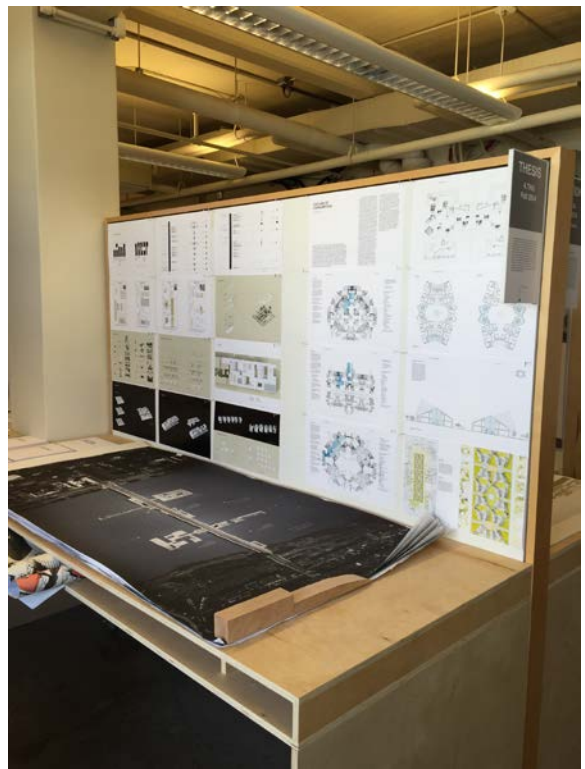

2014 Annual Report from the National Architectural Accrediting Board, Inc.



NAAB

INTRODUCTION

On behalf of the directors and staff, it is my pleasure to share the 2014 report from the National Architectural Accrediting Board (NAAB). As the NAAB's annual report has grown in length and complexity, a decision has been made to release the report in three parts.

Part one covers programs and students:

- Aggregated statistics on the number of NAAB-accredited programs as of June 30, 2014
- Enrollment in NAAB-accredited and preprofessional programs as of June 30, 2014
- Degrees awarded in NAAB-accredited and preprofessional programs as of June 30, 2014

Part two covers NAAB activities in 2014:

- Accreditation actions taken in July 2014
- Other NAAB activities in 2014
- Financial information from FY2013 (the most recent audited financial statements)

Part three covers faculty teaching in NAAB-accredited programs.

The accreditation decisions reported in part two were all made on the basis of visits and *Visiting Team Reports* submitted for spring 2014; these decisions were all effective January 1, 2014. This report does not include the results of decisions made in February 2015; these were based on visits conducted between September 24 and November 30, 2014. The decisions on fall 2014 visits had not yet been made public when this report was prepared.

By the time the 2014 visit cycle ended in mid-November, the NAAB fielded 30 teams to review 36 individual degree programs. Approximately 125 volunteers contributed 4,500 hours to the work of the NAAB. The level of commitment from these volunteers is remarkable. The NAAB wishes to express its gratitude to each of them for sharing their time and talent in the critically important work of assuring the quality of accredited and candidate professional degree programs in architecture.

In 1975, the NAAB became responsible for 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. The charts included in all three reports are designed to provide aggregated information on programs, students, and faculty.

I hope you agree this report serves as a valuable tool and is useful to the schools of architecture, the accredited programs, and the profession. Please feel free to share suggestions for improvements or changes by contacting the NAAB at forum@naab.org.

Sincerely,



Shannon Kraus, FAIA
President

PART 1

PROGRAMS, STUDENTS, AND DEGREES

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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 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.

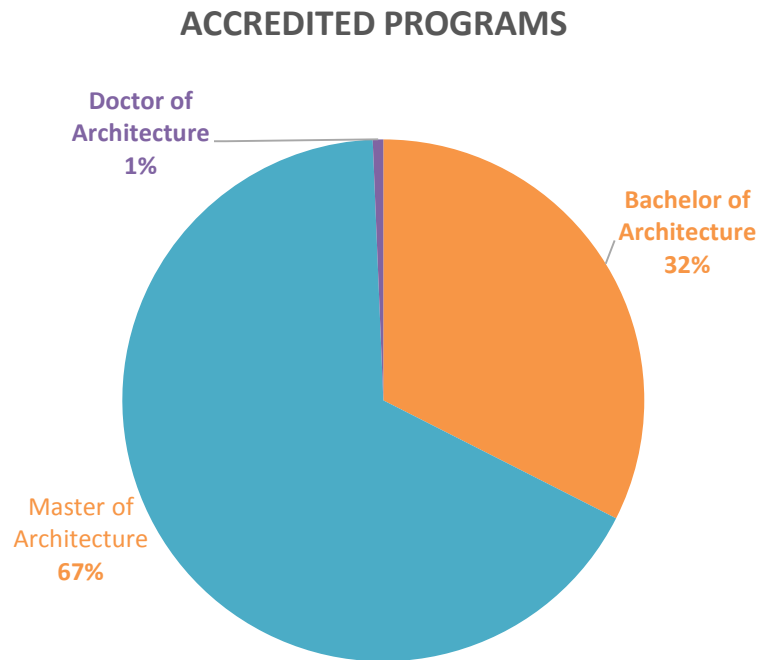
¹ Integrated Postsecondary Education Data System <http://nces.ed.gov/IPEDS/>

ACCREDITED PROGRAMS

As of the end of the 2013–2014 academic year, there were 154 accredited programs housed in 123 institutions with U.S. regional accreditation.

