
2013 Report on Architecture Education at Historically Black Colleges and Universities

The National Architectural
Accrediting Board, Inc.

NAAB

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INTRODUCTION

It is my pleasure and honor to transmit to you, on behalf of the directors and staff of the National Architectural Accrediting Board, Inc. (NAAB), the 2013 edition of the *Report on Architecture Education at Historically Black Colleges and Universities*.

A Historically Black College or University (HBCU) is defined by the [Higher Education Act of 1965](#), as amended, as "any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans. . . ." There are 105 HBCUs in the United States. Seven offer a total of eight NAAB-accredited degrees. They are:

Florida A&M University (FL) (B. Arch. and M. Arch.)
Hampton University (VA) (M. Arch.)
Howard University (DC) (B. Arch.)
Morgan State University (MD) (M. Arch.)
Prairie View A&M University (TX) (M. Arch.)
Southern University and A&M College (LA) (B. Arch.)
Tuskegee University (AL) (B. Arch.)

This report covers three areas:

- Enrollment
- Degrees awarded
- Faculty characteristics at HBCUs

The data used to prepare it were provided by the institutions in the NAAB's Annual Report Submission (ARS) system in fall 2013. This is the fourth time the NAAB has produced this report, and there has been no attempt to draw conclusions. The NAAB invites others to consider the questions, challenges, and opportunities to which this report may give rise.

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

I 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 share suggestions for improvements or changes by contacting the NAAB at forum@naab.org.

Thank you for your support,



Shannon Kraus, FAIA
President-elect

ANNUAL REPORT SUBMISSION (ARS)

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 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 aid.¹ 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 2013 and cover the 2012–2013 academic year.

General Information

Seven institutions classified as HBCUs offer a total of eight NAAB-accredited programs. One offers both the B. Arch. and the M. Arch. Three offer an M. Arch. only, and three offer a B. Arch. only.

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

These institutions are located in three regions of the Association of Collegiate Schools of Architecture:

- Mid-Atlantic region (3)
- West Central region (1)
- Gulf region (3)

Four institutions are publicly supported; three are privately supported.

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

ENROLLMENT AT HBCUs

Enrollment in Accredited Programs by Degree (N=515)

There are 515 students enrolled in NAAB-accredited degree programs offered by HBCUs in the United States. This represents 2% of the total enrollment in NAAB-accredited programs.

Overall enrollment in HBCU architecture programs has decreased by 12% from the 2012 total.

Of this total, 254 (49%) are enrolled in Bachelor of Architecture programs and 261 (51%) in Master of Architecture programs.

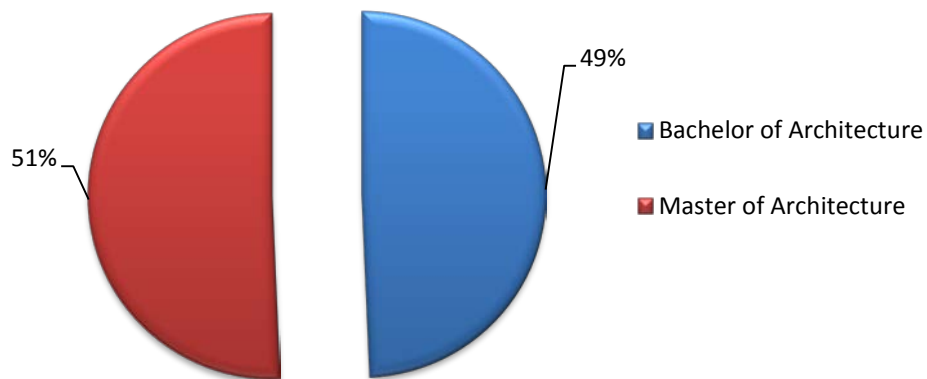
For students overall, 56% are enrolled in Bachelor of Architecture programs and 44% in Master of Architecture programs.

Of the students enrolled in HBCUs, 496 (96%) are enrolled full-time, and 19 (4%) part-time. This breakdown is similar to the distribution for full-time and part-time enrollment in all NAAB-accredited programs (91% full-time/9% part-time).

There are 158 (31%) students enrolled in institutions with public support and 357 (69%) in institutions with private support. In the 2011–2012 academic year, the breakdown was 34% public and 66% private.

The overall distribution between institutions with public and private support for all students is 54% public and 46% private.

