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NAAB[®]

2017 ANNUAL REPORT ON
ARCHITECTURE EDUCATION

**The National Architectural
Accrediting Board[®]**

PART I: PROGRAMS, ENROLLMENT, AND DEGREES AWARDED



Contents

01	INTRODUCTION	3	
	From the NAAB President		
	Vision, Mission, and Values of the National Architectural Accrediting Board		
	NAAB Annual Report System		
02	ACCREDITED PROGRAMS	7	
	Number of Accredited Programs		
	Number of Candidate Programs		
	Number of Institutions with Accredited Architecture Programs		
	Institution Type		
	Distribution of Accredited Programs and Students by ACSA Region		
03	ENROLLMENT	9	
	Overall Enrollment in Accredited Programs <i>by Degree</i>		
	Overall Enrollment in Accredited Programs <i>by Gender, by Ethnicity</i>		
	Overall Enrollment in Candidate Programs <i>by Gender, by Ethnicity</i>		
	Trends in Enrollment <i>by Ethnicity</i>		
	First-Time Enrollment in Accredited Programs <i>by Gender, by Ethnicity</i>		
	Overall Enrollment in Preprofessional Programs		
	Preprofessional Enrollment <i>by Gender, by Ethnicity</i>		
	First-Time Enrollment in Preprofessional Programs <i>by Gender, by Ethnicity</i>		
04	DEGREES AWARDED	15	
	Degrees Awarded by Accredited Programs <i>by Gender, by Ethnicity</i>		
	Degrees Awarded in Preprofessional Programs <i>by Gender, by Ethnicity</i>		
	Postprofessional Programs		
05	TRENDS IN ENROLLMENT AND DEGREES AWARDED	17	

From the NAAB President

On behalf of the directors and staff, it is my pleasure to present the 2017 edition of the annual report from the National Architectural Accrediting Board (NAAB).



The report is released in three parts:

Part I: Programs, Enrollment, and Degrees Awarded

Part II: Faculty and Team Pool Statistics

Part III: Accreditation Decisions and Other Activities

In 1975, the NAAB was charged with establishing and maintaining “a data bank of comparable information on schools.” Today, this responsibility is fulfilled by the Annual Report Submission system (ARS). Since 2008, 100% of accredited and candidate programs have submitted statistical data. There are currently 158 programs in 136 institutions that are accredited or in candidacy. The report provides aggregated information on these programs, their students, and their faculty.

Last year we included demographic information on the NAAB’s visiting team pool for the first time. We will continue to track this group as we seek to have the participants in our process reflect the increasing diversity of our student population.

In calendar 2017, the NAAB visited 30 institutions and reviewed 33 programs.

- 22 visits to institutions to review 25 programs for continuing accreditation; three of these visits are for concurrent review of two accredited programs.
- 3 visits for initial accreditation
- 3 visits for continuation of candidacy
- 2 visits for initial candidacy

The accreditation decisions reported in part III were all made on the basis of visits and Visiting Team Reports submitted for spring 2017; these decisions were all effective January 1, 2017. This report does not include the results of decisions based on visits conducted between September 1 and November 30, 2017.

Approximately 135 volunteers contributed 5,000 hours to the important task of specialized accreditation in architecture. The level of commitment from these volunteers is remarkable. The NAAB expresses its gratitude to each of them for sharing their time and talent in the critically important work of ensuring the quality of accredited and candidate professional degree programs in architecture.

I hope you find this report valuable. It is the NAAB’s intention to make it a useful tool for schools of architecture, accredited programs, and the profession. Please feel free to share suggestions for improvements or changes by contacting the NAAB at forum@naab.org.

Sincerely,

Judith Kinnard, FAIA
President

Vision, Mission, and Values of the National Architectural Accrediting Board

From the 1940 Founding Agreement:

"The . . . societies creating this accrediting board, here record their intent not to create conditions, nor to have conditions created, that will tend toward standardization of educational philosophies or practices, but rather to create and maintain conditions that will encourage the development of practices suited to the conditions which are special to the individual school. The accrediting board must be guided by this intent."

Since 1975, the NAAB Conditions for Accreditation have emphasized self-assessment and student performance as central elements of the NAAB model. The Directors have maintained their commitment to both of these as core tenets of the NAAB's criteria and procedures.



VISION

The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architecture profession.



MISSION

The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

Values: The following principles serve as a guide and inspiration to the NAAB.

1. **Shared Responsibility.** The education of an architect is a responsibility shared by the academy and the profession in trust for the broader society and the public good.
2. **Best Practices.** The NAAB's accreditation processes are based on best practices in professional and specialized accreditation.
3. **Program Accountability.** Architecture degree programs are accountable for the learning of their students. Thus, accreditation by the NAAB is based both on educational outcomes and institutional commitment to continuous improvement.
4. **Preparing Graduates for Practice.** A NAAB accredited degree prepares students to live and work in a diverse world; to think critically; to make informed decisions; to communicate effectively; to engage in lifelong learning; and to exercise the unique knowledge and skills required to work and develop as professionals. Graduates are prepared for architectural internship, set on the pathway to examination and licensure, and to engage in related fields.

