%	16 20.8%
(4)	20 11.4%	15 12.5%	5 9.8%	9 10.8%	11 11.8%	11 11.5%	9 11.7%
(5)	18 10.2%	14 11.7%	4 7.8%	9 10.8%	9 9.7%	12 12.5%	5 6.5%
(6) Least important	10 5.7%	6 5.0%	4 7.8%	4 4.8%	6 6.5%	7 7.3%	3 3.9%



**13. Please put the following attributes in rank order based on their importance to you in selecting a job.**

**Remote work flexibility**

N=78	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	78		51	25	42	36	41	36
	100.0%		65.4%	32.1%	53.8%	46.2%	52.6%	46.2%
(1) Most important	2		2	0	1	1	1	1
	2.6%		3.9%	0.0%	2.4%	2.8%	2.4%	2.8%
(2)	10		5	5	4	6	5	5
	12.8%		9.8%	20.0%	9.5%	16.7%	12.2%	13.9%
(3)	8		4	4	1	7	2	6
	10.3%		7.8%	16.0%	2.4%	19.4%	4.9%	16.7%
(4)	11		9	1	7	4	6	4
	14.1%		17.6%	4.0%	16.7%	11.1%	14.6%	11.1%
(5)	23		17	6	13	10	12	11
	29.5%		33.3%	24.0%	31.0%	27.8%	29.3%	30.6%
(6) Least important	24		14	9	16	8	15	9
	30.8%		27.5%	36.0%	38.1%	22.2%	36.6%	25.0%

**14a. In your job search, do/did you feel restricted to one geographical area for reasons of necessity or personal preference?**

N=239	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	239 100.0%	160 66.9%	72 30.1%	115 48.1%	124 51.9%	130 54.4%	105 43.9%
Restricted due to necessity	59 24.7%	42 26.3%	15 20.8%	24 20.9%	35 28.2%	27 20.8%	32 30.5%
Restricted due to personal preference	116 48.5%	79 49.4%	35 48.6%	62 53.9%	54 43.5%	69 53.1%	45 42.9%
I did not feel restricted to one geographical area	64 26.8%	39 24.4%	22 30.6%	29 25.2%	35 28.2%	34 26.2%	28 26.7%

**14b. Do you intend to seek state licensure as a Landscape Architect?**

N=238	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	238 100.0%	160 67.2%	72 30.3%	114 47.9%	124 52.1%	130 54.6%	105 44.1%
Yes	187 78.6%	129 80.6%	55 76.4%	92 80.7%	95 76.6%	109 83.8%	77 73.3%
No	7 2.9%	5 3.1%	2 2.8%	4 3.5%	3 2.4%	3 2.3%	4 3.8%
Uncertain	44 18.5%	26 16.3%	15 20.8%	18 15.8%	26 21.0%	18 13.8%	24 22.9%

**15. Have you started or accepted a job?**

N=237	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	237 100.0%	159 67.1%	72 30.4%	113 47.7%	124 52.3%	130 54.9%	104 43.9%
Yes	125 52.7%	83 52.2%	40 55.6%	66 58.4%	59 47.6%	79 60.8%	45 43.3%
No	112 47.3%	76 47.8%	32 44.4%	47 41.6%	65 52.4%	51 39.2%	59 56.7%

**16. Which of the following best describes your employer?**

N=122	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	122 100.0%	80 65.6%	40 32.8%	63 51.6%	59 48.4%	76 62.3%	45 36.9%
Landscape architecture firm	53 43.4%	38 47.5%	15 37.5%	27 42.9%	26 44.1%	35 46.1%	18 40.0%
Architecture, engineering, or multidisciplinary firm	41 33.6%	29 36.3%	12 30.0%	24 38.1%	17 28.8%	28 36.8%	13 28.9%
Design/build firm	13 10.7%	6 7.5%	6 15.0%	8 12.7%	5 8.5%	8 10.5%	5 11.1%
Academic institution	1 0.8%	0 0.0%	1 2.5%	0 0.0%	1 1.7%	0 0.0%	1 2.2%
Federal government	1 0.8%	0 0.0%	1 2.5%	0 0.0%	1 1.7%	0 0.0%	1 2.2%
State government	4 3.3%	2 2.5%	2 5.0%	2 3.2%	2 3.4%	1 1.3%	2 4.4%
Local government	4 3.3%	4 5.0%	0 0.0%	2 3.2%	2 3.4%	3 3.9%	1 2.2%
Campus planning office	1 0.8%	0 0.0%	1 2.5%	0 0.0%	1 1.7%	1 1.3%	0 0.0%
Supplier/manufacturer	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Other private sector organization	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Private nonprofit organization	2 1.6%	1 1.3%	0 0.0%	0 0.0%	2 3.4%	0 0.0%	2 4.4%
Other	2 1.6%	0 0.0%	2 5.0%	0 0.0%	2 3.4%	0 0.0%	2 4.4%