Enrollment by Degree



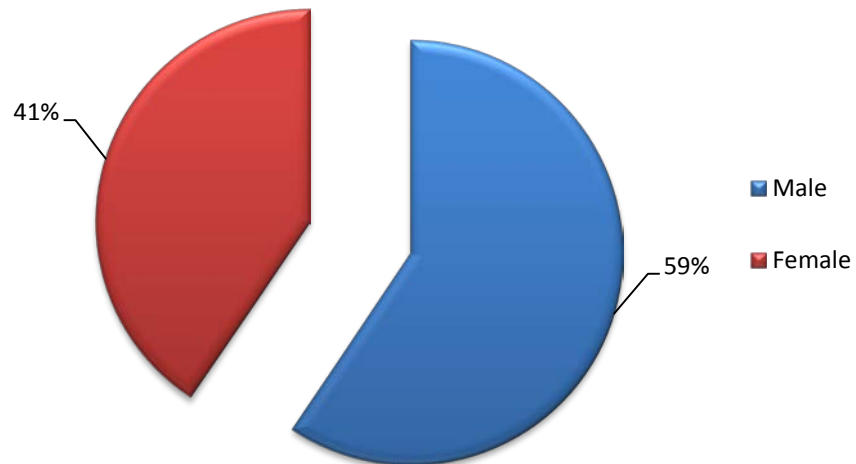
ENROLLMENT AT HBCUs

Enrollment in Accredited Programs by Gender

The gender breakdown of students enrolled in NAAB-accredited programs at HBCUs is 306 (59%) male students and 209 (41%) female. This breakdown has changed little since last year, when it was 60% male/40% female.

The gender breakdown for enrollment in NAAB-accredited programs overall is 57% male/43% female and for both B. Arch. and M. Arch. programs.

Enrollment by Gender

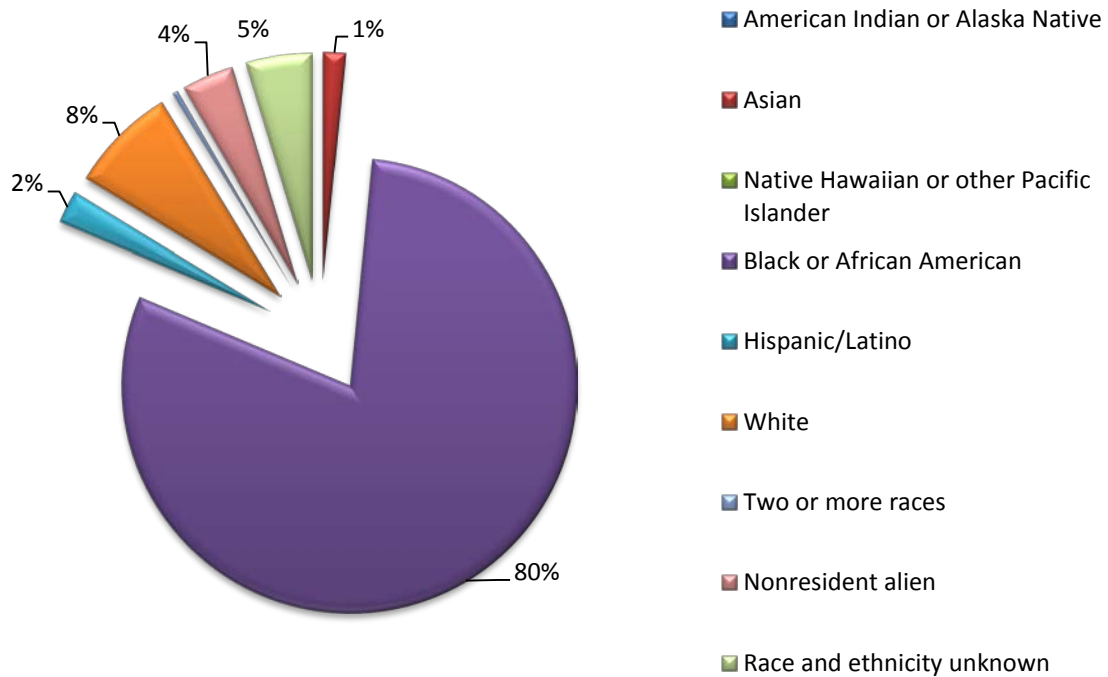


ENROLLMENT AT HBCUs

Enrollment in Accredited Programs by Ethnicity

There are 411 (80%) architecture students who indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 0 (0%) American Indian or Alaskan Native; 8 (1%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 39 (8%) White; 12 (2%) Hispanic/Latino; 2 (0.3%) two or more races; 19 (4%) nonresident alien; and 24 (5%) race and ethnicity unknown.