5. **Constant Conditions for Diverse Contexts.** The NAAB Conditions for Accreditation are broadly defined and achievement-oriented so that programs may meet these standards within the framework of their mission and vision, allowing for initiative and innovation. This imposes conditions on both the NAAB and on architecture programs. The NAAB assumes the responsibility for undertaking a fair, thorough, and holistic evaluation process, relying essentially on the program's ability to demonstrate how within their institutional context they meet all evaluative criteria. The process relies on evaluation and judgment that, being rendered on the basis of qualitative factors, may defy precise substantiation.
6. **Continuous Improvement through Regular Review.** The NAAB Conditions for Accreditation are developed through an iterative process that acknowledges and values the contributions of educators, professionals in traditional and nontraditional practice, and students. The NAAB regularly convenes conversations on critical issues (e.g., studio culture) and challenges the other four collateral partners to acknowledge and respect the perspectives of the others.

Historical Background

The National Architectural Accrediting Board (NAAB) was founded in 1940, to “produce and maintain current a list of accredited schools of architecture in the United States and its possessions, with the general objective that a well-integrated and coordinated program of architectural education be developed that is national in scope and afford opportunity for architectural schools with varying resources and operating conditions to find places appropriate to their objectives and do high class work therein.” Since 1975, the NAAB has accredited professional degree programs rather than schools or universities and only accredits the first professional degree program offered by any school or university. Among the NAAB's primary responsibilities are (a) to maintain a list of accredited degree programs in architecture and (b) to maintain statistical information on accredited programs.

Annual Report Submission (ARS)

Overview

The annual statistical report captures information on both the institution in which an architecture program is located and the program itself. The statistical report consists of seven sections: (1) institutional characteristics; (2) NAAB-accredited architecture programs; (3) tuition, fees, and financial support for students; (4) student characteristics; (5) degrees awarded; (6) resources for students and learning; and (7) human resources.

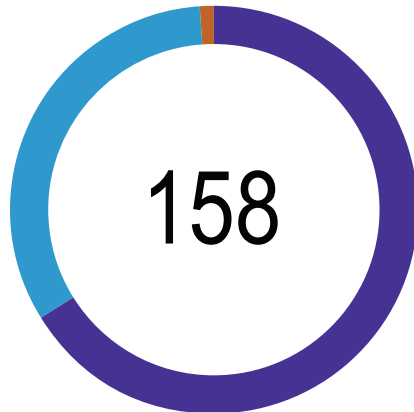
The definitions used in the statistical report are based on the glossary of terms used by the Integrated Postsecondary Education Data System (IPEDS). IPEDS is the “core postsecondary data collection program” for the National Center for Education Statistics. Data are collected from all primary providers of postsecondary education in the United States in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid¹. Much of the institutional information requested in the ARS corresponds to reports submitted by institutions to IPEDS each fall.

¹Integrated Postsecondary Education Data System
<http://nces.ed.gov/IPEDS/>

Accredited Programs

Number of Accredited Programs

In AY 2016–17, 158 accredited programs were housed in 136 institutions with U.S. regional accreditation.



106 Master of Architecture
51 Bachelor of Architecture
1 Doctor of Architecture

Of the 158 programs, 106 (67%) are Master of Architecture programs, 51 (32%) are Bachelor of Architecture programs, and 1 (1%) is a Doctor of Architecture program.

Number of Candidate Programs

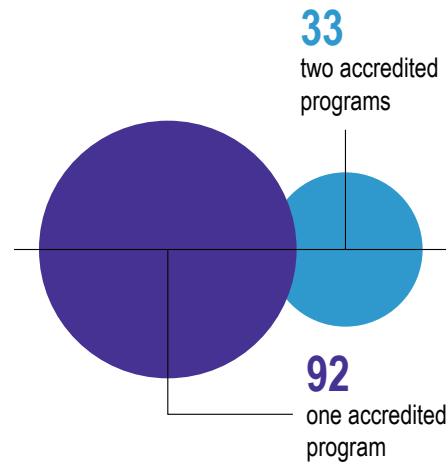
Data included in this report are only for those programs that achieved initial candidacy by July 1, 2017. All programs visited for candidacy in 2017 submitted their first statistical reports in fall 2017. Please see part 3 of this report for additional information on programs in or seeking candidacy.



9 M. Arch.
5 B. Arch.

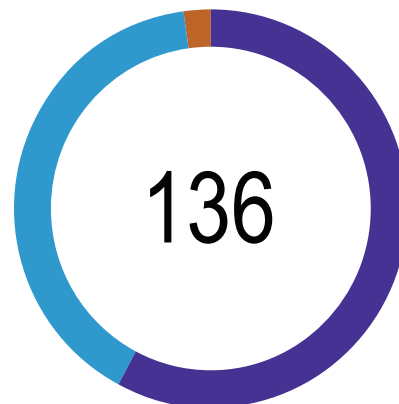
Of the 14 programs in candidacy in AY 2016–17, 9 were M. Arch. programs and 5 were B. Arch. programs.

