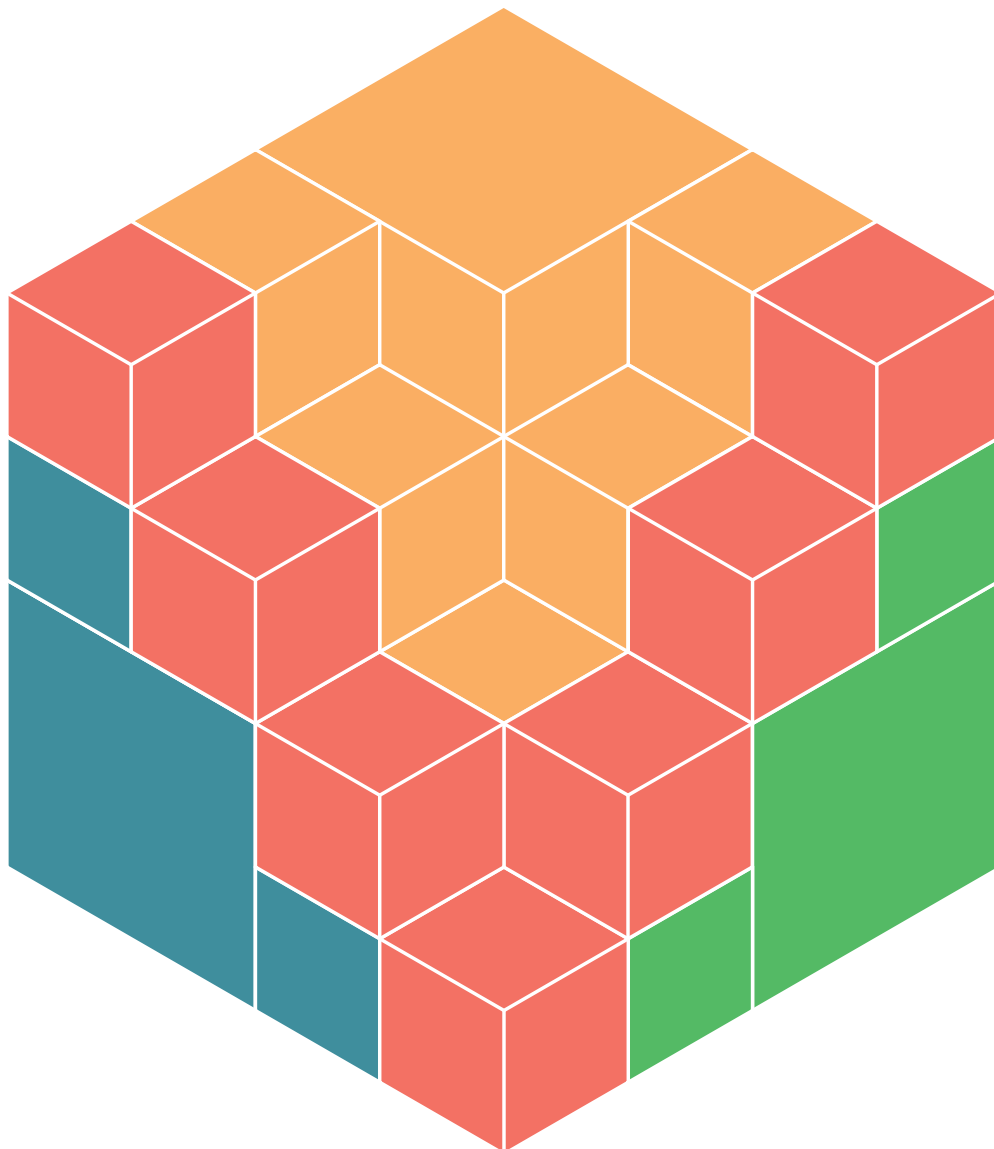




The National Architectural Accrediting Board®

# 2018 REPORT ON ARCHITECTURE AT MINORITY-SERVING INSTITUTIONS





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## From the President and Executive Director of the NAAB

It is our pleasure and honor to transmit to you, on behalf of the directors and staff of the National Architectural Accrediting Board, Inc. (NAAB), the *2018 Report on Architecture Education at Minority-Serving Institutions*.



