



National Architectural Accrediting Board

2020 Report on Architecture Education at Minority-Serving Institutions



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FROM THE PRESIDENT AND THE 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 *2020 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. **Alaska Native- or Native Hawaiian Serving Institutions:** Postsecondary institutions that serve an undergraduate population that is both low income and in which Alaska Native students constitute at least 20 percent or Hawaiian Native students constitute 10 percent of the total undergraduate enrollment.
2. **Asian American and Native American Pacific Islander-Serving Institutions:** Postsecondary institutions that serve an undergraduate population that is both low income and in which Asian Americans or Native American Pacific Islander students constitute at least 10 percent of the total undergraduate enrollment.
3. **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.
4. **Hispanic-Serving Institutions:** Postsecondary institutions that serve an undergraduate population that is both low income and in which Hispanic students constitute at least 25 percent of the total undergraduate enrollment.
5. **Native American-Serving Non-Tribal Institutions:** Postsecondary institutions that serve an undergraduate population that is both low income and in which Native American students constitute at least 10 percent of the total undergraduate enrollment.
6. **Predominantly Black Institutions:** Postsecondary institutions (non-HBCU) that serve an undergraduate population that is both low income and in which Black students constitute at least 40 percent of the total undergraduate enrollment.
7. **Tribal Colleges and Universities:** Postsecondary institutions that are formally controlled, chartered, or sanctioned by the governing body of a Native American tribe.

Continued

From the President and the Executive Director of the NAAB *(Continued)*

The data used to prepare this report were provided by the institutions in the NAAB's Annual Report Submission (ARS) system in fall 2020. In 2020, the following accredited programs reported MSI status:

- California State Polytechnic University - Pomona (B. Arch. and M. Arch.)
- Florida A&M University (B. Arch. and M. Arch.)
- Florida International University (M. Arch.)
- Hampton University (M. Arch.)
- Howard University (B. Arch.)
- Morgan State University (M. Arch.)
- New York Institute of Technology (B. Arch.)
- Pontifical Catholic University of Puerto Rico (B. Arch.)
- Prairie View A&M University (M. Arch.)
- Tuskegee University (B. Arch.)
- Universidad Ana G. Mendez (M. Arch.)
- University of Illinois-Chicago (M. Arch.)
- University of New Mexico (M. Arch.)
- University of Nevada-Las Vegas (M. Arch.)
- University of the District of Columbia (M. Arch.)
- University of Arizona (B. Arch. and M. Arch.)
- University of Hawai'i at Mānoa (D. Arch.)
- University of Houston (B. Arch. and M. Arch.)
- University of Texas at Arlington (M. Arch.)
- University of Texas at San Antonio (M. Arch.)
- Woodbury University (B. Arch. and M. Arch.)

In addition, there are three candidate programs at MSIs:

- Kean University (M. Arch.)
- New York City College of Technology (B. Arch.)
- New York Institute of Technology (M. Arch.)

This report covers three areas for NAAB-accredited programs only:

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

The NAAB acknowledges the considerable efforts of 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 accreditation@naab.org.

Thank you for your support,



Marilys R. Nepomechie, FAIA, DPACSA, NCARB
2020–21 NAAB President



Tanya Tamarkin
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 (ASR) 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 ASR corresponds to reports submitted by institutions to IPEDS each fall.

The data presented in this special report were collected in fall 2019 and cover the 2019–20 academic year.

General Information

Twenty-one institutions classified as MSIs offer a total of 18 NAAB-accredited programs. Five offer both the B. Arch. and the M. Arch. Eleven offer an M. Arch. only, four offer a B. Arch. only, and one offers a D. Arch. only.