Enrollment by Ethnicity



Compared to Total Enrollment in All NAAB-Accredited Programs

Students enrolled in HBCUs who indicated Black or African-American with respect to ethnicity represent 31% of the total enrollment by students who indicated this category for race/ethnicity in all NAAB-accredited programs.

The table on the following page shows the percentage of students enrolled in HBCUs compared to enrollment in all NAAB-accredited programs by ethnicity.

ENROLLMENT AT HBCUs

Total Program Enrollment by Ethnicity

	Total	HBCUs Only	Percentage of Total at HBCUs
American Indian or Alaska Native	101	0	0.0%
Asian	2,517	8	0.3%
Native Hawaiian or other Pacific Islander	56	0	0.0%
Black or African American	1,307	411	31.0%
Hispanic/Latino	4,018	12	0.3%
White	12,569	39	0.3%
Two or more races	728	2	0.3%
Nonresident alien	3,200	19	0.6%
Race and ethnicity unknown	1,462	24	2.0%

ENROLLMENT AT HBCUs

First-Time Enrollment in Accredited Programs (N=139)

There were 139 newly matriculated students enrolled in NAAB-accredited degree programs offered by HBCUs for the academic year 2012–2013. This is a 10% decrease from first-time enrollment in 2011–2012.

The number of new students is approximately 27% of all students enrolled in accredited programs at HBCUs. The percentage of new students at HBCUs is about the same as that of new students enrolled in NAAB-accredited programs overall.

Of this total, 61 (44%) students are enrolled in Bachelor of Architecture programs and 78 (56%) in Master of Architecture programs.

For first-time enrollment in programs overall, the distribution among degree programs is 45% in Bachelor of Architecture programs, 55% in Master of Architecture programs, and 0.1% in Doctor of Architecture degree programs.

Of the 139 newly enrolled students at HBCUs, 96% are enrolled full-time; in 2011–2012, 100% were full-time.

There are 74 (53%) architecture students enrolled in institutions with public support and 65 (47%) enrolled in institutions with private support. The distribution percentages for first-time students overall are similar (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 HBCUs is 89 (64%) male students and 50 (36%) female students. The breakdown in 2011–2012 was 58% male/42% female.

The gender breakdown for the B. Arch. is 39 (64%) males and 22 (36%) females; the breakdown for the M. Arch. is 50 males (64%) and 28 (36%) females.

For first-time enrollment in all accredited programs, the distribution by gender is 55% male/45% female.

First-Time Enrollment in Accredited Programs by Ethnicity

There are 101 (73%) first-time architecture students who indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 0 (0%) American Indian or Alaskan Native; 1 (0.7%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 16 (12%) White; 4 (2.8%) Hispanic/Latino; 1 (0.7%) two or more races; 12 (9%) nonresident alien; and 4 (2.8%) race and ethnicity unknown.

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

Students enrolled in HBCUs who indicated Black or African-American with respect to ethnicity represent 30% of the total first-time enrollment in all NAAB-accredited programs for this category.

The table on the next page indicates the percentage of students enrolled for the first time in HBCUs compared with first-time enrollment in all NAAB-accredited programs by ethnicity.

ENROLLMENT AT HBCUs

First-Time Enrollment by Ethnicity (NAAB-Accredited)

	Total	HBCUs Only	Percentage of Total at HBCUs
American Indian or Alaskan Native	24	0	0.0%
Asian	596	1	0.2%
Native Hawaiian or other Pacific Islander	13	0	0.0%
Black or African American	342	101	30.0%
Hispanic/Latino	953	4	0.4%
White	3,428	16	0.5%
Two or more races	229	1	0.4%
Nonresident alien	1,114	12	1.1%
Race and ethnicity unknown	469	4	0.9%

ENROLLMENT AT HBCUs

Enrollment in Preprofessional Programs at HBCUs

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 seven HBCUs that offer accredited architecture programs, three offer preprofessional programs.

There are 608 students enrolled in preprofessional degree programs offered by HBCUs; this total represents a 10% decrease from 2011–2012.

Of the total, 555 (91%) are enrolled full-time and 53 (9%) part-time. All are enrolled in institutions with public support (none of the private HBCUs offers a preprofessional program).

These 608 students represent 4% 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 HBCUs is 409 (67%) male students and 199 (33%) female students. The distribution of enrollment by gender in all preprofessional degree programs is 60% male/40% female.