Of the 154 programs, 32% (50 programs) are Bachelor of Architecture programs, 67% (103 programs) are Master of Architecture programs, and 1% (1 program) is a Doctor of Architecture.

One program received initial accreditation between July 1, 2013, and June 30, 2014.



Candidate Programs

Data included in this report are only for those programs that had achieved initial candidacy by July 1, 2014. All programs visited for candidacy in 2014 submitted their first statistical reports in fall 2014. Please see part 2 of this report for additional information on programs in or seeking candidacy.

Of the 14 programs in candidacy in the 2013–2014 academic year, 7 were M.Arch. programs and 7 were B.Arch. programs.

ACCREDITED PROGRAMS

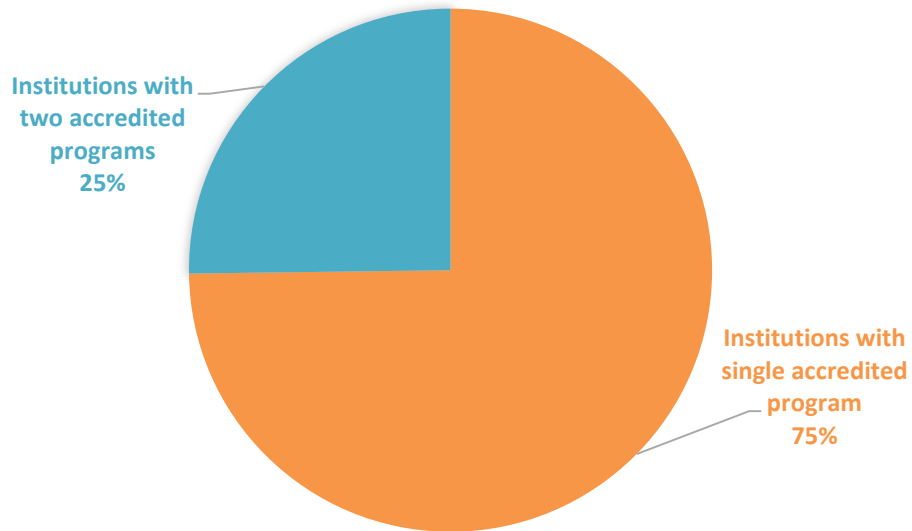
Number of Accredited Programs at Institutions

There are 123 institutions that offer accredited architecture programs. Of those, 92 (75%) institutions offer one accredited program, and 31 (25%) offer two accredited programs.

Institution Type

Of those 123 institutions, 74 (60%) are public institutions; 47 (38%) are private, not-for-profit institutions; and 2 (2%) are private, for-profit institutions.

**NUMBER OF ACCREDITED PROGRAMS
AT INSTITUTIONS**



ACCREDITED PROGRAMS

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 in parentheses is the number of institutions in that region. This table does not include candidate programs.

The Northeast region remains home to the greatest number of accredited programs with 34 (22%).

ACSA Region	Programs				Enrollment			
	B. Arch.	M. Arch.	D. Arch.	Total	B. Arch.	M. Arch.	D. Arch.	Total
East Central (18)	3	17	0	20	532	1,380	0	1,912
Gulf (17)	10	10	0	20	2,053	1,177	0	3,230
Mid-Atlantic (17)	9	12	0	21	2,046	1,130	0	3,176
Northeast (26)	11	23	0	34	3,772	2,397	0	6,169
West (24)	10	22	1	33	3,475	2,260	126	5,861
West Central (21)	7	19	0	26	2,126	2,515	0	4,641
All Regions (123)	50	103	1	154	14,004	10,859	126	24,989

ENROLLMENT

Overall Enrollment by Degree

There are 24,989 students enrolled in NAAB-accredited degree programs; of this total, 14,004 (56%) are enrolled in Bachelor of Architecture programs, 10,859 (43%) in Master of Architecture programs, and 126 (1%) in Doctor of Architecture programs.

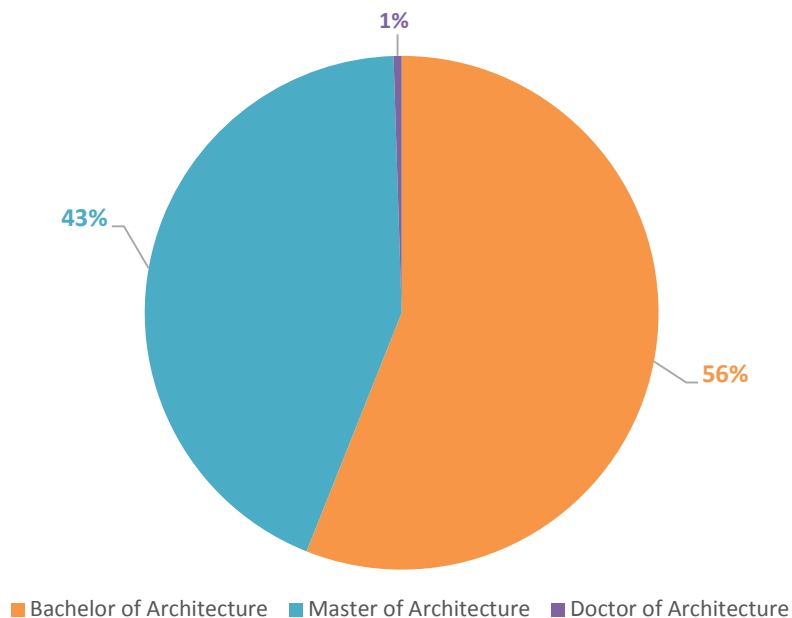
Of the students enrolled, 22,797 (91%) are enrolled full-time, and 2,192 (9%) are enrolled part-time.