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

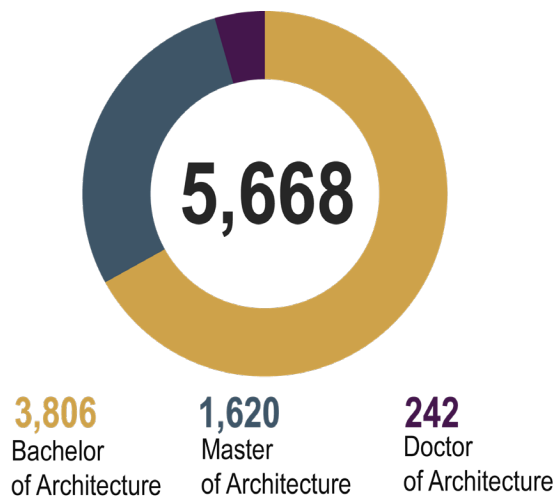
Fourteen institutions are publicly supported and seven are privately supported.

ENROLLMENT AT MSIs

Enrollment in Accredited Programs by Degree

There are 5,668 students enrolled in NAAB-accredited degree programs offered by MSIs in the United States. This represents 21% of the total enrollment in NAAB-accredited programs.

Of this total, 3,806 (67%) are enrolled in B. Arch. programs, 1,620 (29%) in M. Arch. programs, and 242 (4%) in D. Arch. programs. For students overall, 60% are enrolled in B. Arch. programs, 39% in M. Arch. programs, and 0.9% in D. Arch. programs.



There are 4,497 (79%) students enrolled in institutions with public support and 1,171 (21%) in institutions with private support. The overall distribution between institutions with public and private support for all students is 53% public and 47% private.

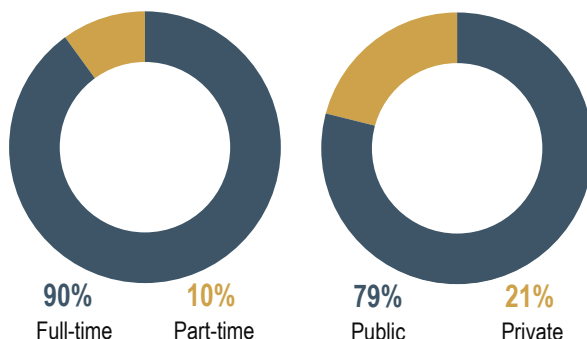
Enrollment in Accredited Programs by Gender



The gender breakdown of students enrolled in NAAB-accredited programs at MSIs is 2,868 (51%) male students and 2,800 (49%) female.

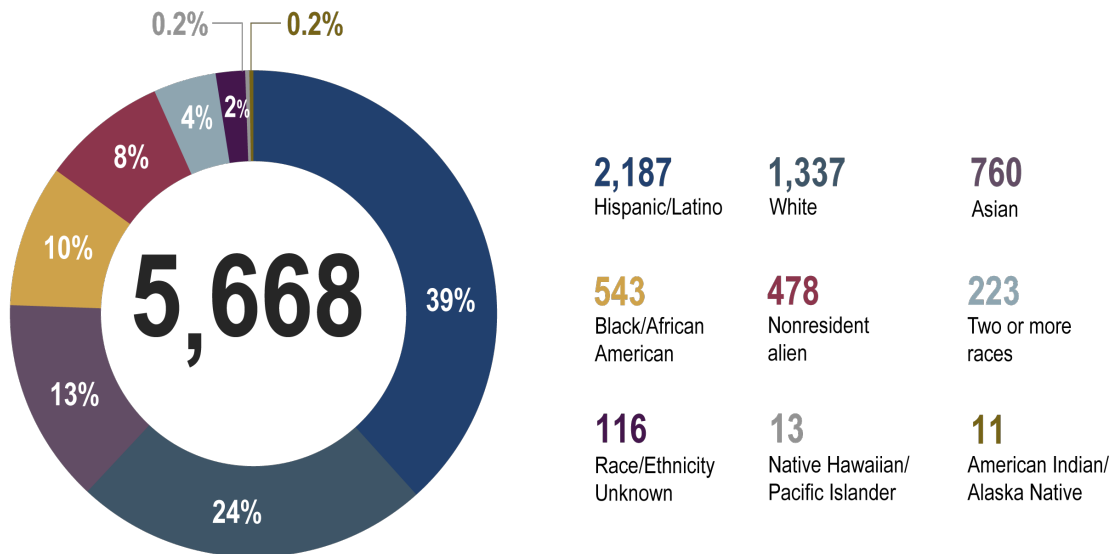
The gender breakdown for enrollment in NAAB-accredited programs overall is 50% male/50% female. The gender breakdown for enrollment for B. Arch. and M. Arch. programs is 50% male/50% female and 55% male/45% female for D. Arch. programs.