Enrollment in Preprofessional Programs by Ethnicity

Within these programs, 440 (72%) architecture students indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 5 (1%) American Indian or Alaskan Native; 14 (2%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 59 (10%) White; 58 (10%) Hispanic/Latino; 8 (1%) two or more races; 24 (4%) nonresident alien; and 0 (0%) race and ethnicity unknown.

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 108 newly matriculated students enrolled in preprofessional programs at HBCUs for the 2012–2013 academic year, a decrease of nearly 11% from 2011–2012. This number accounts for 3% of the total first-time enrollment in preprofessional degree programs.

First-Time Enrollment in Preprofessional Programs by Gender

The gender breakdown of first-time students enrolled in these three programs is 75 (69%) male students and 33 (31%) female. The gender distribution for first-time enrollment in all preprofessional degree programs is 58.5% male/41.5% female.

First-Time Enrollment in Preprofessional Programs by Ethnicity

Among the first-time enrollees in preprofessional programs, 79 (73%) architecture students indicated Black or African American with respect to ethnicity. The remaining categories are as follows: 0 (0%) American Indian or Alaskan Native; 2 (2%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 6 (5.5%) White; 14 (13%) Hispanic/Latino; 6 (5.5%) two or more races; 0 (0%) nonresident alien; and 1 (1%) race and ethnicity unknown.

The 79 students who indicated Black or African American represent 25% of the Black or African American students enrolled in a preprofessional program for the first time in 2012–2013.

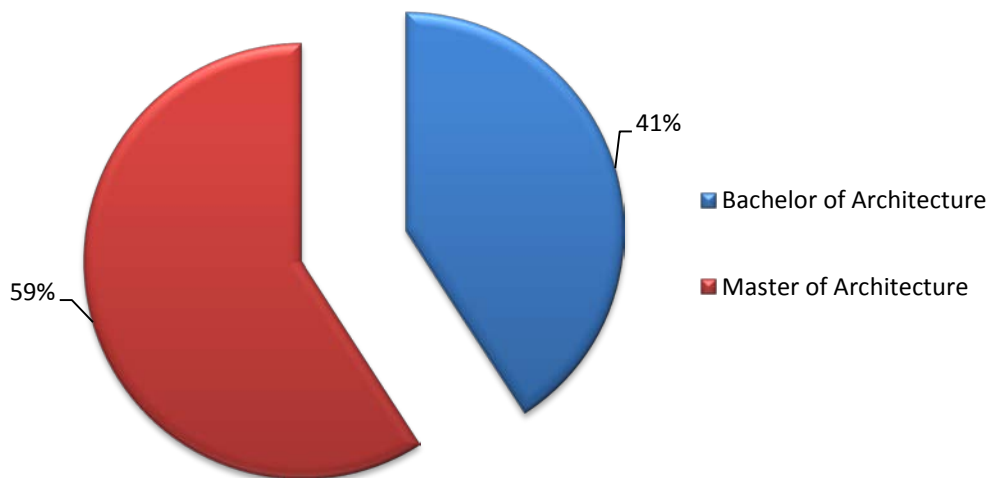
DEGREES AWARDED BY HBCUs

Degrees Awarded by Accredited Programs (N=115)

HBCUs awarded 115 NAAB-accredited degrees during the 2012–2013 academic year: 47 (41%) were Bachelor of Architecture degrees; 68 (59%) were Master of Architecture degrees. The number of NAAB-accredited degrees awarded by HBCUs has decreased by 15% from 2011–2012.

The 115 total represents slightly less than 2% of the total number of NAAB-accredited degrees awarded for the same period.