Overall, enrollment in accredited programs decreased by a net of 969, or 3.7%, from 2012–2013, when 25,958 students were enrolled in accredited degree programs.

Total enrollment in B. Arch. programs decreased by 414 (-3%) from 2012–2013, while enrollment in M. Arch. programs decreased by 553 (-5%), and enrollment in D. Arch. programs decreased by 2 (-2%).

The percentage of students enrolled in B. Arch. programs has decreased slightly since 2010 and 2011 levels, when 59% of students were enrolled in B. Arch. programs. Likewise, the percentage of students enrolled in M. Arch. programs has increased slightly, from 40% in 2010 and 2011 to 44% in 2014.

OVERALL ENROLLMENT BY DEGREE



There are 12,931 (52%) architecture students enrolled in institutions with public support and 12,051 (48%) in institutions with private support. In 2013 the distribution of enrolled students between public and private institutions was essentially the same.

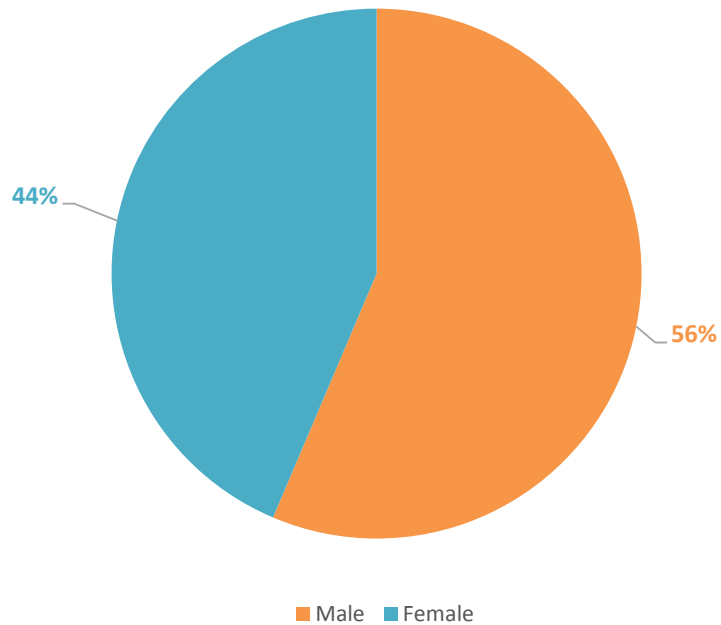
ENROLLMENT

Overall Enrollment in Accredited Programs by Gender

The gender breakdown of students enrolled is 14,092 (56%) male students and 10,897 (44%) female. The percentage of male/female students was 59/41 from 2009 to 2011; in 2012 and 2013, the percentage breakdown was 57/43.

The percentages are statistically the same for the three degrees, B. Arch., M. Arch., and D. Arch.