In the higher education system of the United States, minority-serving institutions (MSIs) make up a category of educational establishments (federally recognized Title IV colleges and universities) based on enrollment criteria (typically the percentage of enrolled minorities at a particular school). Such schools are eligible for federal funding under Title III of the Higher Education Act of 1965.

The seven categories of MSIs are as follows:

1. Historically Black Colleges and Universities (HBCUs)—According to the Higher Education Act of 1965, as amended, HBCUs are defined as any historically black college or university established before 1964 whose principal mission was, and is, the education of black Americans.
2. Black-serving non-HBCUs—Institutions in which African American students make up at least 25% of the total undergraduate enrollment, while other minority groups each constitute less than 25% of total undergraduate enrollment.
3. Hispanic-serving institutions—Institutions in which Hispanic students make up at least 25% of the total undergraduate enrollment, while other minority groups each constitute less than 25% of total undergraduate enrollment.
4. Asian-serving institutions—Institutions in which Asian Americans and Pacific Islanders (API) students constitute at least 25% of the total undergraduate enrollment, while other minority groups each constitute less than 25% of total undergraduate enrollment.
5. American Indian-serving institutions—Tribal colleges and universities (TCUs) or institutions that are not HBCUs/TCUs but in which American Indian/Alaska Native students constitute at least 25 percent of the total undergraduate enrollment, while students in each of the other minority groups constitute less than 25% of the total undergraduate enrollment.
6. Other minority-serving—Institutions in which minority students constitute at least 50% of the total undergraduate enrollment, but do not fit any of the above categories.
7. Non-minority-serving—Institutions that do not meet any of the criteria described above.

## From the President and Executive Director of the NAAB (continued)

The data used to prepare this edition were provided by the institutions in the NAAB's Annual Report Submission (ARS) system in fall 2018. MSI status is reported by the program when submitting data to the ARS each year. In 2018, they included:

- Florida A&M University (B. Arch. and M. Arch.)
- Hampton University (M. Arch.)
- Howard University (B. Arch.)
- Morgan State University (M. Arch.)
- Prairie View A&M University (M. Arch.)
- Tuskegee University (B. Arch.)
- University of Illinois-Chicago (M. Arch.)
- University of New Mexico (M. Arch.)
- Pontifical Catholic University of Puerto Rico (B. Arch.)
- University of Nevada-Las Vegas (M. Arch.)
- Woodbury University (B. Arch. and M. Arch.)
- University of the District of Columbia (M. Arch.)
- California State Polytechnic University - Pomona (B. Arch. and M. Arch.)
- University of Houston (B. Arch. and M. Arch.)

In addition, there is one candidate program at MSIs:

- Universidad del Turabo (M. Arch.)

This report covers three areas for NAAB-accredited programs only; the one candidate program is not included in this report:

1. Enrollment
2. Degrees awarded
3. Faculty characteristics at MSIs

The NAAB acknowledges the considerable efforts of the NAAB-accredited programs in assembling and submitting data annually to the ARS.

We hope this report will continue to prove useful to all those seeking to develop a profession with demographics that are truly representative of the clients and communities they serve.

Please feel free to send suggestions for improvements or changes to [forum@naab.org](mailto:forum@naab.org).

Thank you for your support,



Kevin J. Flynn, FAIA  
2018–19 NAAB President



Helene Combs Dreiling, FAIA  
Interim Executive Director

# Annual Statistical Report

## Overview

The NAAB launched its online Annual Report Submission site in 2008. The aggregate results of the web-based questionnaire are included in this report.

The annual statistical report captures information on both the institution in which an architecture program resides 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 aid. Much of the institutional information requested in the ARS corresponds to reports submitted by institutions to IPEDS each fall.

The data presented in this special report were collected in fall 2018 and cover the 2017–18 academic year.