Degrees Awarded by Degree Type

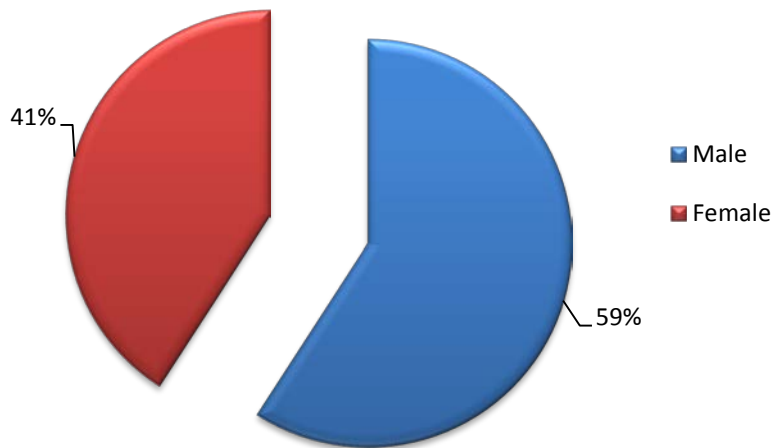


DEGREES AWARDED BY HBCUs

Degrees Awarded by Accredited Programs by Gender

The gender breakdown for degrees awarded by HBCUs is similar to that of the gender breakdown for degrees awarded overall: 68 (59%) degrees were awarded to males and 47 (41%) to females. The gender breakdown for degrees awarded overall is 58% male/42% female.

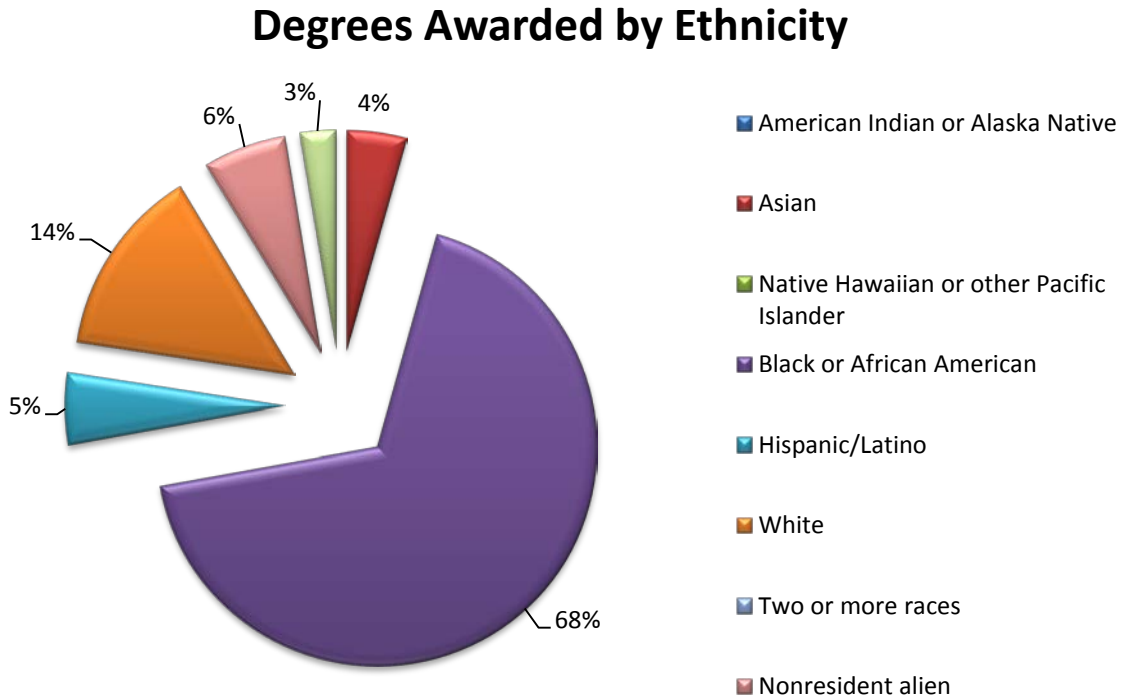
Degrees Awarded by Gender



DEGREES AWARDED BY HBCUs

Degrees Awarded by Ethnicity

Of the 115 degrees awarded, 78 (68%) were awarded to students who indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 0 (0%) American Indian or Alaskan Native; 5 (4%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 16 (14%) White; 6 (5%) Hispanic/Latino; 0 (0%) two or more races; 7 (6%) nonresident alien; and 3 (3%) race and ethnicity unknown.



Compared to Degrees Awarded by All NAAB-Accredited Programs

The 78 Black or African American students who received NAAB-accredited degrees from HBCUs in 2012–2013 represent 30% of the total number of degrees awarded to Black or African American students overall.

The table on the following page shows the percentage of degrees awarded by HBCUs by ethnicity compared with degrees awarded by NAAB-accredited programs overall.