OVERALL ENROLLMENT BY GENDER

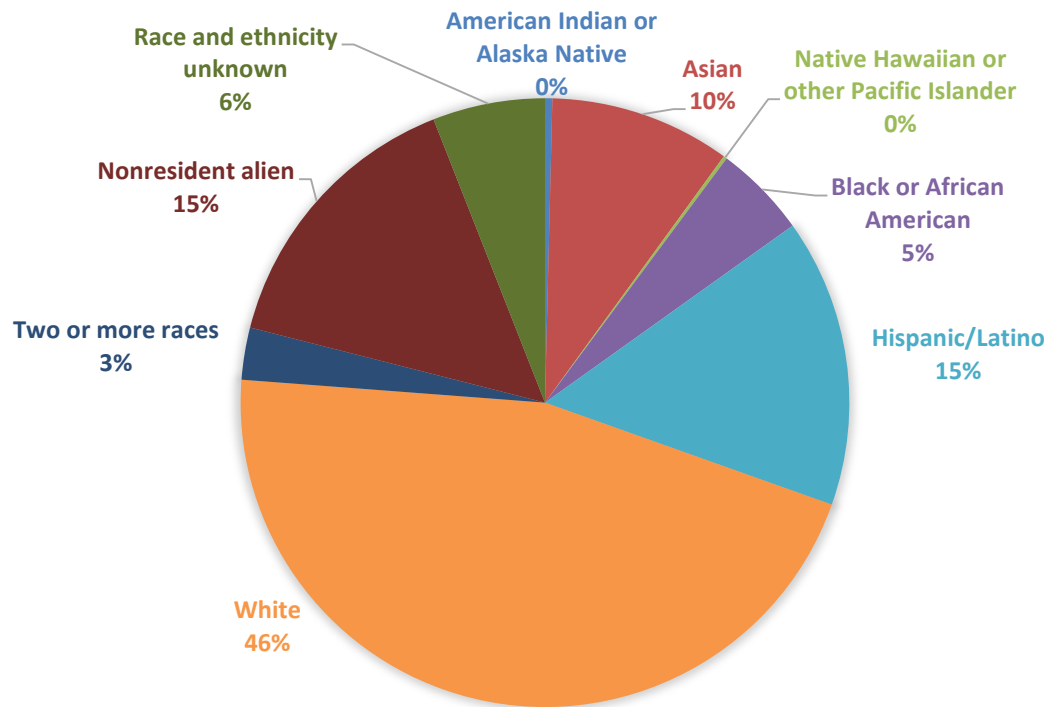


ENROLLMENT

Overall Enrollment in Accredited Programs by Ethnicity

There are 11,435 (46%) architecture students who indicated White with respect to ethnicity. The remaining categories were as follows: 97 (0%) American Indian or Alaskan Native; 2,401 (10%) Asian; 46 (0%) Native Hawaiian or other Pacific Islander; 1,236 (5%) Black or African American; 3,827 (15%) Hispanic/Latino; 691 (3%) two or more races; 3,765 (15%) nonresident alien; and 1,491 (6%) race and ethnicity unknown.

ENROLLMENT BY ETHNICITY



Trends in Enrollment by Ethnicity

Enrollment by students who indicated White for ethnicity has been steadily declining over the past five years. Following are the percentages for White enrollment between 2008–2009 and 2013–2014:

- 2008–2009, 54%
- 2009–2010, 52%
- 2010–2011, 51%
- 2011–2012, 51%
- 2012–2013, 48%
- 2013–2014, 46%

The fastest growing category of ethnicity is nonresident alien. In 2009 this category accounted for 6% of enrollment overall. In 2014, it was 15% of enrollment.

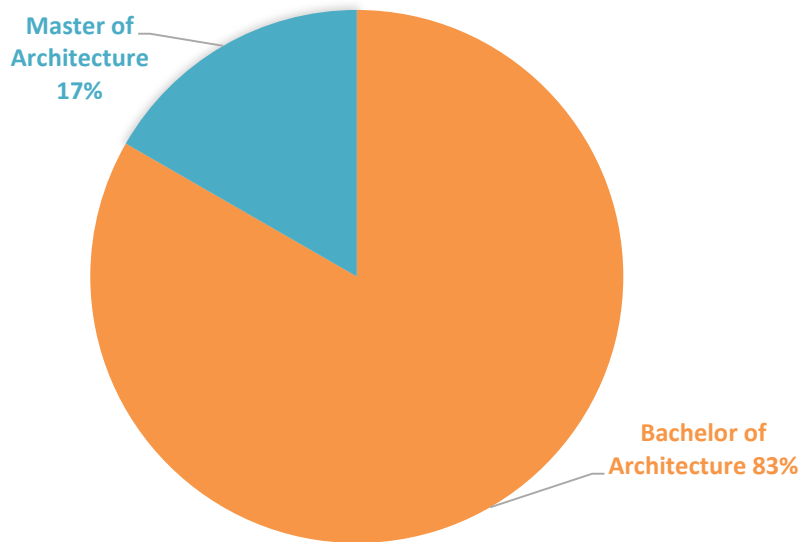
Enrollment of Black/African American students has remained flat over the 2010–2014 period, hovering at 5% of total enrollment each year.

ENROLLMENT

Overall Enrollment in Candidate Programs by Degree (n=2,265)

Of the students enrolled in candidate programs in 2013–2014, 1,887 (83%) were enrolled in B. Arch. programs and 378 (17%) in M. Arch. programs. There are no D. Arch. candidate programs. Total enrollment in candidate programs increased by 330% from 2012–2013, largely because there are several new programs in candidacy.

ENROLLMENT IN CANDIDATE PROGRAMS BY DEGREE

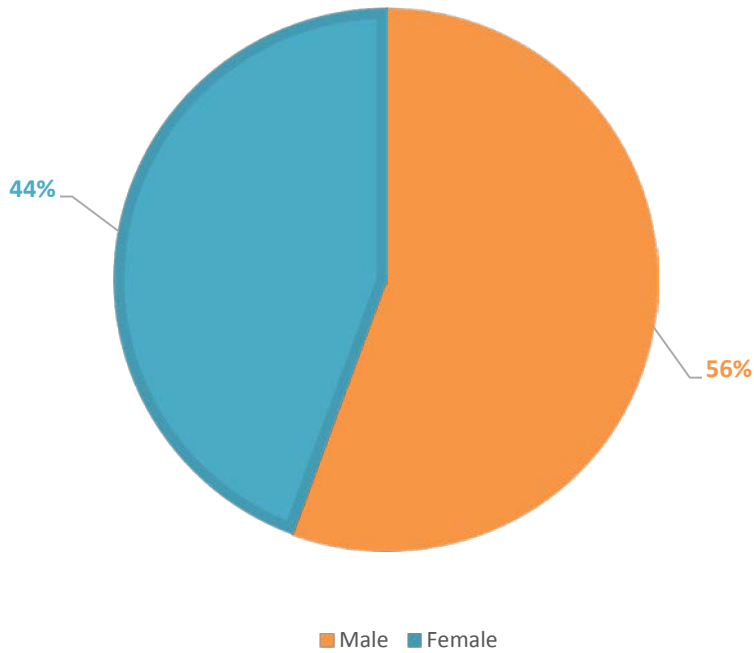


ENROLLMENT

Overall Enrollment in Candidate Programs by Gender (n=2,265)

The gender breakdown of students enrolled in those programs that achieved initial candidacy before July 1, 2014, is 56% (1,260) male students and 44% (1,005) female. In 2012–2013, the gender breakdown for candidate programs was 65% male and 35% female.