Other answers

- Construction
- Landscape Contractor

**17. Is this your preferred type of employer?**

N=122	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	122	100.0%	80	40	63	59	76	45
			65.6%	32.8%	51.6%	48.4%	62.3%	36.9%
Yes	86	70.5%	60	25	44	42	53	33
			75.0%	62.5%	69.8%	71.2%	69.7%	73.3%
No	10	8.2%	3	6	5	5	7	3
			3.8%	15.0%	7.9%	8.5%	9.2%	6.7%
Didn't have a preference	26	21.3%	17	9	14	12	16	9
			21.3%	22.5%	22.2%	20.3%	21.1%	20.0%

**18. What is your starting salary?**

N=120	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	120 100.0%	81 67.5%	38 31.7%	64 53.3%	56 46.7%	77 64.2%	42 35.0%
Not finalized yet	14 11.7%	11 13.6%	3 7.9%	4 6.3%	10 17.9%	6 7.8%	8 19.0%
Less than \$30,000	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
\$30,000 to \$34,999	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
\$35,000 to \$39,999	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
\$40,000 to \$44,999	2 1.7%	1 1.2%	1 2.6%	1 1.6%	1 1.8%	1 1.3%	1 2.4%
\$45,000-\$49,999	6 5.0%	3 3.7%	3 7.9%	6 9.4%	0 0.0%	5 6.5%	0 0.0%
\$50,000 to \$59,999	33 27.5%	24 29.6%	9 23.7%	17 26.6%	16 28.6%	23 29.9%	10 23.8%
\$60,000 or more	65 54.2%	42 51.9%	22 57.9%	36 56.3%	29 51.8%	42 54.5%	23 54.8%
Mean	61346.8	60657.2	62116.8	59544.7	63467.0	59648.3	64890.0

**19. Which of the following benefits are included?**

N=117	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	117 100.0%	79 67.5%	37 31.6%	64 54.7%	53 45.3%	77 65.8%	39 33.3%
Professional development investment (LARE prep, certifications)	83 70.9%	54 68.4%	28 75.7%	48 75.0%	35 66.0%	59 76.6%	24 61.5%
Pay for landscape architect license (initial and renewal)	72 61.5%	51 64.6%	21 56.8%	42 65.6%	30 56.6%	53 68.8%	19 48.7%
Pay for membership to professional organizations (example: ASLA)	54 46.2%	38 48.1%	16 43.2%	31 48.4%	23 43.4%	41 53.2%	13 33.3%
Paid parental leave (new parents, maternity, paternity, adoptive/foster placement)	63 53.8%	44 55.7%	19 51.4%	37 57.8%	26 49.1%	44 57.1%	18 46.2%
Paid family leave beyond parental leave excluding federal/state mandated COVID-related leave (e.g., sick child, elder care)	38 32.5%	25 31.6%	13 35.1%	20 31.3%	18 34.0%	25 32.5%	12 30.8%
Paid philanthropic leave and/or time off to volunteer (during business hours)	23 19.7%	18 22.8%	5 13.5%	17 26.6%	6 11.3%	16 20.8%	6 15.4%
Active transportation incentives or benefits	39 33.3%	28 35.4%	11 29.7%	28 43.8%	11 20.8%	31 40.3%	8 20.5%
None of these	13 11.1%	8 10.1%	5 13.5%	5 7.8%	8 15.1%	6 7.8%	7 17.9%



**19b. Which of these insurances (if any) were offered?**

N=111	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	111	100.0%	73	37	60	51	72	38
			65.8%	33.3%	54.1%	45.9%	64.9%	34.2%
Vision care insurance	72	64.9%	48	24	44	28	49	22
			65.8%	64.9%	73.3%	54.9%	68.1%	57.9%
Life insurance	50	45.0%	32	18	32	18	31	18
			43.8%	48.6%	53.3%	35.3%	43.1%	47.4%
Long-term disability insurance	34	30.6%	21	13	19	15	20	13
			28.8%	35.1%	31.7%	29.4%	27.8%	34.2%
Short-term disability insurance	38	34.2%	21	17	22	16	24	13
			28.8%	45.9%	36.7%	31.4%	33.3%	34.2%
Business travel accident insurance	13	11.7%	8	5	10	3	10	3
			11.0%	13.5%	16.7%	5.9%	13.9%	7.9%
Long-term care insurance	19	17.1%	12	7	11	8	10	8
			16.4%	18.9%	18.3%	15.7%	13.9%	21.1%
Health insurance	108	97.3%	71	36	57	51	69	38
			97.3%	97.3%	95.0%	100.0%	95.8%	100.0%

**19c. Which of these accounts (if any) were offered?**

N=104	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	104 100.0%	70 67.3%	34 32.7%	57 54.8%	47 45.2%	67 64.4%	36 34.6%
Defined contribution retirement savings plan: 401(k), 401(a), 403(b), Simple IRA	98 94.2%	64 91.4%	34 100.0%	55 96.5%	43 91.5%	64 95.5%	33 91.7%
Defined contribution profit sharing plan	18 17.3%	10 14.3%	8 23.5%	12 21.1%	6 12.8%	12 17.9%	6 16.7%
Defined benefit (pension) plan	13 12.5%	6 8.6%	7 20.6%	8 14.0%	5 10.6%	6 9.0%	6 16.7%
Employee stock ownership plan (ESOP)	20 19.2%	14 20.0%	6 17.6%	14 24.6%	6 12.8%	15 22.4%	5 13.9%