DEGREES AWARDED BY HBCUs

NAAB-Accredited Degrees Awarded by Ethnicity			
	Total	HBCUs Only	Percentage of Total from HBCUs
American Indian or Alaskan Native	21	0	0.0%
Asian	565	5	0.9%
Native Hawaiian or other Pacific Islander	16	0	0.0%
Black or African American	259	78	30.0%
Hispanic/Latino	704	6	0.9%
White	3,608	16	0.4%
Two or more races	102	0	0.0%
Nonresident alien	655	7	1.1%
Race and ethnicity unknown	417	3	0.7%

DEGREES AWARDED BY HBCUs

Preprofessional Degrees Awarded

Preprofessional programs awarded 125 degrees during the 2012–2013 academic year. This number represents 4% of the preprofessional degrees awarded overall.

Preprofessional Degrees Awarded by Gender

The gender breakdown is 86 (69%) degrees awarded to male students and 39 (31%) to female students. The gender distribution for all preprofessional degrees awarded is 61% male/39% female.

Preprofessional Degrees Awarded by Ethnicity

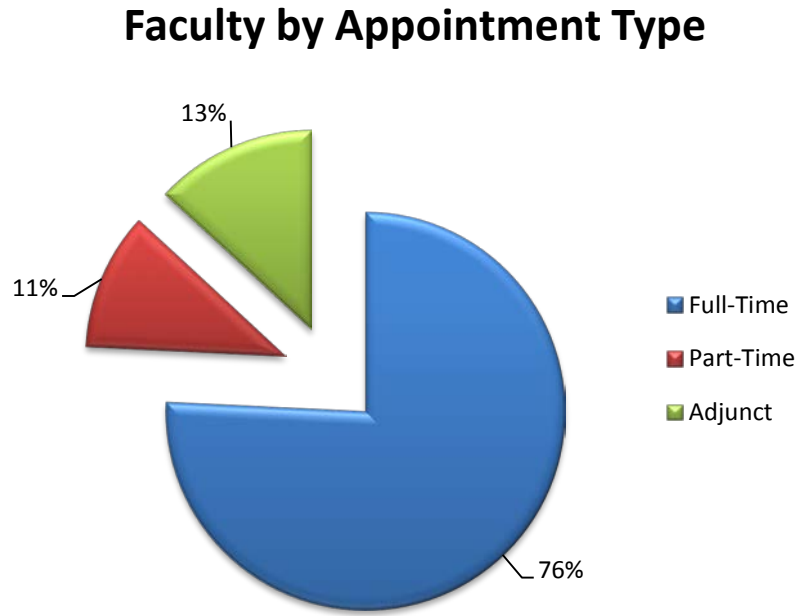
There were 86 (degrees awarded to students who indicated Black or African-American with respect to ethnicity. The remaining categories were as follows: 1 (0.8%) American Indian or Alaskan Native; 4 (3.2%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 11 (8.8%) White, Non-Hispanic; 12 (9.6%) Hispanic/Latino; 0 (0%) two or more races; 11 (8.8%) nonresident alien; and 0 (0%) race and ethnicity unknown.

These 86 degrees represent 49% of the total number of preprofessional degrees awarded to students who indicated Black or African-American with respect to ethnicity.

FACULTY AT HBCUs

Faculty by Appointment Type

There are 99 faculty teaching in NAAB-accredited degree programs offered by HBCUs. Of this total, 75 (76%) are full-time, 11 (11%) are part-time, and 13 (13%) are adjunct.



These 99 individuals represent 1.5% of the total number of faculty teaching in NAAB-accredited programs overall.

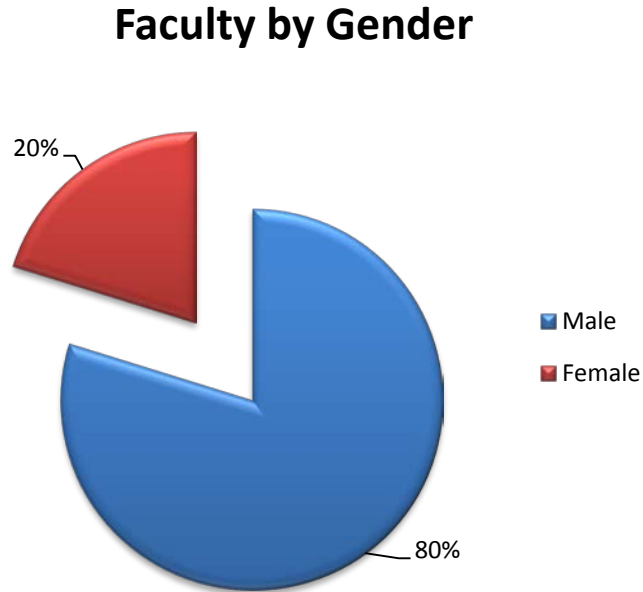
The percentage of full-time faculty in these programs is significantly higher than for NAAB-accredited programs overall:

Distribution of Faculty by Appointment Type (%)		
	All Programs	HBCUs
Full-time	42	76
Part-time	19	11
Adjunct	39	13

FACULTY AT HBCUs

Faculty by Gender

The gender breakdown is 80%/20% with 79 (80%) male faculty and 20 (20%) female.