ENROLLMENT IN CANDIDATE PROGRAMS BY GENDER

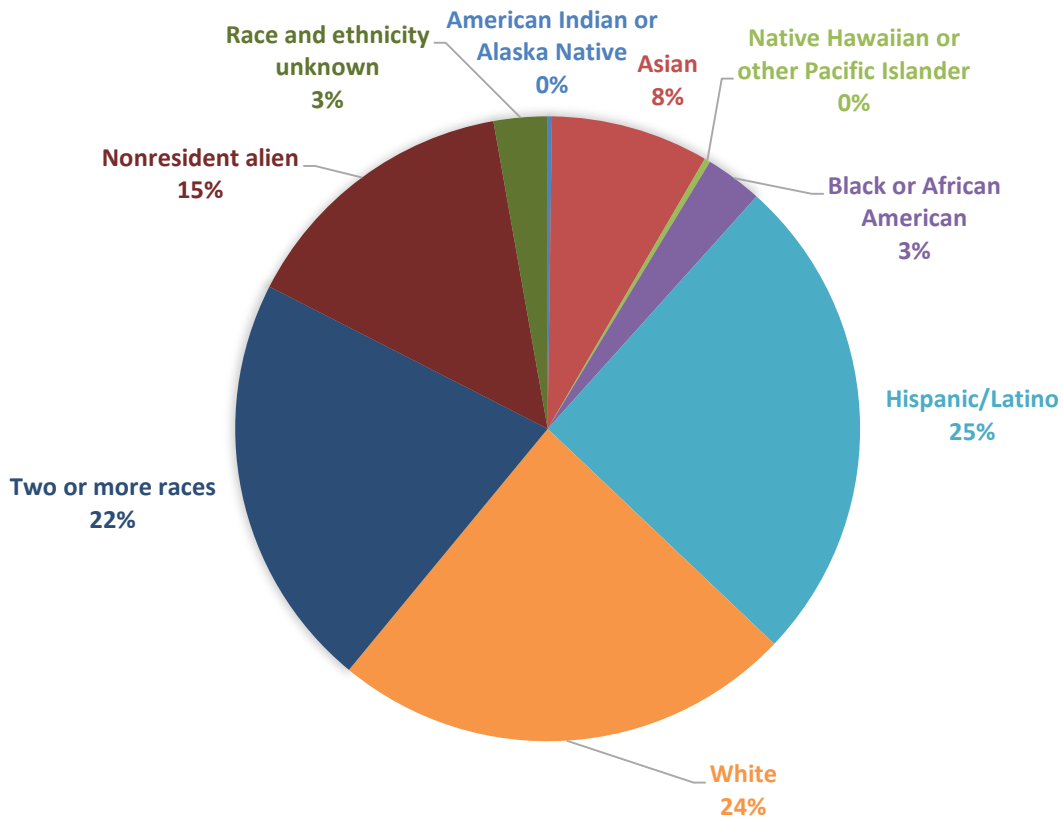


ENROLLMENT

Overall Enrollment in Candidate Programs by Ethnicity

In those programs that achieved candidacy before July 1, 2014, 541 (24%) architecture students indicated White with respect to ethnicity. The remaining categories were as follows: 5 (0%) American Indian or Alaskan Native; 185 (8%) Asian; 7 (0%) Native Hawaiian or other Pacific Islander; 67 (3%) Black or African American; 576 (25%) Hispanic/Latino; 488 (22%) two or more races; 333 (15%) nonresident alien; and 63 (3%) race and ethnicity unknown.

ENROLLMENT IN CANDIDATE PROGRAMS BY ETHNICITY



ENROLLMENT

First-Time Enrollment in Accredited Programs

There are 6,597 newly matriculated students enrolled in NAAB-accredited degree programs for the academic year 2013–2014. The number of new students is approximately 28% of all students in accredited programs. Of this total, 3,033 (44%) are enrolled in Bachelor of Architecture programs, 3,863 (56%) in Master of Architecture programs, and 61 (0.9%) in Doctor of Architecture degree programs.

Of the 6,597 newly enrolled students, 6,676 (96%) are enrolled full-time and 281 (4%) are enrolled part-time. There are 3,725 (54%) architecture students enrolled in institutions with public support and 3,232 (46%) enrolled in institutions with private support.

First-time enrollment in 2013-2014 decreased by 212 students, or 3%, from 2012-2013 totals. First-time enrollment has decreased by nearly 20% between 2010 and 2014.

First-Time Enrollment by Gender

The gender breakdown of first-time enrollment is 3,919 (56.3%) male students and 3,038 (43.7%) female. The percentage breakdown by gender in 2012–2013 was 55.4% male and 44.6% female. In addition, the percentages for male/female are relatively the same for the three degrees, Bachelor of Architecture, Master of Architecture, and Doctor of Architecture.