Of the students enrolled in MSIs, 5,076 (90%) are enrolled full-time and 592 (10%) part-time. The breakdown of full-time and part-time enrollment in all NAAB-accredited programs is 91% full-time and 9% part-time.



Enrollment in Accredited Programs by Ethnicity

Enrollment at MSIs by ethnicity: 2,187 (39%) Hispanic/Latino; 1,337 (24%) White; 543 (10%) Black/African American; 760 (13%) Asian; 478 (8%) Nonresident alien; 116 (2%) Race and ethnicity unknown; 223 (4%) two or more races; 13 (0.2%) Native Hawaiian or other Pacific Islander; 11 (0.2%) American Indian or Alaska Native.



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

Students enrolled in MSIs who indicated Hispanic/Latino with respect to ethnicity represent 45.4% of the total enrollment by students who indicated this category for race/ethnicity in all NAAB-accredited programs.

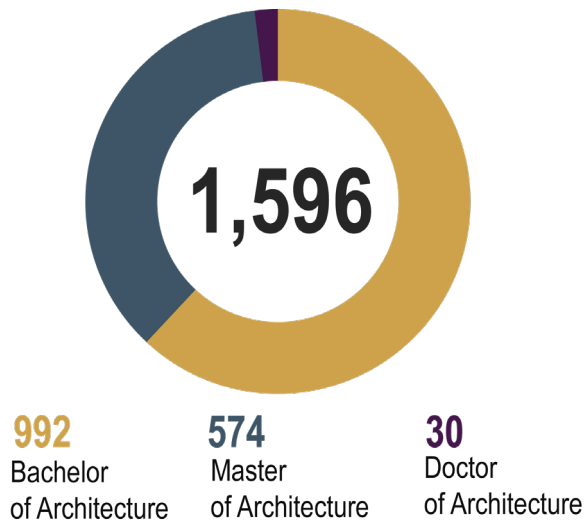
The table below shows the percentage of students enrolled in MSIs compared to enrollment in all NAAB-accredited programs by ethnicity.

Total Program Enrollment by Ethnicity

	Total	MSIs Only	Percentage of Total at MSIs
American Indian or Alaska Native	74	11	14.8%
Asian	2,548	760	29.8%
Native Hawaiian or other Pacific Islander	33	13	39.3%
Black or African American	1,482	543	36.6%
Hispanic/Latino	4,815	2,187	45.4%
White	10,457	1,337	12.7%
Two or more races	828	223	26.9%
Nonresident alien	4,791	478	9.9%
Race and ethnicity unknown	1,949	116	5.9%

First-Time Enrollment in Accredited Programs

There were 1,596 newly matriculated students enrolled in NAAB-accredited degree programs offered by MSIs for the academic year 2019–20.