The gender breakdown for faculty in NAAB-accredited programs overall is 70% male/30% female.

The table below compares faculty by gender and rank at NAAB-accredited programs overall and at HBCUs.

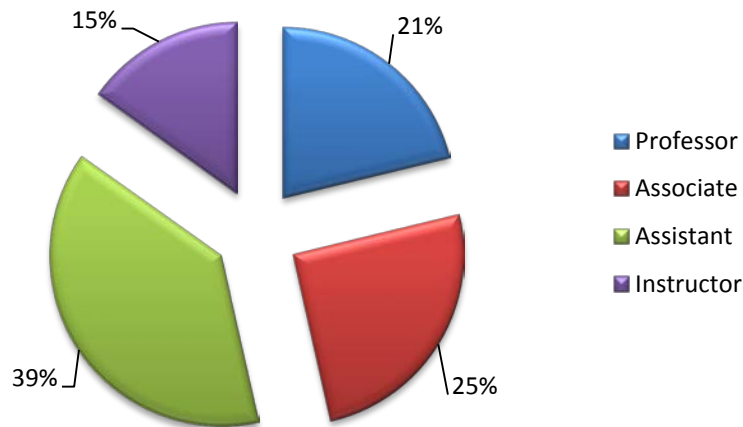
Distribution of Faculty by Gender and Rank (%)				
	Male		Female	
	Overall	HBCUs	Overall	HBCUs
Professor	13	17	3	4
Associate professor	12	19	5	6
Assistant professor	13	32	6	6
Instructor	33	11	15	4

FACULTY AT HBCUs

Faculty by Academic Rank

Of the 99 total faculty at HBCUs, 21 (21%) are full professors, 25 (25%) are associate professors, 38 (39%) are assistant professors, and 15 (15%) are instructors or adjuncts.

Faculty by Academic Rank



The distribution by rank at HBCUs is significantly different from the distribution at NAAB-accredited programs overall:

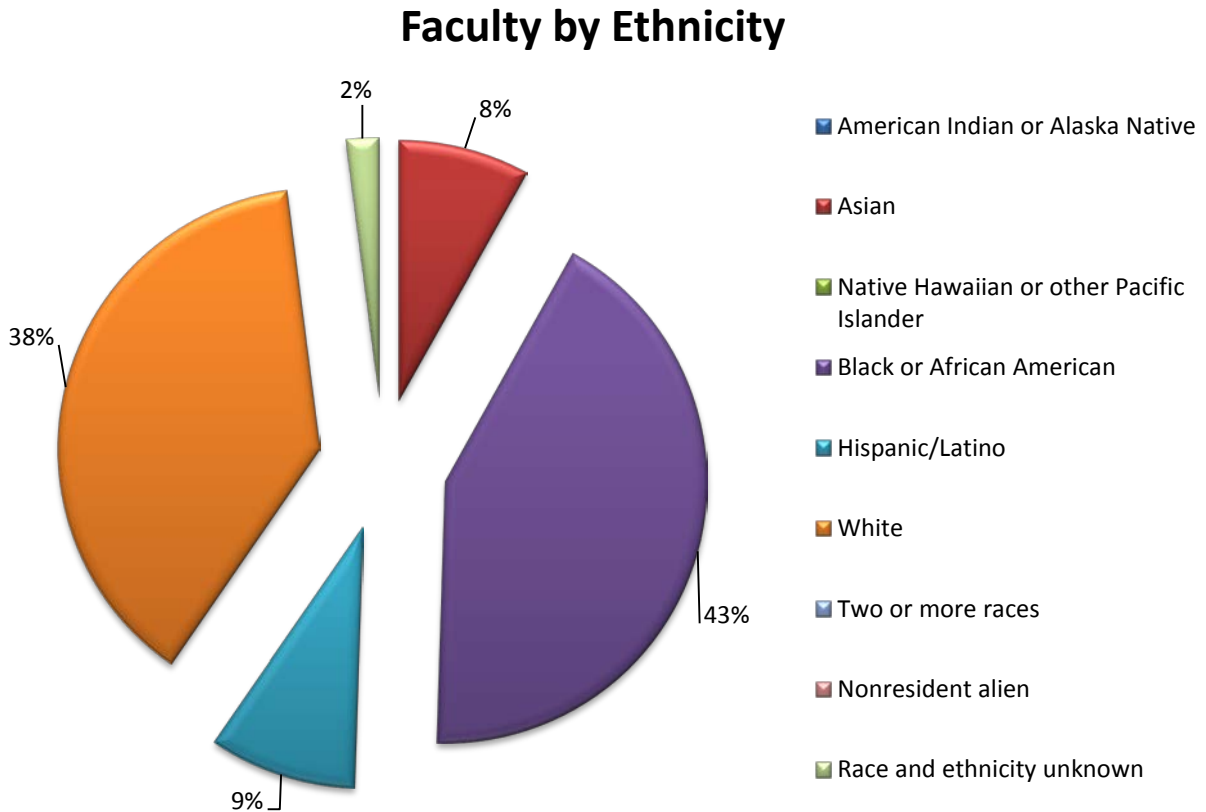
Distribution of Faculty by Rank (%)		
	All Programs	HBCUs
Professor	16	21
Associate professor	17	25
Assistant professor	19	39
Instructor	48	15