## General Information

Fourteen institutions classified as MSIs offer a total of 18 NAAB-accredited programs. Four offer both the B. Arch. and the M. Arch. Seven offer an M. Arch. only, and three offer a B. Arch. only.

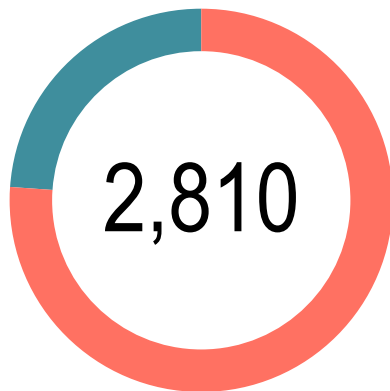
Eight of these institutions also offer a nonaccredited preprofessional degree in architecture.

Nine institutions are publicly supported and five are privately supported.

## Enrollment at MSIs

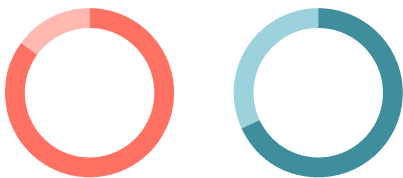
### Enrollment in Accredited Programs by Degree

There are 2,810 students enrolled in NAAB-accredited degree programs offered by MSIs in the United States. This represents 11.1% of the total enrollment in NAAB-accredited programs.



**2,140** enrolled in B. Arch.  
**670** enrolled in M. Arch.

Of this total, 2,140 (76%) are enrolled in B. Arch. programs and 670 (24%) in M. Arch. programs. For students overall, 59% are enrolled in B. Arch. programs and 41% in M. Arch. programs.



**85%** Full-time **15%** Part-time  
**68%** Public **32%** Private

Of the students enrolled in MSIs, 2,392 (85%) are enrolled full-time and 418 (15%) part-time. The breakdown of full-time and part-time enrollment in all NAAB-accredited programs is 91% full-time and 9% part-time.

There are 1,914 (68%) students enrolled in institutions with public support and 896 (32%) in institutions with private support. The overall distribution for all students is 55% public and 47% private.

### Enrollment in Accredited Programs by Gender

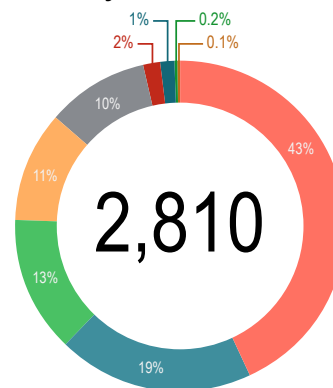


**56%** Male Students  
**44%** Female Students

The gender breakdown of students enrolled in NAAB-accredited programs at MSIs is 1,574 (56%) male students and 1236 (44%) female.

The gender breakdown for enrollment in NAAB-accredited programs overall is 54% male/46% female and for both B. Arch. and M. Arch. programs.

### Enrollment in Accredited Programs by Ethnicity



**1,210** Hispanic/Latino  
**539** White  
**375** Black/African American  
**304** Nonresident alien  
**281** Asian  
**53** Two or more races  
**38** Race/Ethnicity unknown  
**6** Native Hawaiian/Pacific Islander  
**2** American Indian/Alaska Native

Enrollment at MSIs by ethnicity: Hispanic/Latino: 1,210 (43%); White: 539 (19%); Black/African American: 375 (13%); nonresident alien: 304 (11%); Asian: 281 (10%); two or more races: 53 (2%); race and ethnicity unknown: 38 (1%); Native Hawaiian/Pacific Islander: 6 (0.2%); American Indian/Alaska Native: 2 (0.1%).

### MSI Enrollment Compared to Total Enrollment in All NAAB-Accredited Programs

Students enrolled in MSIs who indicated Black or African-American with respect to ethnicity represent 27.9% of the total enrollment by students who indicated this category for race/ethnicity in all NAAB-accredited programs.