**20. What state will you be working in?**

N=119	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	119 100.0%	80 67.2%	38 31.9%	64 53.8%	55 46.2%	77 64.7%	41 34.5%
Arizona	4 3.4%	4 5.0%	0 0.0%	2 3.1%	2 3.6%	2 2.6%	2 4.9%
California	11 9.2%	6 7.5%	4 10.5%	7 10.9%	4 7.3%	6 7.8%	5 12.2%
Colorado	7 5.9%	7 8.8%	0 0.0%	4 6.3%	3 5.5%	5 6.5%	2 4.9%
Connecticut	2 1.7%	2 2.5%	0 0.0%	2 3.1%	0 0.0%	2 2.6%	0 0.0%
Florida	5 4.2%	5 6.3%	0 0.0%	4 6.3%	1 1.8%	4 5.2%	1 2.4%
Georgia	3 2.5%	1 1.3%	2 5.3%	2 3.1%	1 1.8%	1 1.3%	2 4.9%
Illinois	5 4.2%	3 3.8%	2 5.3%	3 4.7%	2 3.6%	4 5.2%	1 2.4%
Indiana	2 1.7%	2 2.5%	0 0.0%	2 3.1%	0 0.0%	2 2.6%	0 0.0%
Iowa	2 1.7%	1 1.3%	1 2.6%	1 1.6%	1 1.8%	2 2.6%	0 0.0%
Kansas	2 1.7%	2 2.5%	0 0.0%	0 0.0%	2 3.6%	2 2.6%	0 0.0%
Louisiana	1 0.8%	1 1.3%	0 0.0%	1 1.6%	0 0.0%	1 1.3%	0 0.0%
Maryland	4 3.4%	3 3.8%	1 2.6%	4 6.3%	0 0.0%	3 3.9%	0 0.0%
Massachusetts	4 3.4%	1 1.3%	3 7.9%	2 3.1%	2 3.6%	3 3.9%	1 2.4%
Minnesota	4 3.4%	2 2.5%	2 5.3%	2 3.1%	2 3.6%	3 3.9%	1 2.4%

**20. What state will you be working in?**

N=119	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Missouri	3 2.5%	2 2.5%	1 2.6%	1 1.6%	2 3.6%	2 2.6%	1 2.4%
Nebraska	2 1.7%	1 1.3%	1 2.6%	2 3.1%	0 0.0%	2 2.6%	0 0.0%
New Hampshire	1 0.8%	1 1.3%	0 0.0%	0 0.0%	1 1.8%	0 0.0%	1 2.4%
New Mexico	5 4.2%	3 3.8%	2 5.3%	0 0.0%	5 9.1%	1 1.3%	4 9.8%
New York	8 6.7%	4 5.0%	4 10.5%	0 0.0%	8 14.5%	1 1.3%	7 17.1%
North Carolina	11 9.2%	7 8.8%	4 10.5%	7 10.9%	4 7.3%	8 10.4%	3 7.3%
North Dakota	1 0.8%	0 0.0%	1 2.6%	0 0.0%	1 1.8%	0 0.0%	1 2.4%
Ohio	1 0.8%	0 0.0%	1 2.6%	1 1.6%	0 0.0%	1 1.3%	0 0.0%
Oklahoma	1 0.8%	1 1.3%	0 0.0%	1 1.6%	0 0.0%	1 1.3%	0 0.0%
Oregon	1 0.8%	0 0.0%	1 2.6%	0 0.0%	1 1.8%	0 0.0%	1 2.4%
Pennsylvania	3 2.5%	2 2.5%	1 2.6%	1 1.6%	2 3.6%	2 2.6%	1 2.4%
Rhode Island	3 2.5%	3 3.8%	0 0.0%	2 3.1%	1 1.8%	2 2.6%	1 2.4%
South Carolina	1 0.8%	0 0.0%	1 2.6%	1 1.6%	0 0.0%	1 1.3%	0 0.0%
Tennessee	1 0.8%	1 1.3%	0 0.0%	0 0.0%	1 1.8%	1 1.3%	0 0.0%
Texas	5 4.2%	4 5.0%	1 2.6%	3 4.7%	2 3.6%	3 3.9%	2 4.9%

**20. What state will you be working in?**

N=119	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Utah	7 5.9%	5 6.3%	2 5.3%	6 9.4%	1 1.8%	7 9.1%	0 0.0%
Virginia	6 5.0%	4 5.0%	2 5.3%	1 1.6%	5 9.1%	3 3.9%	3 7.3%
Washington	2 1.7%	2 2.5%	0 0.0%	1 1.6%	1 1.8%	1 1.3%	1 2.4%
Wisconsin	1 0.8%	0 0.0%	1 2.6%	1 1.6%	0 0.0%	1 1.3%	0 0.0%

**21. Is this your preferred location?**

N=118	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	118 100.0%	79 66.9%	38 32.2%	63 53.4%	55 46.6%	76 64.4%	41 34.7%
Yes	102 86.4%	67 84.8%	34 89.5%	53 84.1%	49 89.1%	64 84.2%	37 90.2%
No	16 13.6%	12 15.2%	4 10.5%	10 15.9%	6 10.9%	12 15.8%	4 9.8%