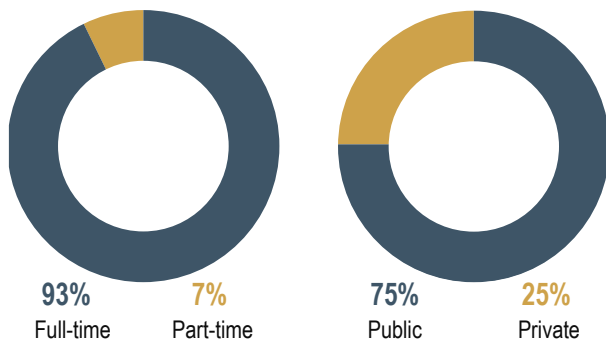


The number of new students is approximately 28% of all students enrolled in accredited programs at MSIs. The percentage of new students at MSIs is slightly lower than that of new students enrolled in NAAB-accredited programs overall (29%).

Of this total, 992 (62%) students are enrolled in B. Arch. programs, 574 (36%) in M. Arch. programs, and 30 (2%) in D. Arch. programs.

For first-time enrollment in programs overall, the distribution among degree programs is 51% in B. Arch. programs, 48% in M. Arch. programs, and 0.4% in D. Arch. programs.

Of the 1,596 newly enrolled students at MSIs, 1,480 (93%) are enrolled full-time and 116 (7%) part-time.

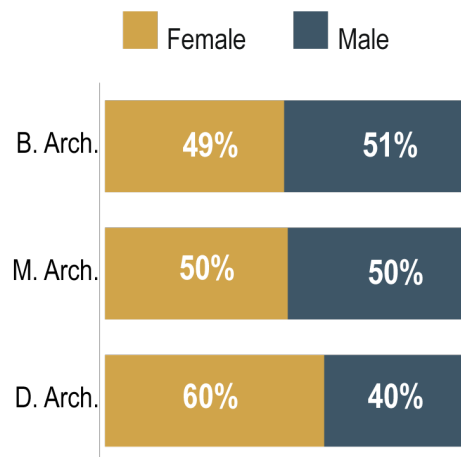


There are 1,197 (75%) architecture students enrolled in institutions with public support and 399 (25%) enrolled in institutions with private support. The distribution percentages for first-time students overall are 53% public/47% private.

First-Time Enrollment in Accredited Programs by Gender

The gender breakdown of first-time students enrolled in NAAB-accredited programs offered by MSIs is 793 (50%) male students and 803 (50%) female students.

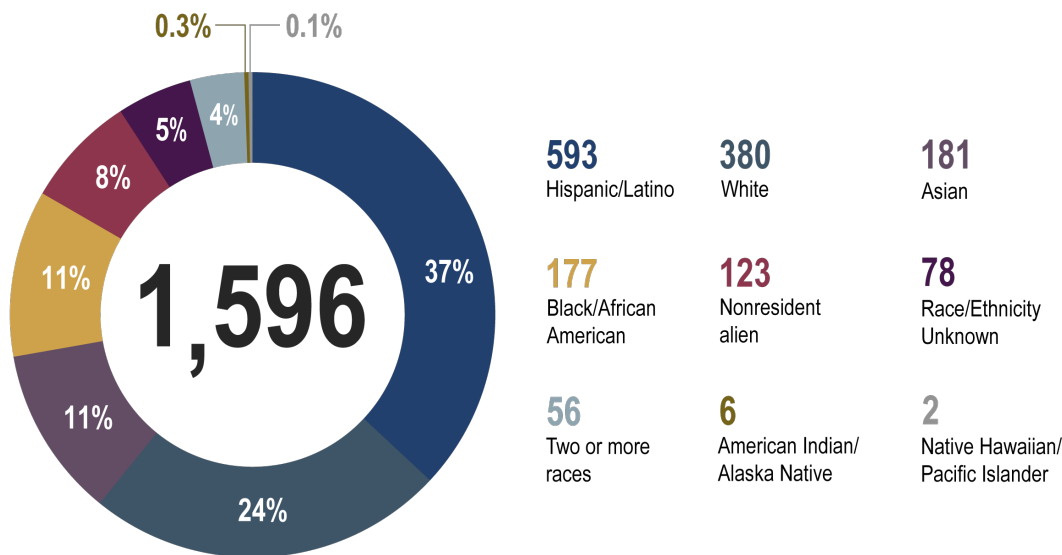
Of the 992 students enrolled in B. Arch. programs, 486 (49%) are male and 501 (51%) are female. The gender breakdown for M. Arch. programs is 285 (50%) males and 289 (50%) females. The gender breakdown for D. Arch. programs is 18 (60%) males and 12 (40%) females.