First-Time Enrollment by Ethnicity

There are 3,078 (44.2%) architecture students who indicated white with respect to ethnicity. The remaining categories were as follows: 20 (0.3%) American Indian or Alaskan Native; 590 (8.5%) Asian; 15 (0.2%) Native Hawaiian or other Pacific Islander; 331 (4.8%) Black or African American; 909 (13.1%) Hispanic/Latino; 225 (3.2%) two or more races; 1,238 (17.8%) nonresident alien; and 551 (7.9%) race and ethnicity unknown.

ENROLLMENT

Overall Enrollment in Preprofessional Programs

Of the institutions that offer accredited and candidate architecture programs, 82 offer preprofessional programs. 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. The amount of architectural content in the program may vary among institutions.

There were 15,507 students enrolled in preprofessional degree programs in academic year 2013–2014. This is a decrease of 323 students, or 2%, from the 2012–2013 academic year. Between 2010 and 2014, enrollment in preprofessional programs decreased by 11%.

Of the total, 14,209 (92%) are enrolled full-time and 1,298 (8%) part-time. There are 11,672 (75%) architecture students enrolled in institutions with public support and 3,835 (25%) in institutions with private support.

Preprofessional Enrollment by Gender

The gender breakdown of preprofessional enrollment was 9,016 (58%) males and 6,491 (42%) females. In 2012–2013, the gender breakdown was 60% males and 40% females.

Preprofessional Enrollment by Ethnicity

There are 8,052 (52%) preprofessional architecture students who indicated white with respect to ethnicity. The remaining categories are as follows: 62 (0.4%) American Indian or Alaskan Native; 968 (6.2%) Asian; 39 (0.25%) Native Hawaiian or other Pacific Islander; 1,092 (7.0%) Black or African American; 2,306 (15%) Hispanic/Latino; 424 (2.7%) two or more races; 1,280 (8.25%) nonresident alien; and 1,284 (8.2%) race and ethnicity unknown.

First-Time Enrollment in Preprofessional Programs

There were 4,276 newly matriculated students enrolled in preprofessional programs at institutions with accredited architecture programs for the academic year 2013–2014; 4,098 (95.8%) are enrolled full-time and 178 (4.2%) are enrolled part-time. There are 3,265 (76%) architecture students enrolled in institutions with public support and 1,011 (24%) in institutions with private support.

The steep decrease (20%) in first-time enrollment in preprofessional programs that occurred in 2012–2013 was not repeated in 2013–2014, when the decrease was 1.5%.

First-Time Enrollment in Preprofessional Programs by Gender

The gender breakdown of students enrolled is 2,452 (57.3%) males and 1,824 (42.7%) females.

First-Time Enrollment in Preprofessional Programs by Ethnicity

There are 2,239 (52.4%) architecture students who indicated White with respect to ethnicity. The remaining categories are as follows: 28 (0.7%) American Indian or Alaskan Native; 269 (6.3%) Asian; 8 (0.2%) Native Hawaiian or other Pacific Islander; 295 (6.9%) Black, Non-Hispanic; 569 (13.3%) Hispanic/Latino; 117 (2.7%) two or more races; 415 (9.7%) nonresident alien; and 336 (7.9%) race and ethnicity unknown.

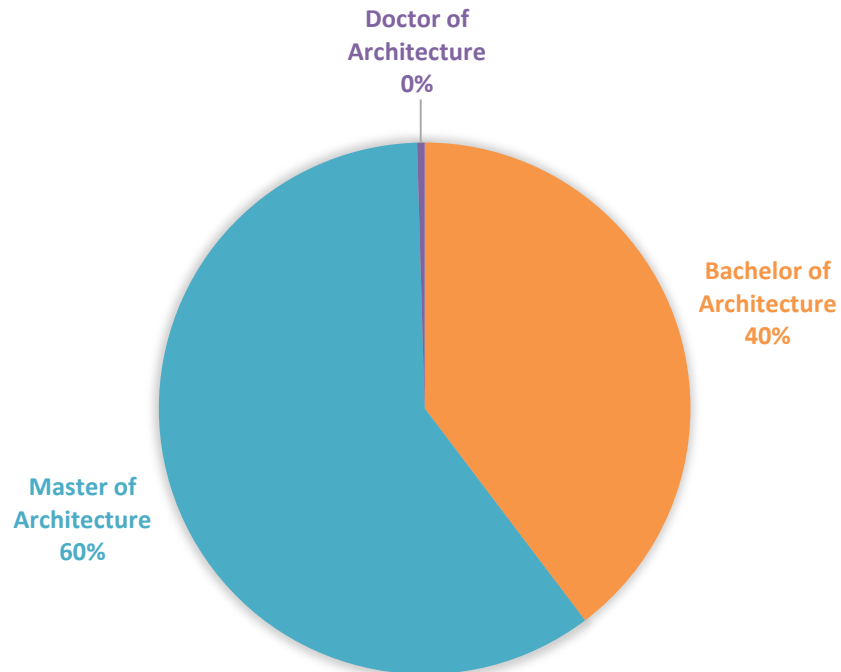
DEGREES AWARDED

Degrees Awarded by Accredited Programs

A total of 5,918 accredited degrees were awarded during the 2013–2014 academic year: 2,349 (40%) were Bachelor of Architecture degrees; 3,542 (60%) were Master of Architecture degrees; and 27 (0%) were Doctor of Architecture degrees.

This total represents a 7% decrease from the total number of degrees awarded during the 2012–2013 academic year.