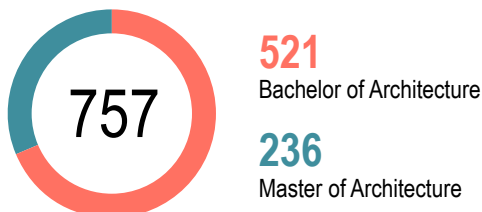
The table below shows the percentage of students enrolled in MSIs compared to enrollment in all NAAB-accredited programs by ethnicity.

#### Total Program Enrollment by Ethnicity

	TOTAL	MSIs ONLY	PERCENTAGE OF TOTAL AT MSIs
American Indian or Alaska Native	57	4	7%
Asian	2,041	281	13.7%
Native Hawaiian or other Pacific Islander	36	6	16.6%
Black or African American	1,344	375	27.9%
Hispanic/Latino	4,490	1,210	26.9%
White	10,165	539	5.3%
Two or more races	815	53	6.5%
Nonresident alien	5,206	304	5.8%
Race and ethnicity unknown	1,151	38	3.3%

#### First-Time Enrollment in Accredited Programs

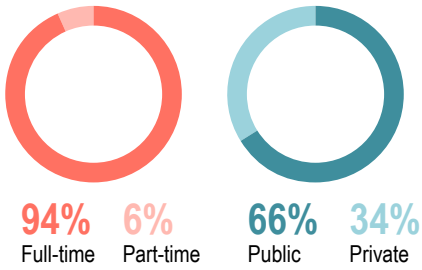
There were 757 newly matriculated students enrolled in NAAB-accredited degree programs offered by MSIs for the academic year 2017–18.



The number of new students is approximately 27% of all students enrolled in accredited programs at MSIs. The percentage of new students at MSIs is lower than that of new students enrolled in NAAB-accredited programs overall (30%).

Of this total, 521 (69%) students are enrolled in B. Arch. programs and 236 (31%) in M. Arch. programs.

For first-time enrollment in programs overall, the distribution among degree programs is 51% in B.Arch. programs, 49% in M. Arch. programs, and 0.3% in D. Arch. programs.

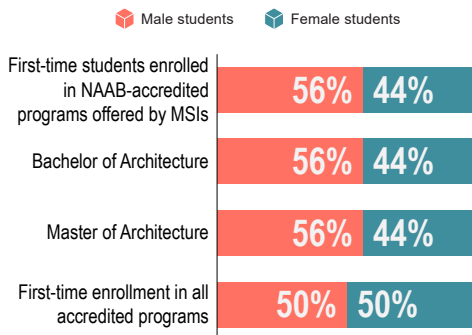


Of the 757 newly enrolled students at MSIs, 708 (94%) are enrolled full-time and 49 (6%) part-time.

There are 502 (66%) architecture students enrolled in institutions with public support and 255 (34%) enrolled in institutions with private support. The distribution percentages for first-time students overall are 55% public/45% private.

### First-Time Enrollment in Accredited Programs by Gender

The gender breakdown of first-time students enrolled in NAAB-accredited programs offered by MSIs is 357 (53%) male students and 314 (47%) female students.

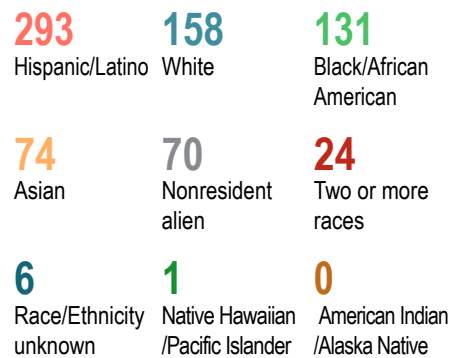
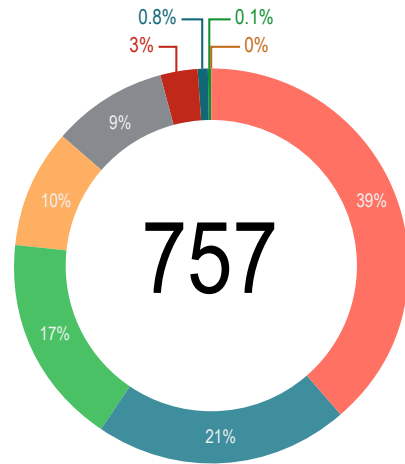


The gender breakdown of first-time students enrolled in NAAB-accredited programs offered by MSIs is 425 (56%) male students and 332 (44%) female students.