For first-time enrollment in all accredited programs, the distribution by gender is 49% male/51% female.

First-Time Enrollment in Accredited Programs by Ethnicity

There are 593 (37%) first-time architecture students who indicated Hispanic/Latino with respect to ethnicity. The remaining categories were as follows: 380 (24%) White; 181 (11%) Asian; 177 (11%) Black or African American; 123 (8%) Nonresident alien; 56 (4%) Two or more races; 6 (0.3%) American Indian or Alaska Native; 78 (5%) Race and ethnicity unknown; and 2 (0.1%) Native Hawaiian or other Pacific Islander.



Compared to First-Time Enrollment in All NAAB Accredited Programs

Students enrolled in MSIs who indicated Hispanic/Latino with respect to ethnicity represent 17% 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)

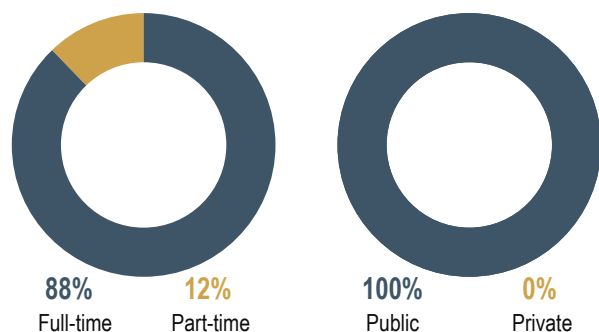
	Total	MSIs Only	Percentage of Total at MSIs
American Indian or Alaska Native	32	6	18.7%
Asian	691	181	26.1%
Native Hawaiian or other Pacific Islander	8	2	25%
Black or African American	490	177	36.1%
Hispanic/Latino	1,342	593	44.1%
White	3,223	380	11.7%
Two or more races	249	56	22.4%
Nonresident alien	1,314	123	9.3%
Race and ethnicity unknown	619	78	12.6%

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 21 MSIs that offer accredited architecture programs, 14 offer preprofessional programs.



There are 4,377 students enrolled in preprofessional degree programs offered by MSIs. Of the total, 3,836 (88%) are enrolled full-time and 541 (12%) part-time. All are enrolled in institutions with public support (none of the private MSIs offer a preprofessional program).

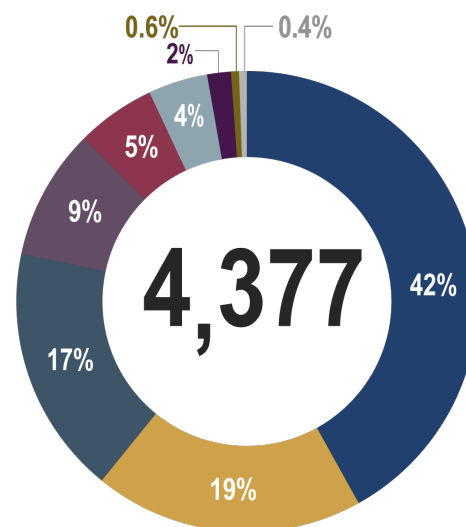
These 4,377 students represent 28% of the total enrollment in all preprofessional programs offered by institutions with NAAB-accredited degrees.

Enrollment in Preprofessional Programs by Gender



The gender breakdown of students enrolled in preprofessional programs at MSIs is 2,491 (57%) male students and 1,886 (43%) female students. The distribution of enrollment by gender in all preprofessional degree programs is 55% male/45% female.