DEGREES AWARDED BY ACCREDITED PROGRAMS



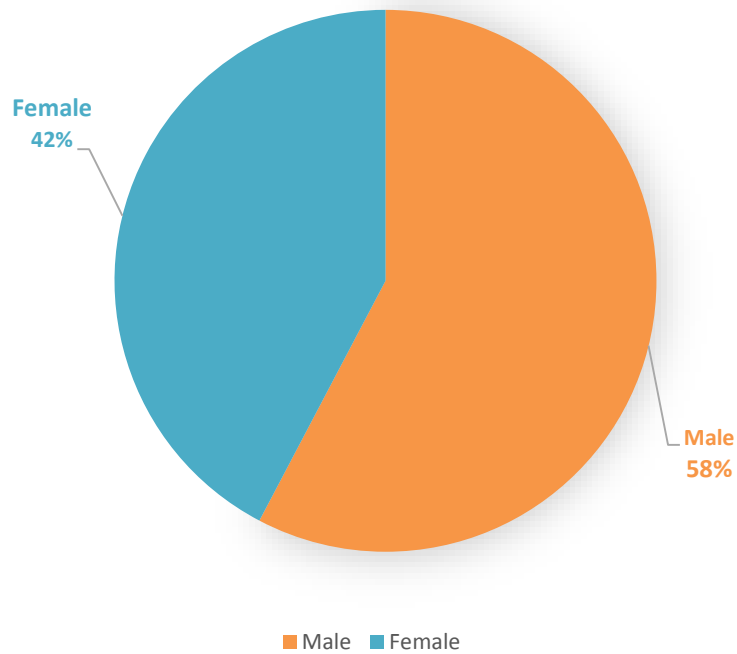
DEGREES AWARDED

Degrees Awarded by Gender

The gender breakdown for degrees awarded is similar to that of the gender breakdown for overall enrollment: 3,415 (58%) males and 2,502 (42%) 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 44% male and 56% female. The D. Arch. breakdown in 2012–2013 was 50/50.

DEGREES AWARDED BY GENDER



DEGREES AWARDED

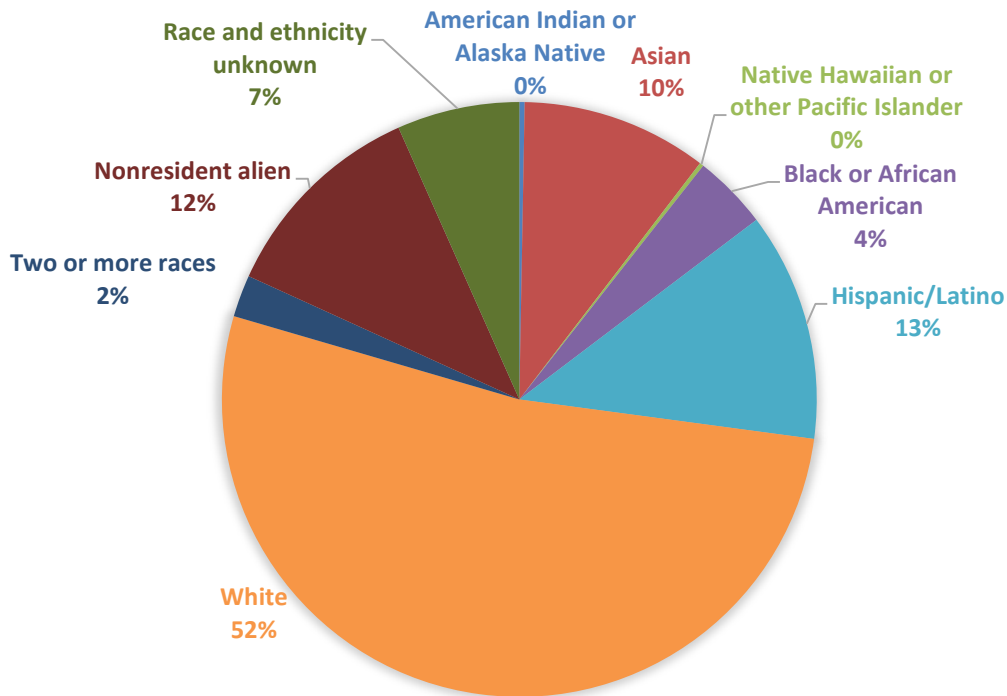
Degrees Awarded by Ethnicity

Of the degrees awarded, 3,101 (52%) were awarded to White, Non-Hispanic candidates with respect to ethnicity. The remaining categories are as follows: 17 (0%) American Indian or Alaskan Native; 598 (10%) Asian; 13 (0%) Native Hawaiian or other Pacific Islander; 241 (4%) Black or African American; 736 (12%) Hispanic/Latino; 135 (2%) two or more races; 683 (11%) nonresident alien; and 394 (7%) race and ethnicity unknown.

The distribution of degrees awarded by ethnicity is statistically the same for the degrees Bachelor of Architecture and Master of Architecture.

The distribution of degrees awarded by ethnicity for the Doctor of Architecture is 33% Asian, 26% nonresident alien, 19% two or more races, 7% race/ethnicity unknown, and 4% each for Native Hawaiian or other Pacific Islander, Black or African American, Hispanic, and White.

DEGREES AWARDED BY ETHNICITY



DEGREES AWARDED

Degrees Awarded in Preprofessional Programs

A total of 3,515 preprofessional degrees were awarded during the 2013–2014 academic year. This total is an 11% increase from 2012–2013.