**22. Do you anticipate pursuing another degree/additional education, either now or in the future?**

N=234	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	234 100.0%	157 67.1%	70 29.9%	111 47.4%	123 52.6%	127 54.3%	103 44.0%
Yes - will pursue another degree right away	12 5.1%	6 3.8%	3 4.3%	9 8.1%	3 2.4%	8 6.3%	3 2.9%
Yes - will pursue another degree/additional education after gaining some professional experience	41 17.5%	30 19.1%	10 14.3%	25 22.5%	16 13.0%	24 18.9%	17 16.5%
Uncertain	71 30.3%	48 30.6%	22 31.4%	36 32.4%	35 28.5%	38 29.9%	31 30.1%
Do not expect to	110 47.0%	73 46.5%	35 50.0%	41 36.9%	69 56.1%	57 44.9%	52 50.5%

**22a. If you plan to pursue another degree, what degree will it be?**

N=120	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	120 100.0%	82 68.3%	34 28.3%	70 58.3%	50 41.7%	70 58.3%	47 39.2%
Bachelor	3 2.5%	2 2.4%	1 2.9%	2 2.9%	1 2.0%	2 2.9%	1 2.1%
Masters	73 60.8%	50 61.0%	19 55.9%	63 90.0%	10 20.0%	59 84.3%	11 23.4%
Ph.D.	33 27.5%	23 28.0%	10 29.4%	2 2.9%	31 62.0%	6 8.6%	27 57.4%
Other	11 9.2%	7 8.5%	4 11.8%	3 4.3%	8 16.0%	3 4.3%	8 17.0%

Other answers:

- Certificates / Licenses
- Certificates and Pesticide License
- Horticultural and permaculture certification
- J.D.
- MA/MsAUD/MHP
- Master or PhD (3 mentions)
- Professional Science Masters
  
- Unsure



**22b. What discipline will it be in?**

- Accounting
- Agriculture/Horticulture Career & Technical Education
- Architecture (2 mentions)
- Architecture or interior design or something environmental
- ARCHITECTURE, HISTORY, URBAN DESIGN,
- Architecture, Landscape Architecture, or Urban Planning
- Architecture, Planning or Environmental Design
- Architecture, Planning or something business-related
- Botany or plant conservation
- Building/Arboriculture/Permaculture/Misc
- Business (3 mentions)
- Business Administration or Planning
- Civil Engineering, focus in Coastal/Ocean Engineering
- Coastal Sciences
- Design (2 mentions)
- Design-related discipline
- Ecology (2 mentions)
- Environment and Society
- Environmental
- Environmental Engineering
- Environmental Planning
- Environmental Sciences or Habitat Restoration
- Environmental Studies, Anthropology
- Fine Art
- Food Studies or Communication
- Geography or Fitness Related
- GIS (2 mentions)
- GIS and Urban Design
- Human Geography and Planning
- Human Geography/Environmental Science
- Land Use Planning and Management
- Landscape Adjacent Fields like Urban Planning
- Landscape Architecture & Environmental Humanities / Philosophy
- Landscape Architecture (19 mentions)
- Landscape Architecture or an allied profession
- Landscape Architecture or Construction Management
- Landscape Architecture, Engineering or Architecture
- Landscape Architecture/Planning
- MBA or Environmental Planning or Urban Design
- Mycology
- Natural Resources and Environmental Sciences
- Natural Resources related
- Planning
- Planning or Business
- Plant Health Management
- Project Management
- Psychology/Sociology
- Public Affairs
- Public Health

**22b. What discipline will it be in?**

- Public Policy or Environmental Law
- Research with sustainable solutions/materials
- Something complementary to LA, maybe urban planning
- Urban Design (5 mentions)
- Urban Ecology
- Urban Planning & Regional Science
- Urban Planning (4 mentions)
- Urban Planning/Design
- Urbanism
  
- Undecided (13 mentions)

**22c. What do you anticipate doing once you complete this degree?**

N=108	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	108		74	31	60	48	63	43
	100.0%		68.5%	28.7%	55.6%	44.4%	58.3%	39.8%
Teach in landscape architecture	51		33	18	19	32	24	27
	47.2%		44.6%	58.1%	31.7%	66.7%	38.1%	62.8%
Teach in other discipline	8		4	3	1	7	1	6
	7.4%		5.4%	9.7%	1.7%	14.6%	1.6%	14.0%
Seek practice employment or start my own practice	78		54	21	47	31	48	28
	72.2%		73.0%	67.7%	78.3%	64.6%	76.2%	65.1%
Other	10		7	3	5	5	6	4
	9.3%		9.5%	9.7%	8.3%	10.4%	9.5%	9.3%

**22c. Teach in landscape architecture (please indicate any special interests):**

- Climate adaptive urban systems; research
- Community Design, Participatory Design, Accessible Design
- Ecological design & Planning
- Ecology & Environmental Sciences
- Ecology and zoo design
- Geography and narratives
- Land based practices and Mindfulness in Landscape Architecture
- Mycology
- Natural Systems
- Research Based Design
- Service-learning
- Visualization, Horticulture, Design