Of the 521 students enrolled in B. Arch. programs, 292 (56%) are male and 229 (44%) are female. The gender breakdown for M. Arch. programs is 133 (56%) males and 103 (44%) females.

For first-time enrollment in all accredited programs, the distribution by gender is 50% male/50% female.

### First-Time Enrollment in Accredited Programs by Ethnicity



First-time enrollment at MSIs by ethnicity: Hispanic/Latino: 293 (39%); White: 158 (21%); Black/African American: 131 (17%); Asian: 74 (10%); nonresident alien: 70 (9%); two or more races: 24 (3%); race/ethnicity unknown: 6 (0.8%); Native Hawaiian/Pacific Islander: 1 (0.1%); American Indian/Alaska Native: 0 (0%).



*Compared to First-Time Enrollment in All NAAB Accredited Programs*

Students enrolled in MSIs who indicated Black or African American with respect to ethnicity represent 33% of the total first-time enrollment in all NAAB accredited programs for this category.

The table below indicates the percentage of students enrolled for the first-time in MSIs compared with first time enrollment in all NAAB-accredited programs by ethnicity.

**First-Time Enrollment by Ethnicity (NAAB-Accredited)**

	TOTAL	MSIs ONLY	PERCENTAGE OF TOTAL AT MSIs
American Indian or Alaska Native	22	0	0%
Asian	593	74	12%
Native Hawaiian or other Pacific Islander	16	1	6%
Black or African American	402	131	33%
Hispanic/Latino	1,192	293	25%
White	3,144	158	5%
Two or more races	275	24	9%
Nonresident alien	1,514	70	5%
Race and ethnicity unknown	393	6	2%

## Preprofessional Enrollment at MSIs

### Enrollment in Preprofessional Programs at MSIs

The term *preprofessional* refers to architecturally focused four-year degrees that are not accredited by NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, or Bachelor of Architectural Studies.

Of the 14 MSIs that offer accredited architecture programs, eight offer preprofessional programs.



90% Full-time 10% Part-time 100% Public 0% Private

There are 2,039 students enrolled in preprofessional degree programs offered by MSIs. Of the total, 1,834 (90%) are enrolled full-time and 205 (10%) part-time. All are enrolled in institutions with public support (none of the private MSIs offers a preprofessional program).

These 2,039 students represent 13% of the total enrollment in all preprofessional programs offered by institutions with NAAB-accredited degrees.

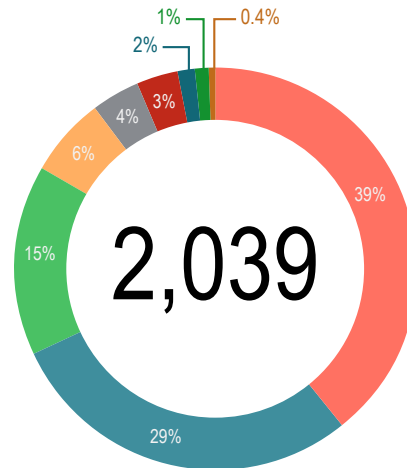
### Enrollment in Preprofessional Programs by Gender



58% Male Students 42% Female Students

The gender breakdown of students enrolled in preprofessional programs at MSIs is 1,183 (58%) male students and 856 (42%) female students. The distribution of enrollment by gender in all preprofessional degree programs is 57% male/43% female.

### Enrollment in Preprofessional Programs by Ethnicity



<b>803</b> Hispanic/Latino	<b>586</b> Black/African American	<b>314</b> White
<b>129</b> Asian	<b>77</b> Nonresident alien	<b>68</b> Two or more races
<b>33</b> Race/Ethnicity unknown	<b>21</b> American Indian /Alaska Native	<b>8</b> Native Hawaiian /Pacific Islander

Preprofessional enrollment at MSIs by ethnicity: Hispanic/Latino: 803 (39%); Black/African American: 586 (29%); White: 314 (15%); Asian: 129 (6%); nonresident alien: 77 (4%); two or more races: 68 (3%); race/ethnicity unknown: 33 (2%); American Indian/Alaska Native: 21 (1%); Native Hawaiian/Pacific Islander: 8 (0.4%).