Number of Institutions with Accredited Architecture Programs



Of the 136 institutions that offer accredited architecture programs, 92 (74%) institutions offer one accredited program, and 33 (26%) offer two accredited programs.

Institution Type



79 Public Institutions
54 Private, Not-for-Profit Institutions
3 For-Profit Institutions

Seventy-nine (58%) are public institutions; 54 (40%) are private, not-for-profit institutions; and 3 (2%) are for-profit institutions.

Distribution of Accredited Programs and Enrolled Students by ACSA Region

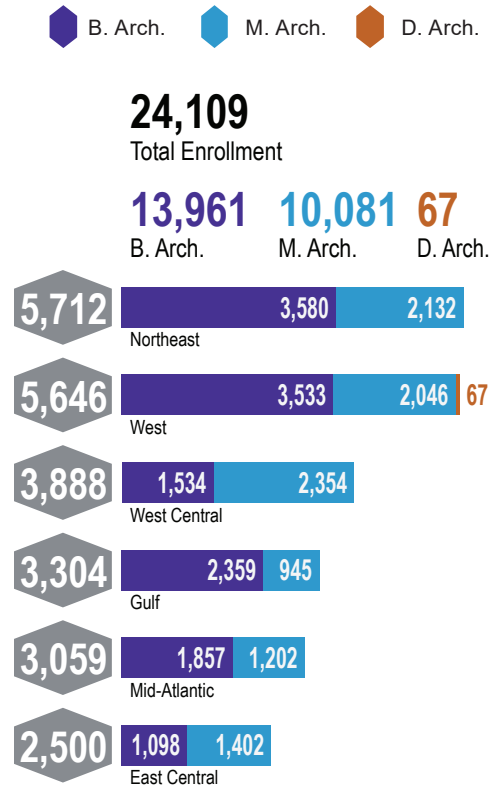
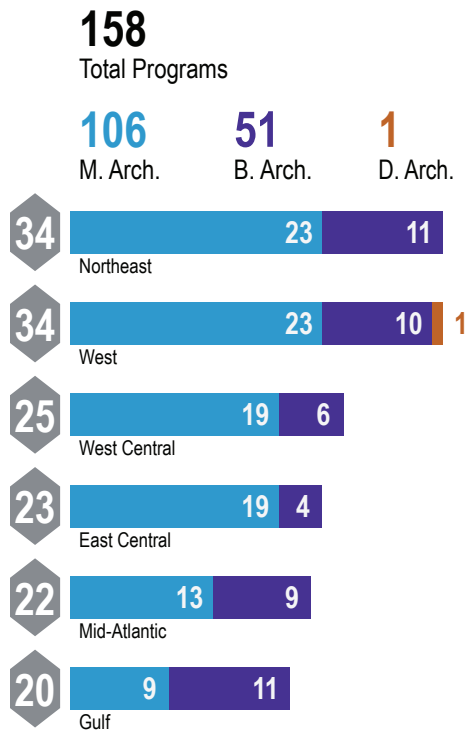
The table below shows the total number of students enrolled in accredited degree programs by ACSA region. The number of programs in each region is shown on the left. This table does not include candidate programs.

Total enrollment in all ACSA regions decreased by 1.4% from 2016. The Gulf region saw the greatest percentage decrease in enrollment, down 5% over 2016 numbers. The West Central region saw the greatest percentage increase, up by 6% from 2016. Increases/decreases in the remaining regions were:

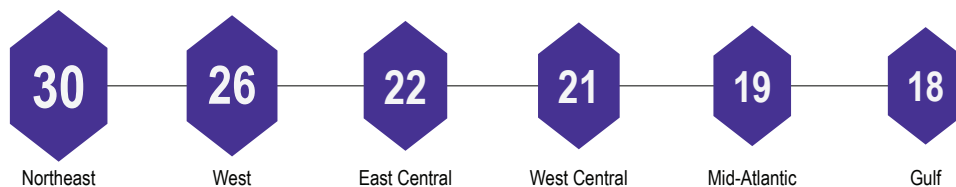
- Mid-Atlantic, +3%
- Northeast, +2%
- West, -0.7%
- East Central, -5%



Programs and Enrollment in ACSA Regions

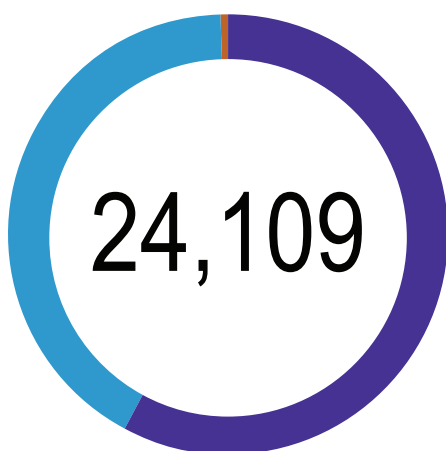


Number of Institutions in ACSA Regions



Enrollment

Overall Enrollment in Accredited Programs by Degree



13,961 Bachelor of Architecture
10,081 Master of Architecture
67 Doctor of Architecture

There are 24,109 students enrolled in NAAB-accredited degree programs: of this total 13,961 (58%) are enrolled in Bachelor of Architecture programs, 10,081 (42%) in Master of Architecture programs, and 67 (0.2%) in Doctor of Architecture programs.