FACULTY AT HBCUs

Faculty by Ethnicity

Forty-two (43%) faculty members indicated Black or African American with respect to ethnicity. The remaining indicated the following: 0 (0%) American Indian or Alaskan Native; 8 (8%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 38 (38%) White, Non-Hispanic; 9 (9%) Hispanic/Latino; 0 (0%) two or more races; 0 (0%) nonresident alien; and 2 (2%) race and ethnicity unknown.

Faculty at HBCUs who indicated Black or African American with respect to ethnicity represent 27% of the total number of faculty who indicated this category for race/ethnicity in all NAAB-accredited programs.



FACULTY AT HBCUs

The table below indicates the percentage of faculty by ethnicity at HBCUs compared with the faculty distribution by ethnicity overall.

Faculty by Ethnicity			
	Total	HBCUs Only	Percentage at HBCUs
American Indian or Alaskan Native	16	0	0.0%
Asian	407	8	2.0%
Native Hawaiian or other Pacific Islander	11	0	0.0%
Black or African American	154	42	27%
Hispanic/Latino	519	9	1.7%
White	4,632	38	1.0%
Two or more races	48	0	0.0%
Nonresident alien	132	0	0.0%
Race and ethnicity unknown	312	2	1.0%

NAAB VISION, MISSION, AND VALUES

Preamble

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 architectural 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 life-long 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 architectural 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 non-traditional 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.

2013–2014 NAAB DIRECTORS AND STAFF

NAAB Directors

AIA 2011–2014	<i>President-elect</i> Shannon Kraus, FAIA Glen Echo, MD
ACSA 2012–2015	<i>Treasurer</i> Patricia Kucker, Assoc. AIA Cincinnati, OH
NCARB 2011–2014	<i>Secretary</i> Stephen Parker, AIA, LEED® AP Calverton, MD
AIAS 2013–2015	Tyler Ashworth, Assoc. AIA, LEED® AP Washington, DC
ACSA 2011–2014	Nathaniel Quincy Belcher, AIA University Park, PA
Public Member 2012–2015	Ken Conrad, PE Kansas City, MO
ACSA 2013–2016	Brian P. Kelly, AIA College Park, MD
Public Member 2011–2014	William Lynn McKinney, PhD Narragansett, RI
NCARB 2012–2015	Kenneth A. Naylor, FAIA Park City, UT
AIA 2013–2016	Tamara Redburn, AIA, LEED® AP Memphis, TN
AIA 2013–2014	John C. Senhauser, FAIA Cincinnati, OH
AIAS 2012–2014	Michelle Stotz, Assoc. AIA Washington, DC
NCARB 2013–2016	Scott Veazey, AIA Evansville, IN

In addition, Ted Landmark, 2013 president, participates in 2014 meetings, without a vote, as a guest of the Board.

NAAB Staff

Andrea S. Rutledge, CAE, Hon. AIA Executive Director	Ziti Sherman Director, Finance and Administration
Cassandra Pair Director, Accreditation	Dorothy Preston EESA Associate
Janet Rumbarger Director, Research & Assessment	Kesha Abdul-Mateen Communications Associate