The students who indicated Black or African American represent 38% of the total number of Black or African American students enrolled in preprofessional degree programs offered by all institutions with NAAB-accredited degrees.

### First-Time Enrollment in Preprofessional Programs

There were 807 newly matriculated students enrolled in preprofessional programs at MSIs for the 2017–18 academic year. This number accounts for 5% of the total first-time enrollment in preprofessional degree programs.

### First-Time Enrollment in Preprofessional Programs by Gender



**57%**

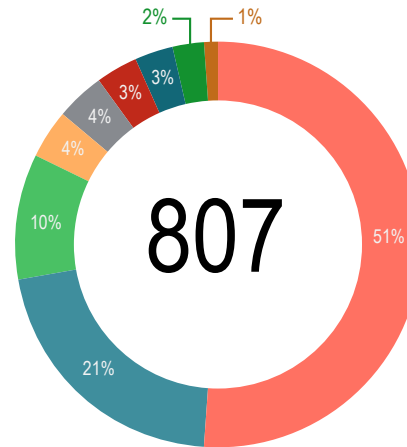
Male Students

**43%**

Female Students

The gender breakdown of first-time students enrolled in these eight programs is 458 (57%) male students and 349 (43%) female. The gender distribution for first-time enrollment in all preprofessional degree programs is 56% male/44% female.

### First-Time Enrollment in Preprofessional Programs by Ethnicity



**807**

**413**

Hispanic/Latino

**172**

Black/African American

**79**

White

**32**

Native Hawaiian/Pacific Islander

**32**

Nonresident alien

**27**

Two or more races

**24**

Asian

**20**

Race/Ethnicity unknown

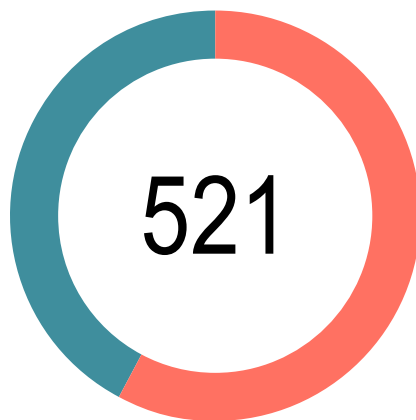
**8**

American Indian/Alaska Native

First-time enrollment in preprofessional programs at MSIs: Hispanic/Latino: 413 (51%); Black/African American: 172 (21%); White: 79 (10%); Native Hawaiian/Pacific Islander: 32 (4%); nonresident alien: 32 (4%); two or more races: 27 (3%); Asian: 24 (3%); race/ethnicity unknown: 20 (2%); American Indian/Alaska Native: 8 (1%).

## Degrees Awarded by MSIs

**Degrees Awarded by Accredited Programs**



**302**

Bachelor  
of Architecture

**219**

Master  
of Architecture

The MSIs that reported degrees awarded conferred 521 NAAB-accredited degrees during the 2017–18 academic year: 302 (58%) were Bachelor of Architecture degrees; 219 (42%) were Master of Architecture degrees.

The 521 total represents 9% of the total number of NAAB-accredited degrees awarded for the same period.

**Degrees Awarded by Gender**



**61%**

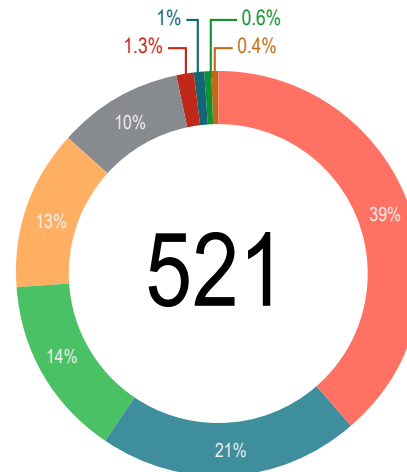
Male Students

**39%**

Female Students

MSIs awarded 318 (61%) degrees to males and 209 (39%) to females. The gender breakdown for degrees awarded overall is 52% male/48% female.