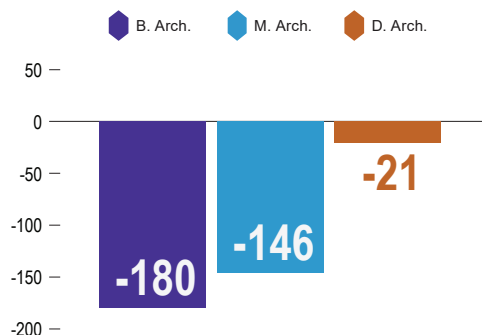
Of the students enrolled, 22,153 (92%) are enrolled full-time, and 1,956 (8%) are enrolled part-time.



Overall, enrollment in accredited programs decreased by a net of 347 students, or 1%, from AY 2016–17, when 24,456 students were enrolled in accredited degree programs.



Total enrollment in B. Arch. programs decreased by 180 over 2015–16 numbers, while enrollment in M. Arch. programs decreased by 146, and enrollment in D. Arch. programs decreased by 21.



There are 12,857 (53%) architecture students enrolled in institutions with public support and 11,252 (47%) in institutions with private support. In 2016, the distribution of enrolled students in public and private institutions was essentially the same.



Overall Enrollment in Accredited Programs by Gender

Gender breakdown shows little change from last year.



53%

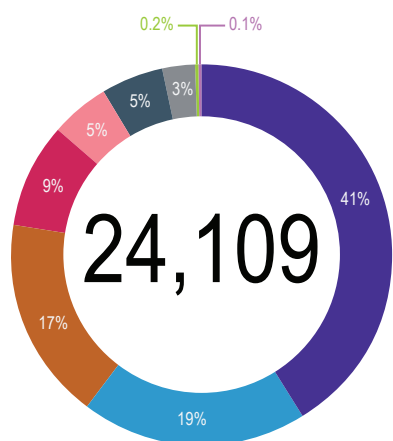
Male Students

47%

Female Students

The gender breakdown of enrolled students is 12,743 (53%) males and 11,366 (47%) females. In 2015–16, the percentage breakdown was 54% male students and 46% female students. The percentages are statistically the same for the three degrees, Bachelor of Architecture, Master of Architecture, and Doctor of Architecture.