Enrollment in Preprofessional Programs by Ethnicity



1,847
Hispanic/Latino

826
Black/African American

759
White

408
Asian

237
Nonresident alien

185
Two or more races

72
Race/Ethnicity Unknown

27
American Indian/Alaska Native

16
Native Hawaiian/Pacific Islander

Within these programs, 1,847 (42%) architecture students indicated Hispanic/Latino with respect to ethnicity. The remaining categories were as follows: 826 (19%) Black or African American; 759 (17%) White; 408 (9%) Asian; 237 (5%) Nonresident alien; 185 (4%) Two or more races; 72 (2%) Race and ethnicity unknown; 16 (0.4%) Native Hawaiian or other Pacific Islander; and 27 (0.6%) American Indian or Alaska Native.

The students who indicated Hispanic/Latino represent 60% of the total number of Hispanic/Latino students enrolled in preprofessional degree programs offered by all institutions with NAAB-accredited degrees.

First-Time Enrollment in Preprofessional Programs

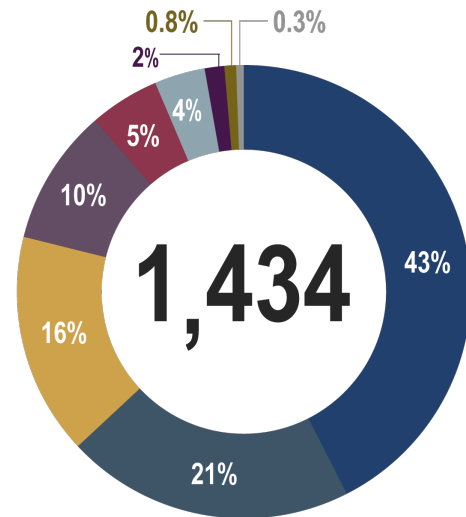
There were 1,434 newly matriculated students enrolled in preprofessional programs at MSIs for the 2019–20 academic year. This number accounts for 9% of the total first-time enrollment in preprofessional degree programs.

First-Time Enrollment in Preprofessional Programs by Gender



The gender breakdown of first-time enrollment is 835 (58%) male students and 599 (42%) female. The gender distribution for first-time enrollment in all preprofessional degree programs is 55% male/45% female.

First-Time Enrollment in Preprofessional Programs by Ethnicity



610
Hispanic/Latino

296
White

228
Black/African American

139
Asian

70
Nonresident alien

53
Two or more races

22
Race/Ethnicity Unknown

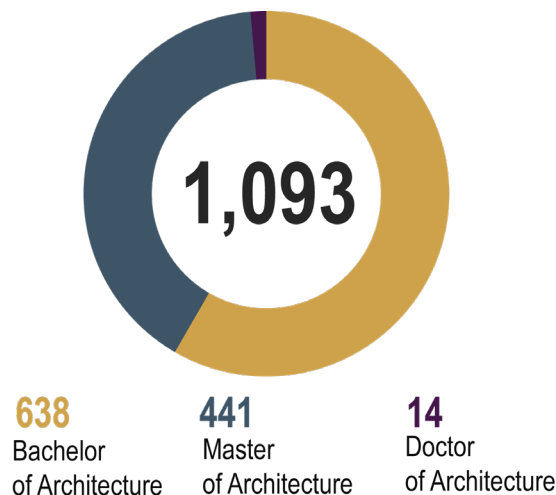
11
American Indian/Alaska Native

5
Native Hawaiian/Pacific Islander

Among the first-time enrollees in preprofessional programs, 610 (43%) students indicated Hispanic/Latino with respect to ethnicity. The remaining categories are as follows: 296 (21%) White; 228 (16%) Black or African American; 139 (10%) Asian; 70 (5%) Nonresident alien; 53 (4%) Two or more races; 22 (2%) Race and ethnicity unknown; 11 (0.8%) American Indian or Alaska Native; and 5 (0.3%) Native Hawaiian or other Pacific Islander.