**Degrees Awarded by Ethnicity**



**202**

Hispanic/Latino

**109**

White

**74**

Nonresident  
alien

**67**

Black/African  
American

**52**

Asian

**7**

Race/Ethnicity  
unknown

**5**

Two or more  
races

**3**

Native Hawaiian  
/Pacific Islander

**2**

American Indian  
/Alaska Native

Degrees awarded by accredited programs at MSIs: Hispanic/Latino: 202 (39%); White: 109 (21%); nonresident alien: 74 (14%); Black/African American: 67 (13%); Asian: 52 (10%); race/ethnicity unknown: 7 (1.3%); two or more races: 5 (1%); Native Hawaiian/Pacific Islander: 3 (0.6%); American Indian/Alaska Native: 2 (0.4%).

*Compared to Degrees Awarded by All NAAB-Accredited Programs*

The 67 Black or African American students who received NAAB-accredited degrees from MSIs in 2017–18 represent 26% of the total number of degrees awarded to Black or African American students overall.

The table below shows the percentage of degrees awarded by MSIs by ethnicity compared with degrees awarded by NAAB-accredited programs overall.

**NAAB-Accredited Degrees Awarded by Ethnicity**

	TOTAL	MSIs ONLY	PERCENTAGE OF TOTAL AT MSIs
American Indian or Alaska Native	15	2	13%
Asian	564	52	9%
Native Hawaiian or other Pacific Islander	14	3	21%
Black or African American	255	67	26%
Hispanic/Latino	838	202	24%
White	2,639	109	4%
Two or more races	172	5	3%
Nonresident alien	1,218	74	6%
Race and ethnicity unknown	280	7	3%

### Preprofessional Degrees Awarded

Preprofessional programs at MSIs awarded 309 degrees during the 2017–2018 academic year. This number represents 10.4% of the preprofessional degrees awarded overall.

### Preprofessional Degrees Awarded by Gender



**59%**

Male Students

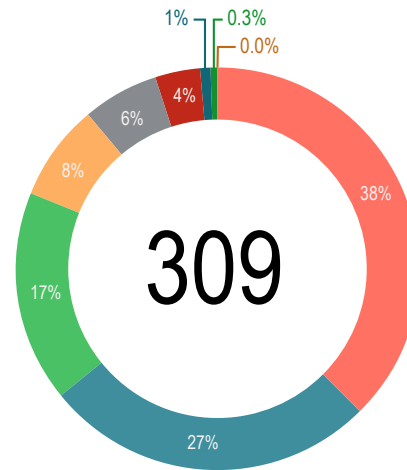
**41%**

Female Students

The gender breakdown is 181 (59%) degrees awarded to male students and 128 (41%) to female students.

The gender distribution for all preprofessional degrees awarded is 55% male/45% female.

### Preprofessional Degrees Awarded by Ethnicity



**116**

Hispanic/Latino

**83**

Black/African American

**52**

White

**24**

Asian

**19**

Nonresident alien

**11**

Two or more races

**3**

Race/Ethnicity unknown

**1**

American Indian/Alaska Native

**0**

Native Hawaiian/Pacific Islander

Preprofessional degrees awarded by MSIs by ethnicity: Hispanic/Latino: 116 (38%); Black/African American: 83 (27%); White: 52 (17%); Asian: 24 (8%); nonresident alien: 19 (6%); two or more races: 11 (4%); race/ethnicity unknown: 3 (1%); American Indian/Alaska Native: 1 (0.3%); Native Hawaiian/Pacific Islander: 0 (0%).

MSIs awarded 38% of the total number of preprofessional degrees to students who indicated Black or African American with respect to ethnicity and 25% to students who indicated Hispanic/Latino.