Overall Enrollment in Accredited Programs by Ethnicity



9,887

White

4,774

Nonresident alien

4,005

Hispanic/Latino

2,066

Asian

1,254

Race/Ethnicity unknown

1,246

Black/African American

775

Two or more races

62

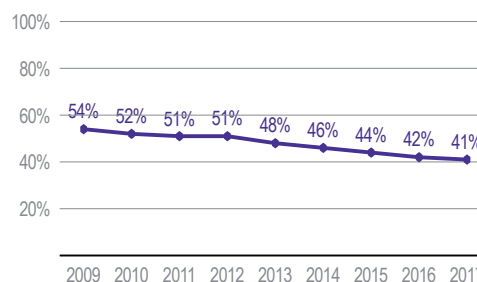
American Indian /Alaska Native

40

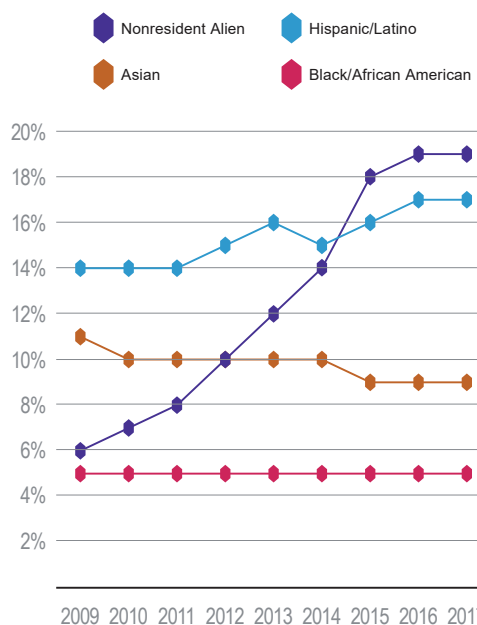
Native Hawaiian /Pacific Islander

Trends in Enrollment by Ethnicity

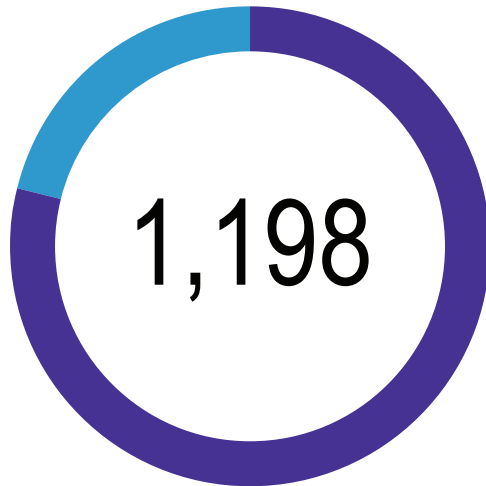
Enrollment by students who indicated white for ethnicity continues to decline. The chart below shows white enrollment as a percentage of total enrollment, 2009–17.



The fastest growing category of ethnicity is nonresident alien. In 2009, this category accounted for 6% of enrollment overall; in 2017, it was 19%. Enrollment of Black/African American students has remained flat over the past six years, hovering at 5% of total enrollment each year.



Overall Enrollment in Candidate Programs by Degree



947

enrolled in B. Arch.

251

enrolled in M. Arch.

Of the 1,198 students enrolled in candidate programs in 2016–17, 947 (79%) were enrolled in B. Arch. programs and 251 (21%) in M. Arch. programs. There are no D. Arch. candidate programs.

Overall Enrollment in Candidate Programs by Gender



49%

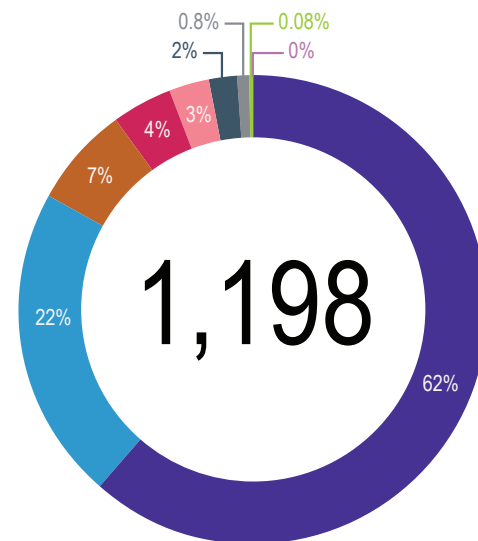
Male Students

51%

Female Students

The gender breakdown of students enrolled in programs that achieved initial candidacy before July 1, 2017, is 582 (49%) male students and 616 (51%) female. In 2015–16, the gender breakdown for candidate programs was 52% male and 48% female.

Overall Enrollment in Candidate Programs by Ethnicity



742

Race/Ethnicity unknown

264

White

79

Hispanic/Latino

46

Asian

32

Nonresident alien

24

Black/African American

10

Two or more races

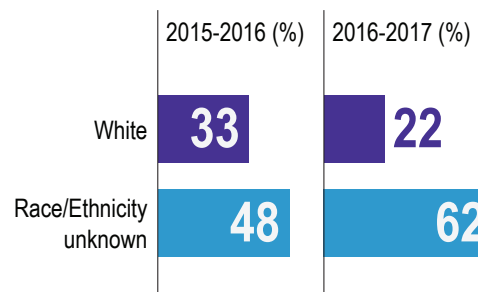
1

Native Hawaiian/Pacific Islander

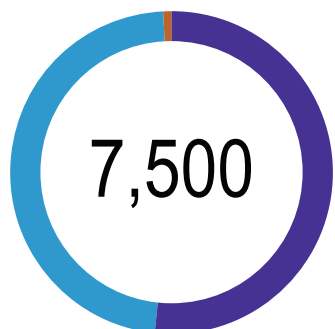
0

American Indian/Alaska Native

A comparison of AYs 2015–16 and 2016–17 reveals significant changes in candidate enrollment in the following ethnic categories:

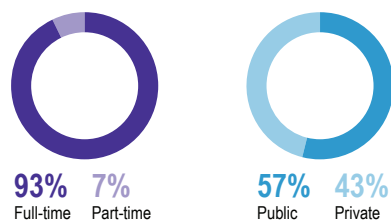


First-Time Enrollment in Accredited Programs



3,887 Master of Architecture
3,554 Bachelor of Architecture
59 Doctor of Architecture

There are 7,500 newly matriculated students enrolled in NAAB-accredited degree programs for the academic year 2016–17; this number represents a 2% increase over first-time enrollment in 2015–16. The number of new students is approximately 31% of all students in accredited programs. Of this total, 3,554 (47%) are enrolled in Bachelor of Architecture programs; 3,887 (51%) in Master of Architecture programs; and 59 (0.7%) in Doctor of Architecture degree programs.