Degrees Awarded in Preprofessional Programs by Gender

The gender breakdown of degrees awarded is 2,036 (58%) to male students and 1,479 (42%) to female students. The breakdown in 2012–2013 was 61/39.

Degrees Awarded in Preprofessional Programs by Ethnicity

There were 2,140 (61%) degrees awarded to students who indicated White with respect to ethnicity. The remaining categories were as follows: 12 (0.3%) American Indian or Alaskan Native; 226 (6.4%) Asian; 4 (0.1%) Native Hawaiian or other Pacific Islander; 193 (5.5%) Black or African American; 403 (11.5%) Hispanic/Latino; 68 (1.9%) two or more races; 237 (6.7%) nonresident alien; and 232 (6.6%) race and ethnicity unknown.

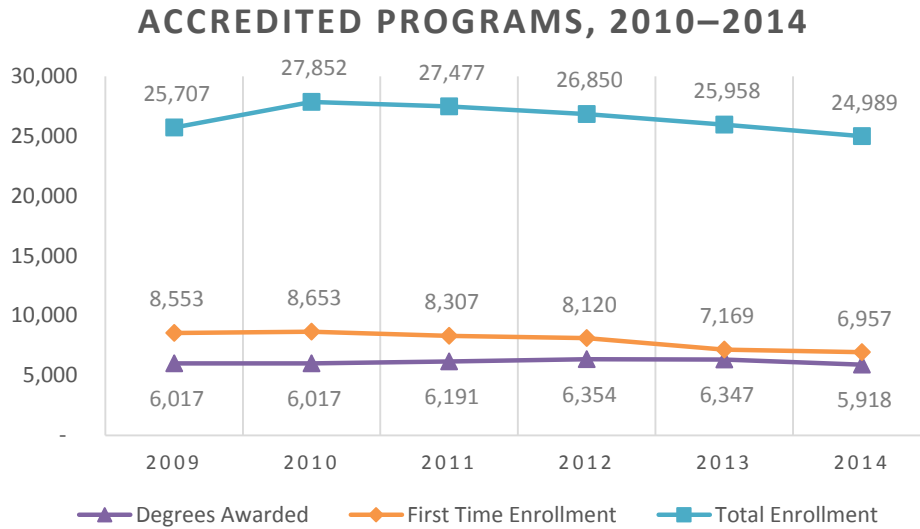
Postprofessional Programs

Of the institutions that offer accredited architecture programs, 73 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.

FIVE-YEAR TRENDS IN ENROLLMENT AND DEGREES AWARDED

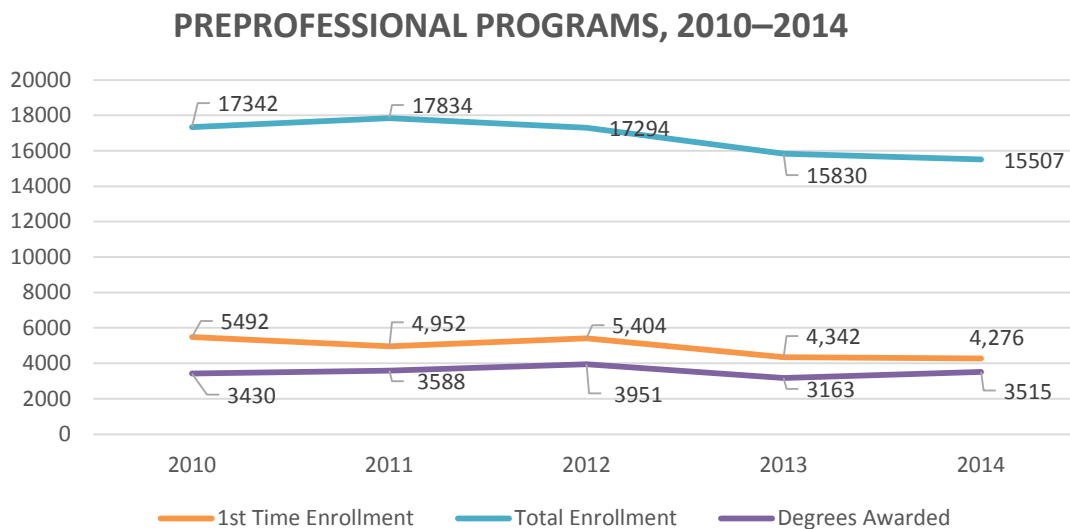
Accredited Programs: Between 2010 and 2014, total enrollment in accredited architecture programs decreased by 10%. Since 2011, the rate of decrease has consistently been around 3% per year.

First-time enrollment decreased by nearly 20% between 2009 and 2014. The 11% decrease between 2012 and 2013 was not repeated in 2014, when first-time enrollment dipped by 3% from the previous year.



Preprofessional Programs: Between 2010 and 2014, total enrollment in preprofessional programs decreased by 11%.

First-time enrollment decreased by 22% between 2010 and 2014. The 20% decrease between 2012 and 2013 was not repeated in 2014, when first-time enrollment dipped by 2% from the previous year.



2014 Report of the National Architectural Accrediting Board

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National Architectural Accrediting Board

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Cover photo: Massachusetts Institute of Technology, School of Architecture and Planning