**22c. Teach in other discipline (please specify):**

- Architecture
- Design based discipline
- Ecology & Environmental Sciences
- Fine arts/ general design/construction
- Planting Design Focused and Horticulture

**22c. Seek practice employment or start my own practice (please indicate any specialties):**

- Biophilic Urbanism
- Climate adaptive urban systems; research
- Ecological design & planning
- Land based and indigenous practice based design
- Landscape Architecture and Environmental Planning
- Personal landscape firm focused on native and sustainable design, potential partnerships with NASA
- Practice-based Research
- Public work
- Recreation and urban planning
- Regenerative Design
- Residential Landscape related to Health Benefit
- Restoration
- Specialize in GIS
- Urban design and geography
- Working in renewable energy sector

**22c. Other (please specify):**

- Have more opportunities for higher salary
- I want to develop as an artist while practicing as a landscape architect.
- Odd jobs in religious circles
- Promotion
- Start my own design school
- Work for the government

**23. How did you first learn about landscape architecture?**

N=229	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	229 100.0%	154 67.2%	70 30.6%	108 47.2%	121 52.8%	124 54.1%	102 44.5%
A landscape architect visited my elementary school (grades K to 5)	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
A landscape architect visited my middle school (grades 6 to 8)	1 0.4%	1 0.6%	0 0.0%	1 0.9%	0 0.0%	1 0.8%	0 0.0%
A landscape architect visited my high school (grades 9 to 12)	9 3.9%	5 3.2%	4 5.7%	7 6.5%	2 1.7%	6 4.8%	3 2.9%
Talking to a landscape architect (family/friend/acquaintance)	36 15.7%	23 14.9%	11 15.7%	12 11.1%	24 19.8%	15 12.1%	19 18.6%
When I applied for a job working for one	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
From a high-school counselor	5 2.2%	4 2.6%	1 1.4%	4 3.7%	1 0.8%	5 4.0%	0 0.0%
Read about it online	39 17.0%	26 16.9%	12 17.1%	23 21.3%	16 13.2%	22 17.7%	17 16.7%
Read about it in a book, newspaper, or magazine	5 2.2%	2 1.3%	2 2.9%	1 0.9%	4 3.3%	1 0.8%	4 3.9%
Social media	2 0.9%	1 0.6%	1 1.4%	0 0.0%	2 1.7%	1 0.8%	1 1.0%
Through the American Society of Landscape Architecture (ASLA)	2 0.9%	2 1.3%	0 0.0%	1 0.9%	1 0.8%	1 0.8%	1 1.0%
During my undergraduate degree in another program	88 38.4%	62 40.3%	26 37.1%	46 42.6%	42 34.7%	55 44.4%	33 32.4%
Other	42 18.3%	28 18.2%	13 18.6%	13 12.0%	29 24.0%	17 13.7%	24 23.5%

**23. How did you first learn about landscape architecture?****Other answers:**

- A friend mentioned it in middle school
- Advisor, David Rifkind
- By working in the field of environmental conservation
- Cal Poly Pomona Application
- College tour
- Community college in an architecture class
- During my first MS degree and while working for a zoo
- During my Masters degree studying sustainable design
- During the first year of my degree program
- Expanding Horizons career camp in middle school.
- First year at University
- FIU Advisor, David Rifkind
- From a friend and my own research
- From my parents
- Harvard Graduate School of Design Career Discovery Program
- Housing Charrette while running town event
- I grew up in a city famous for its Landscape. Hangzhou, China
- I loved gardens as a child and found out somehow about LA during high school but was deterred by a HS guidance counselor.
- I worked for an organization that worked with landscape architects
- Introduction to profession at college
- Ken Burns
- Learned about it online in high school
- Learning from LAs at New York Botanic Garden design program
- List of majors offered at a school
- Looked at degrees found on USU website
- Looked into it and found through research
- Middle School Personality/ Job test
- My brother studied Building Construction at Virginia Tech and told me about LAR
- My dad
- Searching for a graduate program in environmental engineering and management
- This Old House
- Through the FOCUS2 Career test online
- Undergraduate admission talk
- Visited the High Line
- Wanted to be an architect but my school only offered LA
- Went to Ball State for architecture and learned about it during the first year program
- When working as a landscape laborer as a summer job in college
- While applying to university
- Worked a temp assignment in the administration at the school of architecture

**24a. While you were studying landscape architecture, did you visit an elementary, middle, or high school to talk about the profession?**

N=227	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	227 100.0%	153 67.4%	69 30.4%	106 46.7%	121 53.3%	122 53.7%	103 45.4%
Yes	34 15.0%	22 14.4%	12 17.4%	18 17.0%	16 13.2%	19 15.6%	15 14.6%
No	193 85.0%	131 85.6%	57 82.6%	88 83.0%	105 86.8%	103 84.4%	88 85.4%