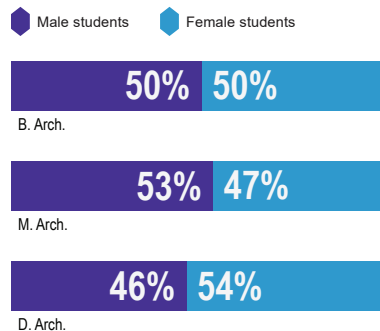
First-time enrollment in B. Arch. programs saw a 4% decrease from 2015–16 levels, and the M. Arch. saw a 7% increase over the same time period.

The 2% increase in first-time enrollment continued the positive trend first noted last year, when, after several years of decline, 2015–16 numbers increased by 4% over 2014–15. See page 17 for trends in enrollment between 2009–2017.

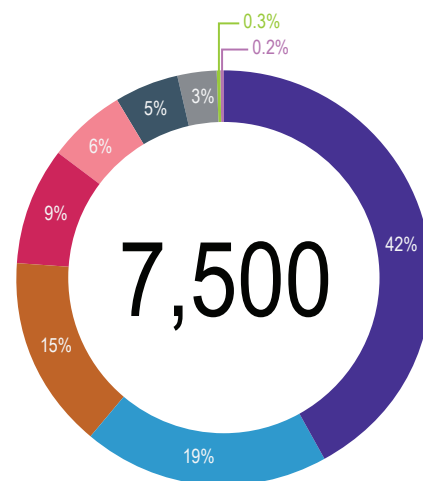
Of the 7,500 newly enrolled students, 6,982 (93%) are enrolled full-time and 518 (7%) are enrolled part-time. There are 4,290 (57%) architecture students enrolled in institutions with public support and 3,210 (43%) enrolled in institutions with private support.

First-Time Enrollment in Accredited Programs by Gender

The gender breakdown of first-time enrollment is 3,900 (52%) male students and 3,600 (48%) female. The percentage breakdown by gender in 2015–16 was 53% male and 47% female. In addition, the percentages for male/female by degree are as follows:



First-Time Enrollment in Accredited Programs by Ethnicity

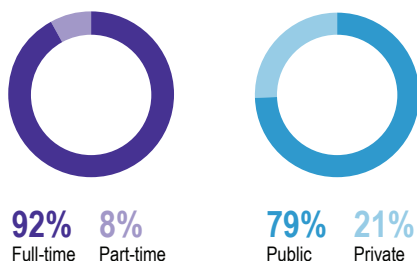


3,136 White
1,410 Nonresident alien
1,142 Hispanic/Latino
652 Asian
454 Race/Ethnicity unknown
412 Black/African American
252 Two or more races
28 American Indian /Alaska Native
14 Native Hawaiian /Pacific Islander

Overall Enrollment in Preprofessional Programs

Of the institutions that offer accredited and candidate architecture programs, 88 offer preprofessional programs. The term preprofessional refers to architecturally focused four-year degrees that are not accredited by the NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, and Bachelor of Architectural Studies. The amount of architectural content in the program may vary among institutions.

There were 15,841 students enrolled in preprofessional degree programs in AY 2016–17. After a steady decline in enrollment in these programs, there was an increase of 1,438 students, or 10%, from AY 2015–16. See page 17 for trends in overall enrollment in preprofessional programs.



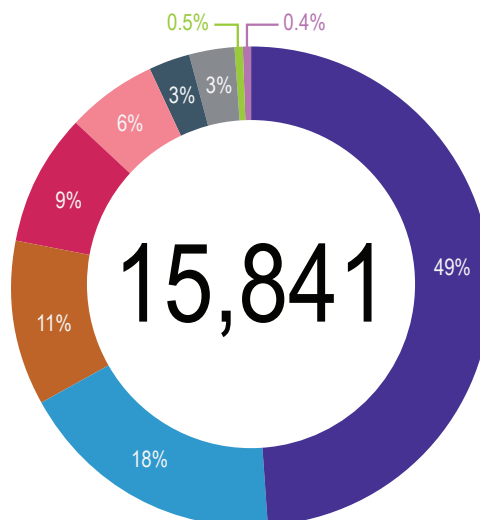
Of the total, 14,536 (92%) are enrolled full-time and 1,305 (8%) part-time. There are 12,501 (79%) architecture students enrolled in institutions with public support and 3,340 (21%) in institutions with private support.

Enrollment in Preprofessional Programs by Gender



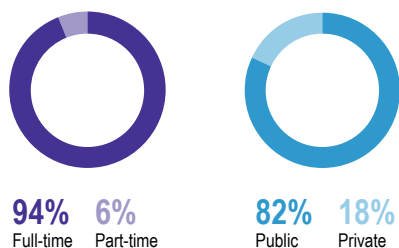
The gender breakdown of preprofessional enrollment was 8,865 (56%) males and 6,976 (44%) females. The percentage breakdown in 2015–16 was 57% males and 43% females.