DEGREES AWARDED BY MSIs

Degrees Awarded by Accredited Programs



The MSIs that reported degrees awarded conferred 1,093 NAAB-accredited degrees during the 2019–20 academic year: 638 (58%) were B. Arch. degrees; 441 (40%) were M. Arch. degrees, and 14 (1%) were D. Arch. degrees.

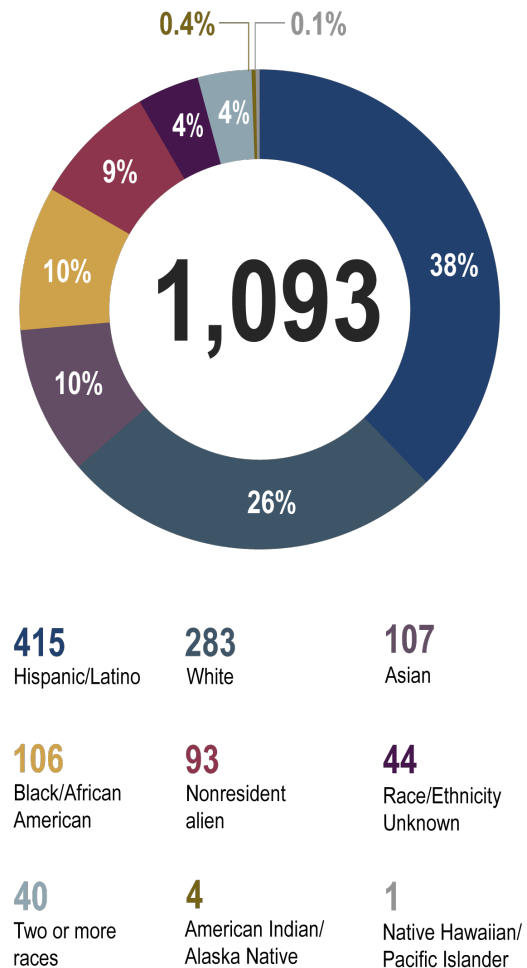
The 1,093 total represents 18% of the total number of NAAB-accredited degrees awarded for the same period.

Degrees Awarded by Gender



MSIs awarded 566 (52%) degrees to males and 527 (48%) to females. The gender breakdown for degrees awarded overall is 50% male/50% female.

Degrees Awarded by Ethnicity



Of the 1,093 degrees awarded, 415 (38%) were awarded to students who indicated Hispanic/Latino with respect to ethnicity. The remaining categories were as follows: 283 (26%) White; 93 (9%) Nonresident alien; 106 (10%) Black or African American; 107 (10%) Asian; 44 (4%) Race and ethnicity unknown; 40 (4%) Two or more races; 4 (0.4%) American Indian or Alaska Native; and 1 (0.1%) Native Hawaiian or other Pacific Islander.

Compared to Degrees Awarded by All NAAB-Accredited Programs

The 415 Hispanic/Latino students who received NAAB-accredited degrees from MSIs in 2019–20 represent 48% of the total number of degrees awarded to Hispanic/Latino 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	13	4	31%
Asian	530	107	20%
Native Hawaiian or other Pacific Islander	6	1	17%
Black or African American	248	106	43%
Hispanic/Latino	863	415	48%
White	2,480	283	11%
Two or more races	175	40	23%
Nonresident alien	1,326	93	7%
Race and ethnicity unknown	438	44	10%

Preprofessional Degrees Awarded

Preprofessional programs at MSIs awarded 546 degrees during the 2019–20 academic year. This number represents 18% of the preprofessional degrees awarded overall.