**24b. If yes, how many times?**

N=34	<u>Total</u>	<u>GENDER</u>		<u>DEGREE</u>		<u>AGE</u>	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	34 100.0%	22 64.7%	12 35.3%	18 52.9%	16 47.1%	19 55.9%	15 44.1%
Once	13 38.2%	10 45.5%	3 25.0%	7 38.9%	6 37.5%	9 47.4%	4 26.7%
Two to four times	19 55.9%	10 45.5%	9 75.0%	9 50.0%	10 62.5%	8 42.1%	11 73.3%
Five or more times	2 5.9%	2 9.1%	0 0.0%	2 11.1%	0 0.0%	2 10.5%	0 0.0%



**24c. If yes, what grades did you talk to?**

N=34	Total	GENDER		DEGREE		AGE	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	34 100.0%	22 64.7%	12 35.3%	18 52.9%	16 47.1%	19 55.9%	15 44.1%
Elementary school (grades K to 5)	16 47.1%	7 31.8%	9 75.0%	7 38.9%	9 56.3%	8 42.1%	8 53.3%
Middle school (grades 6 to 8)	11 32.4%	7 31.8%	4 33.3%	6 33.3%	5 31.3%	6 31.6%	5 33.3%
High school (grades 9 to 12)	15 44.1%	11 50.0%	4 33.3%	9 50.0%	6 37.5%	10 52.6%	5 33.3%

**25a. While you were studying landscape architecture, did your program curriculum offer the opportunity for community engagement and/or community design charrettes?**

N=230	Total		GENDER		DEGREE		AGE	
			Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	230	100.0%	154	71	108	122	124	104
			67.0%	30.9%	47.0%	53.0%	53.9%	45.2%
Yes	172	74.8%	113	55	92	80	103	68
			73.4%	77.5%	85.2%	65.6%	83.1%	65.4%
No	58	25.2%	41	16	16	42	21	36
			26.6%	22.5%	14.8%	34.4%	16.9%	34.6%

**25b. Please list the kinds of classroom activities or community activities that were part of the course curriculum:**

- 1. Design a playground for the Center for Early Head Start in Lubbock, Texas, focusing on STEAM development in children under the age of 3. This project was presented to the school's stakeholders.
- 2. Designing a playscape element for preschool-age children that provides unique experiences and opportunities for them to learn while having fun playing at the Child Development Research Center on the Texas Tech Campus. This project was presented to the teacher and preschooler.
- 3. Develop, evaluate, and implement innovative sustainable urban water management for homeowners and work directly with local stakeholders in the heart of Lubbock to improve local landscapes.
- 4th year and capstone studios focused on community engagement, with a middle school and neighborhood, respectively.
- A community design course where we worked with a local nursery within their budget to make designs and two charrettes for the PandoDays competition.
- A lot of studio projects included creating designs for an organization, community, or a client and these designs would be factored into the final design. There was also a class that I took where we were able to design and build a small area in the university's arboretum. This space would be used by students.
- Activity map with 8th graders on areas they like and dislike on their campus
- Annual Charette, and real-world clients for projects.
- Annual entire department works on community charrette.
- Every semester had a community engaged project for the largest studio classes.
- As part of our Community Design Studio we engaged in two in-person workshops with a community working group conceptualizing themes and designs for a public project.
- Bear Lake charrette and capstone projects, Salt Lake City charrette and urban design project, South salt lake charrette and site analysis, logan new home community.
- Charrette.
- Charrette and other community engagement.
- Charrette with a community for our design we had 5 different stations for them to participate in and tell us more of what they wanted in the design.
- Charrettes, community-engaged projects, site visits. Worked with an elementary school, local governments, landowners, developers, community members, forest service workers, regional governments, and other environmental organizations.
- City revamps, campus redesigns, streetscape redesigns, etc.
- Classroom activities included map making and teaching kids about a map of their school to figure out what they do/do not like on their campus and how certain areas make them feel, what they would like to see, online surveys sent out to parents about the school campus desires/concerns and certain program activities they'd be interested in. For city community engagement: scheduled/interviewed elected city council members and city staff meetings, as well as attend local events to interview/survey community members at the events
- Community charrettes
- Community design charettes
- Community design charrettes with established firms
- Community design feedback & participation
- Community design projects
- Community engagement (2 mentions)
- Community engagement as part of an immersive studio to New Orleans.
- Community engagement studio where each group organized an engagement event, giving out paper surveys for a landscape performance class, studio projects that involved municipality partners so we were able to talk to city officials, developers, etc.
- Community engagement studio with CL Bohannon, working with community in Florida.
- Community engagement studio with local neighborhoods, Another studio with community member, business owner, and architect engagement in Des Moines, Design charette for construction documentation studio.