Enrollment in Preprofessional Programs by Ethnicity



7,700 White	2,849 Hispanic/Latino	1,690 Nonresident alien
1,395 Black/African American	1,013 Asian	533 Two or more races
525 Race/Ethnicity unknown	72 American Indian /Alaska Native	64 Native Hawaiian /Pacific Islander

First-Time Enrollment in Preprofessional Programs



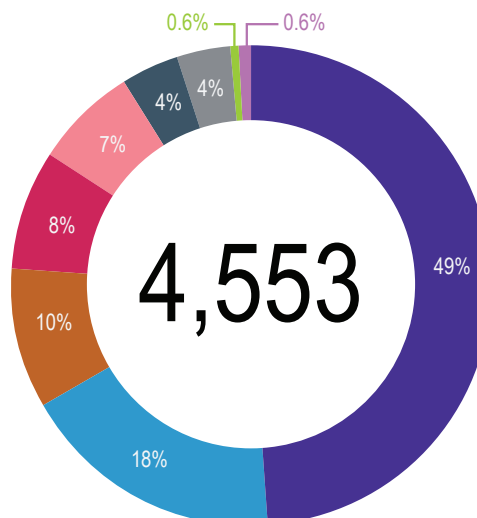
There were 4,553 newly matriculated students enrolled in preprofessional programs at institutions with accredited architecture programs for AY 2016–17; 4,263 (94%) are enrolled full-time and 290 (6%) are enrolled part-time. There are 3,715 (82%) architecture students enrolled in institutions with public support and 838 (18%) in institutions with private support.

First-Time Enrollment in Preprofessional Programs by Gender



The gender breakdown of students enrolled is 2,508 (55%) males and 2,045 (45%) females. The 2015–16 breakdown was 56% males and 44% females.

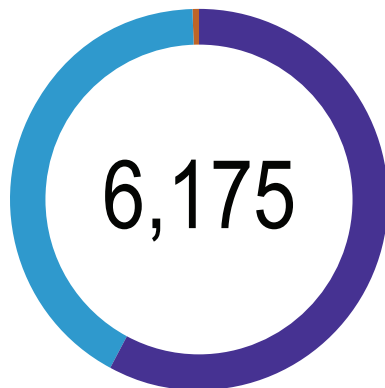
First-Time Enrollment in Preprofessional Programs by Ethnicity



2,233 White	810 Hispanic/Latino	433 Nonresident alien
364 Black/African American	313 Asian	180 Two or more races
165 Race/Ethnicity unknown	29 American Indian /Alaska Native	26 Native Hawaiian /Pacific Islander

Degrees Awarded

Degrees Awarded by Accredited Programs



3,558 Master of Architecture
2,594 Bachelor of Architecture
23 Doctor of Architecture

A total of 6,175 accredited degrees were awarded in AY 2016–17: 3,558 (58%) Master of Architecture degrees; 2,594 (42%) Bachelor of Architecture degrees; and 23 (0.3%) Doctor of Architecture degrees.

The number of degrees awarded this year represents a 2% increase from AY 2015–16.

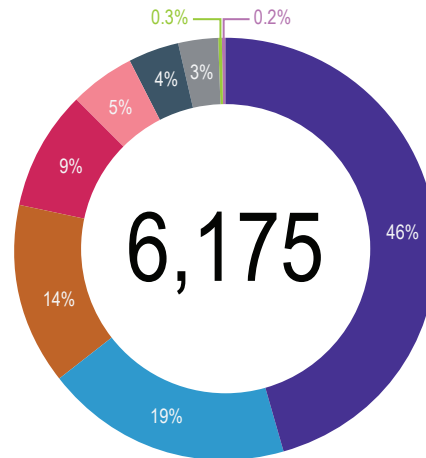
Degrees Awarded by Accredited Programs by Gender



The gender breakdown for degrees awarded is 3,420 (55%) males and 2,755 (45%) females. These percentages are similar to those in 2015–16. The gender breakdown for overall enrollment is 53% males and 47% females.

The distribution by gender for degrees awarded is statistically the same for the degrees of Bachelor of Architecture and Master of Architecture. The gender distribution for the Doctor of Architecture is 65% male and 35% female. The D. Arch. breakdown in 2015–16 was 58%/42%.

Degrees Awarded by Accredited Programs by Ethnicity



2,811 White
1,190 Nonresident alien
865 Hispanic/Latino
551 Asian
309 Race/Ethnicity unknown
252 Black/African American
163 Two or more races
19 American Indian/Alaska Native
15 Native Hawaiian/Pacific Islander

Degrees Awarded in Preprofessional Programs

A total of 3,035 preprofessional degrees were awarded in AY 2016–17. This total is a 7% decrease from 2015–16, when 3,253 preprofessional degrees were awarded.