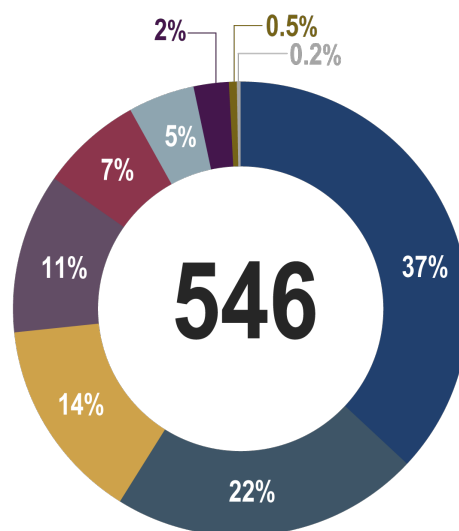
Preprofessional Degrees Awarded by Gender



The gender breakdown is 314 (58%) degrees awarded to male students and 232 (42%) to female students.

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

Preprofessional Degrees Awarded by Ethnicity



202
Hispanic/Latino

121
White

78
Black/African
American

62
Asian

40
Nonresident
alien

26
Two or more
races

13
Race/Ethnicity
Unknown

3
American Indian/
Alaska Native

1
Native Hawaiian/
Pacific Islander

Preprofessional degrees awarded by MSIs by ethnicity: 202 (37%) Hispanic/Latino; 121 (22%) White; 78 (14%) Black/African American; 40 (7%) Nonresident alien; 62 (11%) Asian; 3 (0.5%) American Indian or Alaska Native; 13 (2%) Race and ethnicity unknown; 26 (5%) Two or more races; 1 (0.2%) Native Hawaiian or other Pacific Islander.

MSIs awarded 46% of the total number of preprofessional degrees to students who indicated Hispanic/Latino American with respect to ethnicity and 38% to students who indicated Black or African American.

FACULTY AT MSIs

Faculty by Appointment Type

There are 434 full-time instructional faculty teaching in NAAB-accredited degree programs offered by MSIs and 631 adjuncts.

These 1,065 individuals represent 17% 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 323 (66%) male and 165 (34%) female. The gender breakdown for faculty in NAAB-accredited programs overall is 66% male/34% female.

Distribution of Faculty by Gender and Rank

	Male		Female	
	Overall	MSIs	Overall	MSIs
Professor	740 (71%)	133 (70%)	298 (28%)	57 (30%)
Associate Professor	900 (66%)	117 (73%)	459 (34%)	43 (27%)
Assistant Professor	533 (59%)	73 (53%)	365 (42%)	65 (47%)

Faculty by Academic Rank

Of the 1,805 instructional faculty at MSIs, 192 (11%) are full professors, 326 (18%) are associate professors, 626 (35%) are assistant professors, and 661 (37%) are adjuncts.

Distribution of Faculty by Rank

	Overall	MSIs
Professor	1,038 (16%)	190 (17%)
Associate Professor	1,359 (22%)	160 (14%)
Assistant Professor	898 (14%)	138 (12%)

Faculty by Ethnicity

Faculty ethnicity, excluding adjuncts: 285 (28%) White; 5 (15%) Nonresident alien; 8 (11%) Race and ethnicity unknown; 87 (11%) Hispanic/Latino; 2 (9%) Two or more races; 56 (9%) Asian; 43 (7%) Black or African American; 2 (5%) American Indian or Alaska Native; 0 (4%) Native Hawaiian or other Pacific Islander.

There were no faculty at MSIs who indicated Native Hawaiian or other Pacific Islander with respect to ethnicity.

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	16	2	0.4%
Asian	488	56	11%
Native Hawaiian or other Pacific Islander	18	0	0%
Black or African American	211	43	9%
Hispanic/Latino	574	87	18%
White	4,068	285	58%
Two or more races	50	2	0.4%
Nonresident alien	106	5	1%
Race and ethnicity unknown	774	8	2%

MISSION, VISION, 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.

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.

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.

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.

2020 NAAB DIRECTORS

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AIA
2019–2021



2020 REPORT ON ARCHITECTURE EDUCATION AT MINORITY-SERVING INSTITUTIONS

National Architectural Accrediting Board

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