**25b. Please list the kinds of classroom activities or community activities that were part of the course curriculum:**

- Community Engagement through guest speakers as a part of Fall and Spring Guest Lecture series hosted at one of the Landscape Architecture + Environmental and Urban Design (LAEUD) studios. We also did annual Design Charrettes with Kimley Horn and had guest lecturers from different firms speak at our School of Architecture Space. Afterwards they would also step into our studio classes to give critiques of our designs, which was very helpful.
- Community engagement through studios
- Community engagement with Indian Center, low-income housing community, non-profit, etc.
- Community engagement, field trips
- Community gardens and urban farms
- Intensive participatory workshops
- Community outreach- meeting and talking to locals about their likes/dislikes about their community, what they felt they needed/wanted, what they felt was important
- Community service projects, charrettes, group projects.
- Community workshops
- Co-Taught a Green New Deal program through the Emerald Necklace Alliance and Reed Hildebrand.
- Department-wide charrettes.
- Design & Build.
- Design charrette for UCLA campus, design studio class with Eastvale municipal government.
- Design charrette, community workshops.
- Design charrettes.
- Design charrettes with community members and a final presentation open to the public. Design charrette and site visits with stakeholders. Multiple site visits.
- Design of two different elementary, their playgrounds.
- Design of a local community garden, design of local parks.
- Design studio.
- Design Week; LSU had an outside person come with a problem and students designed solutions for a week.
- Design work with elementary students (3rd-5th grade) to design a new playground for their school (brief studio project).
- Designing an elementary school outdoor classroom based on teacher preferences.
- Communication with stakeholders in the Bear Lake Valley.
- Designing mixed-use site for a grocery store in a rural town in Wyoming. Planting Design for restaurant and themed cabins just outside of Logan Utah.
- Designing, doing construction documentation, and building a small entrance-way arch for a local elementary school.
- During our Design Build program we worked with college students living in campus residence halls, but only a few people ran this event.
- Elementary school charettes, retirement community charette, capstone community charette.
- Every design class included a community organization of some sort from Philadelphia. We would host community-based charettes, interview members of the community and design our semester around them.
- Every semester we begin our curriculum with a community-based design charette, with teams comprising of 2nd through 5th years as well as grad students. This charette includes a field trip to the selected community in which we are designing for. We also do campus projects or local projects in Blacksburg that have real clientele and stakeholders.
- Extreme LA in Morro Bay 2024. Community design studio projects that worked with the cities of Monterey, a prison in Chowchilla, and Cal Poly's Swanton Pacific Ranch. Each of these projects involved discussion with stakeholders and incorporating user feedback.
- For my honors thesis, I had the opportunity to engage with the community through creating a survey.
- For Student Chapter of ASLA we worked with a local elementary school to help them deal with flooding issues via a rain garden design and charrette
- Front yard upgrade with Green infrastructure, gardening at child care facilities.
- Gallery style final presentation that are open to public.
- Garden design, Parking day.

**25b. Please list the kinds of classroom activities or community activities that were part of the course curriculum:**

- Had one community meeting held for a class project to gather info from residents about ecological health of their neighborhood. I don't think there were other opportunities aside from this.
- I did it separately, contacted by Bob Moser about volunteer design projects for an elementary school.
- I took a service studio class that allowed me to design for local clients. I also took two studio classes with a professor working with the CDC's Healthier Together program and was able to do work for rural Georgia communities through these classes.
- I took one community design studio while at Penn State centered in the southeast quadrant of Lancaster, Pennsylvania. During this semester, my classmates and I visited the neighborhood twice- once in the beginning of the semester to do inventory and once at the end. We also had zoom meetings with people involved in the community throughout the semester.
- I was able to lead a design charette at a residential hall on our campus for a design build project. Opportunity to ask questions of a specific community out studio project was taking place in.
- Immersive learning courses allowed me to meet with real clients and participate in community design charettes and showcases.
- Immersive learning projects for the community and Design Week Charette in 2023 and 2024.
- Implementation class did work within our community.
- In studio projects from Semester 3 to Semester 7, we met directly with members of the communities in which we were designing. In some of these studio projects, we even had a "client" that reviewed our final designs and brought back concepts to their stakeholder group.
- Indigenous design studio and DPAC studio were both community-based studios.
- Interviewing Pueblo and Navajo communities.
- Iowa's Community Visioning Program with small towns in Iowa.
- Just regular social events to get community input on projects.
- Learning the history of Ohio's first white settlement and its forgotten historical members and townfolk, re-imagining a golf course into a rewilding landscape, creating prairies for pollinators, and redesigning roads for a disenfranchised community.
- Listened to planning meetings and Charette opportunities through the P.A.C at my school and ASLA as well, Farmer's market design project with a real developer helping.
- Many times throughout, but most recently we worked with a school to redesign a "green school yard" and our capstone was working with an underserved city.
- My class participated in a pop-up community event where we created different activities to gather data from the community.
- One of our design implementation assignments was to design and plant an outdoor classroom space for a local Elementary school. Plants were donated by Florida nurseries, and we were able to provide a small but educational garden for students at the school to enjoy.
- One of the core studies focuses on community engagement and community design charrettes.
- One studio that I participated in required doing a design charrette with a local urban food forest organization.
- Our Oklahoma State University chapter of American Society of Landscape Architecture held parking day events with an elementary school, and with our state chapter of ASLA. we also received grants to work with other organizations to make public installations, like a green wall and a native corridor on campus.
- Physical modeling workshop.
- Planning and hosting a small community engagement event.
- Presenting designs and getting feedback from middle school students. We also worked with local governments and community groups as clients in out studio projects.
- Previous contacts from RVI, Bob Moser, would offer volunteer design opportunities at elementaries.
- Public engagement activities and site visits.
- Real clients on theoretical practices, design charrettes.
- Retirement home design charettes and elementary design charettes.
- Senior capstone was a Community Engaged Learning course working with the Bear Lake Valley.