Degrees Awarded in Preprofessional Programs by Gender



55%

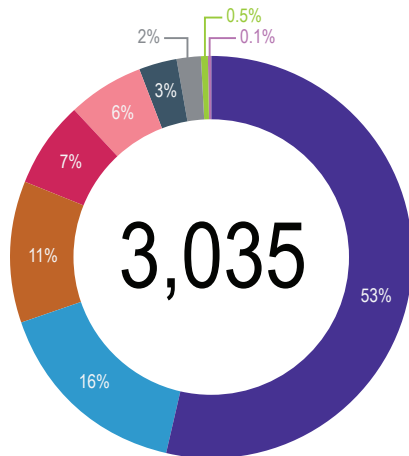
Male Students

45%

Female Students

The gender breakdown of degrees awarded is 1,660 (55%) degrees awarded to male students and 1,375 (45%) to female students. The gender breakdown in 2015–16 was 57% male and 44% female.

Degrees Awarded in Preprofessional Programs by Ethnicity



1,628

White

500

Hispanic/Latino

338

Nonresident alien

217

Asian

168

Black/African American

95

Race/Ethnicity unknown

66

Two or more races

17

American Indian/Alaska Native

6

Native Hawaiian/Pacific Islander

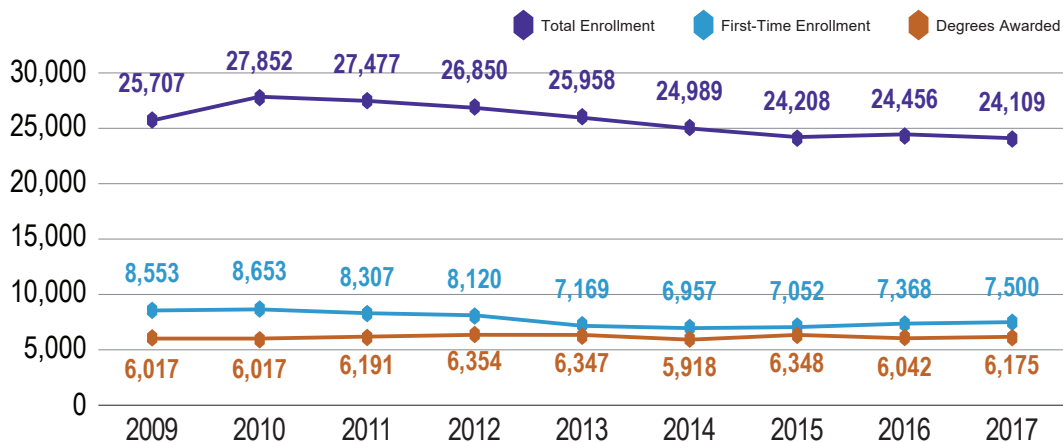
Postprofessional Programs

Of the institutions that offer accredited architecture programs, 77 offer postprofessional programs; the term postprofessional refers to graduate degrees offered to students who already have a professional degree in architecture. These degree programs are not accredited by NAAB. They may be in highly specialized areas of study such as design theory, health care facilities, preservation, interior design, or solar design. Postprofessional degrees are offered at the master's or, in a few cases, doctoral level.

Trends in Enrollment and Degrees Awarded

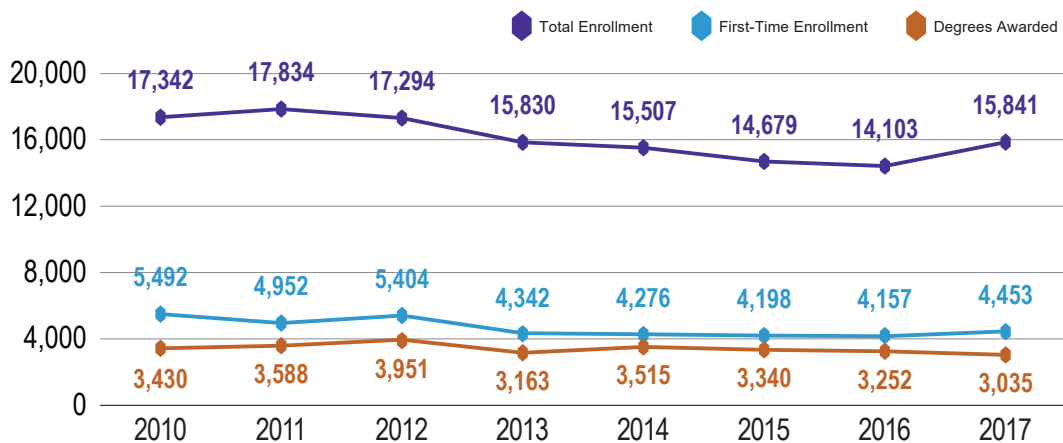
Accredited Programs

First-time enrollment increased by 2% over 2016 numbers, and overall enrollment decreased by 1% for the same period. The number of degrees awarded in 2017 increased by 2% from 2016.



Preprofessional Programs

After several years of decline, enrollment in preprofessional programs increased by 10% from 2016. The number of degrees awarded decreased by 6% from last year's numbers.





**2017 ANNUAL REPORT ON
ARCHITECTURE EDUCATION**

National Architectural Accrediting Board®

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