## Faculty at MSIs

### Faculty by Appointment Type

There are 212 full-time instructional faculty teaching in NAAB-accredited degree programs offered by MSIs and 249 adjuncts.

These 461 individuals represent 15.2% of the total number of faculty (including adjuncts) teaching in NAAB-accredited programs overall.

### Faculty by Gender

The gender breakdown for full-time instructional faculty (excludes adjuncts) is 182 (86%) male and 30 (14%) female. The gender breakdown for faculty in NAAB-accredited programs overall is 69% male/31% female.

### Distribution of Faculty by Gender and Rank

	MALE		FEMALE	
	OVERALL	MSIs	OVERALL	MSIs
Professor	759 (75%)	76 (77%)	258 (25%)	23 (23%)
Associate Professor	679 (69%)	39 (67%)	304 (31%)	19 (33%)
Assistant Professor	541 (63%)	40 (56%)	321 (37%)	31 (44%)

### Faculty by Academic Rank

Of the 477 instructional faculty at MSIs, 99 (21%) are full professors, 58 (12%) are associate professors, 71 (15%) are assistant professors, and 249 (52%) are adjuncts.

### Distribution of Faculty by Rank

	OVERALL	MSIs
Professor	1,017 (17%)	99 (21%)
Associate Professor	983 (17%)	58 (12%)
Assistant Professor	862 (15%)	71 (15%)

### Faculty by Ethnicity

Thirty-two (7%) faculty members indicated Black or African American with respect to ethnicity. The remaining indicated the following: 0 (0%) American Indian or Alaska Native; 10 (2%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 120 (26%) White; 55 (12%) Hispanic/Latino; 1 (0.2%) two or more races; 4 (0.8%) nonresident alien; and 3 (0.6%) race and ethnicity unknown. These numbers do not include adjuncts.

Faculty at MSIs who indicated Black or African American with respect to ethnicity represent 16% of the total number of faculty who indicated this category for race/ethnicity in all NAAB-accredited programs.

The table below indicates the percentage of faculty by ethnicity at MSIs compared with the faculty distribution by ethnicity overall. This comparison does not include adjuncts.

### Faculty by Ethnicity

	TOTAL	MSIs ONLY	PERCENTAGE OF TOTAL AT MSIs
American Indian or Alaska Native	15	0	0%
Asian	436	10	2%
Native Hawaiian or other Pacific Islander	5	0	0%
Black or African American	195	32	16%
Hispanic/Latino	505	55	11%
White	4,220	120	3%
Two or more races	44	1	2%
Nonresident alien	104	4	4%
Race and ethnicity unknown	363	3	0.8%



## Vision, Mission, and Values of the NAAB

### 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 advances educational quality assurance standards and processes that anticipate the needs of academic programs, the profession, and society, to promote a better built environment.



### MISSION

The NAAB develops and maintains an accreditation system in professional degree education that enhances the value, relevance, and effectiveness of the profession of architecture.

**Core Values:** The NAAB aspires to follow four core values in the way it approaches its work and mission:

1. **Commitment to Excellence:** Foster a culture of continual improvement that seeks positive organizational transformation and responds to external change.
2. **Diversity and Inclusion:** Celebrate unique institutional perspectives and ensure the inclusion of diverse populations to enrich the learning environment.
3. **Effective Communication:** Articulate the value of an accredited architecture education to students, the profession, and the communities architects serve.
4. **Spirit of Collaboration:** Promote transparency and collateral cooperation in the shared responsibility of preparing graduates for professional practice

## 2018 NAAB Directors

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ACSA  
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**Barbara Sestak, FAIA**  
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**Judith Wegner**  
Martha's Vineyard

Public Member  
2017–2020

<sup>1</sup>President Kinnard served an additional year as president in 2017–18, as a non-voting member of the board.

<sup>2</sup>Director Fisher served a one-year term to fill the vacancy left by Helene Combs Dreiling, FAIA, who stepped down to assume the role of NAAB interim executive director.



**2018 ANNUAL REPORT ON  
ARCHITECTURE EDUCATION**

**National Architectural Accrediting Board®**

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