**25b. Please list the kinds of classroom activities or community activities that were part of the course curriculum:**

- Site Analysis at local sites. Deep community engagement with transient communities for two perm studio. Overlook field school 2023. Professional practice course. Plants fall, winter, spring. Urban Farm, etc.
- Site visits, client feedback.
- Some classmates and myself had a project for an LA elementary. We did some community engaging by following James Rojas book, Dream Play Build: Hands-On Community Engagement for Enduring Spaces and Places. Our activity consisted of random objects, where the kids were asked to build a happy memory or their favorite place when they were younger. These random objects gave them the opportunity to be creative in many ways.
- Studio critics, reviews, presentations.
- Talking to children in the community about ongoing project in their town.
- There were a few, but I do not remember details.
- These activities were driven by us, the students - not so much program-hosted activities. Our program regularly partners student studio groups with community partners, but the content and scheduling of engagement is up to the students. Just within my own groups (others did similar or more or less activities) we have:
  - visited a high school class to gather data about their use of campus spaces and their feelings about the campus design,
  - met with city councilmembers to discuss the planning and development goals and challenges faced by their city, and
  - met with community residents to learn about visitation of public spaces.
- Three department-wide charrettes: South Salt Lake, the Great Salt Lake, as well as Bear Lake and its surrounding municipalities. For a week, we engaged in groups of mixed-class cohorts, engaged with stakeholders, conducted site visits, rapidly produced a vision for our topic, and presented our proposals to the public.
- UMass/City of Springfield partnership enables students to have a semester-long studio working directly with communities to revitalize underserved neighborhoods. This included multiple community engagement workshops. Envision Resilience Challenge allowed students to have a semester-long studio working directly with the City of New Bedford, Massachusetts Planning Department to develop holistic, climate change resiliency concepts.
- Visiting the community, engaging the community, charette. In one of the studios we worked on three different community projects and we worked with other disciplines
- Visiting with community partners and schools.
- We did a department wide Charette process for the Bear Lake Valley in our senior capstone class with direct contact with important stakeholders in the valley. In addition, we did some thematic design in a VR class for a local landowner.
- We did design charrettes and attended collaborative meetings with communities for different studios.
- We did parking day, community charettes, on campus installs and more.
- We did projects for various community members.
- We did site visits and had talks with the community.
- We had a community design studio which included a participatory project with a local urban agriculture site in D.C.
- We had a design studio class where we were designing for a non-profit mental health institution in Athens GA. There we met the professionals and even showcased our design to the people coming there.
- we had a yearly charrette for a project based somewhere in Utah.
- We had real clients during some of our studio classes, being able to work alongside different people from our community, and design with them.
- We had structured community engagement events for several studios, and canvassed communities as well.
- We had the opportunity to do some community engagement as part of our indigenous design studio, but I wouldn't say that it was well planned. We brought our site research to present informally in the form of boards put up at a community center, which community members could walk around and look at while we stood next to them. We weren't given any advice about expectations to engage people or how we ought to do that. An elderly lady sat down to eat and everyone sort of hovered around her. We were admonished to sit and talk with her, but the event was rather poorly attended, so when the old woman sat down several of us initially stayed away out of a desire not to swarm her, but that was interpreted by the community liaison as diffidence or disrespect. So, it was a funky experience.
- We have a bi-annual charrette.
- We have an annual charette and capstone that involves a community. This year was the Bear Lake Valley and we had input from a variety of people living in the valley.

**25b. Please list the kinds of classroom activities or community activities that were part of the course curriculum:**

- We interacted with communities by visiting them, going to meetings, and presenting to them.
- We met with the local community for several of our studio projects, and traveled to the city of Hermosillo for a collaborative design studio with architecture students from the Universidad de Sonora.
- We participated in community events, engaged with community members on-site, and received feedback from them on our concepts.
- We participated in several studios that integrated community input and collaboration throughout the project.
- We visited local communities as part of the design process. In our site design studio, we participated in a post-it note session, during which community members put post-it notes of themes/ideas onto a big map of the site. In our community engagement studios, we have created and analyzed a survey, held group and one-on-one listening sessions, engaged with community social media, and attended a community meeting.
- We were able to work with the community in Mexico and a few areas within Tucson.
- We were asked to design things by members of the community.
- We worked with a non-profit organization to provide community engagement feedback. We helped set up events to attract volunteers interested in ecological conservation.
- We would go to on trips to do community engagement events for our clients.

**Are you an ASLA member?**

N=230	<u>Total</u>	<u>GENDER</u>		<u>DEGREE</u>		<u>AGE</u>	
		Female	Male	Undergrad	Grad	21 to 25	26 or older
Total	230 100.0%	154 67.0%	71 30.9%	108 47.0%	122 53.0%	124 53.9%	104 45.2%
Yes	221 96.1%	147 95.5%	69 97.2%	104 96.3%	117 95.9%	118 95.2%	101 97.1%
No	9 3.9%	7 4.5%	2 2.8%	4 3.7%	5 4.1%	6 4.8%	3 2.9%