
2014 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 2014 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. The following seven HBCUs offer a total of eight NAAB-accredited degrees:

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 NAAB published its first report on HBCUs in 2010. The data used to prepare it was provided by the institutions in the NAAB's Annual Report Submission (ARS) system in fall 2014.

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

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 2014 and cover the 2013–2014 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 non-accredited pre-professional 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, and three are privately supported.

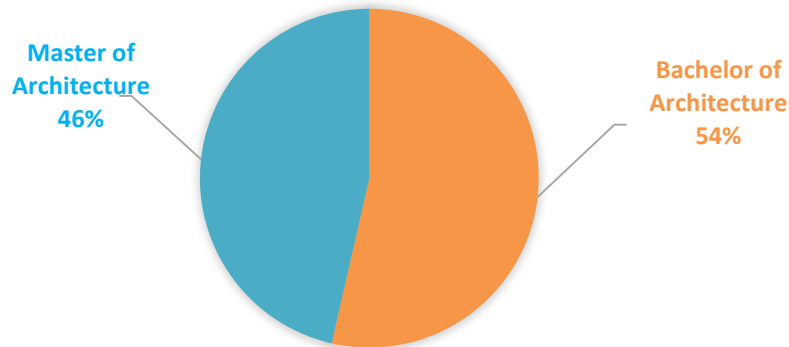
¹ Integrated Postsecondary Education Data System <http://nces.ed.gov/IPEDS/>

ENROLLMENT AT HBCUs

Enrollment in Accredited Programs by Degree

There are 448 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.

ENROLLMENT BY DEGREE



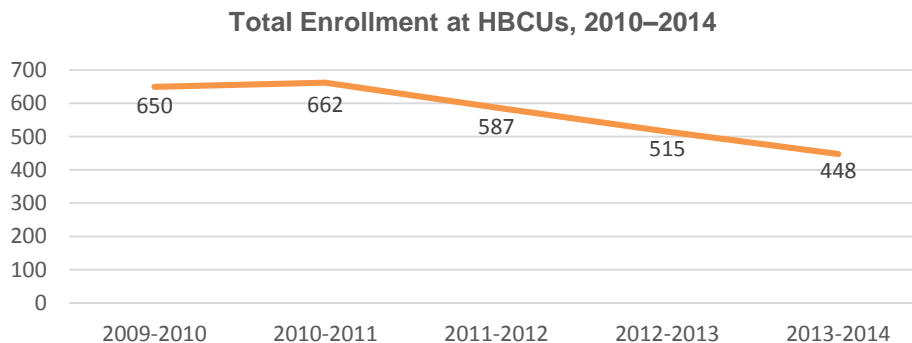
Of this total, 240 (54%) are enrolled in B. Arch. programs and 208 (46%) in M. Arch. programs. For students overall, 56% are enrolled in B. Arch. programs and 43% in M. Arch. programs.

Of the students enrolled in HBCUs, 429 (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 150 (33%) students enrolled in institutions with public support and 298 (67%) in institutions with private support. In the 2012–2013 academic year, the breakdown was 31% public and 69% private. The overall distribution between institutions with public and private support for all students is 52% public and 48% private.

Enrollment Trends

Enrollment in HBCU architecture programs has decreased by 13% from the 2012–2013 total. Total enrollment at HBCUs has decreased by 31% since 2009–2010.



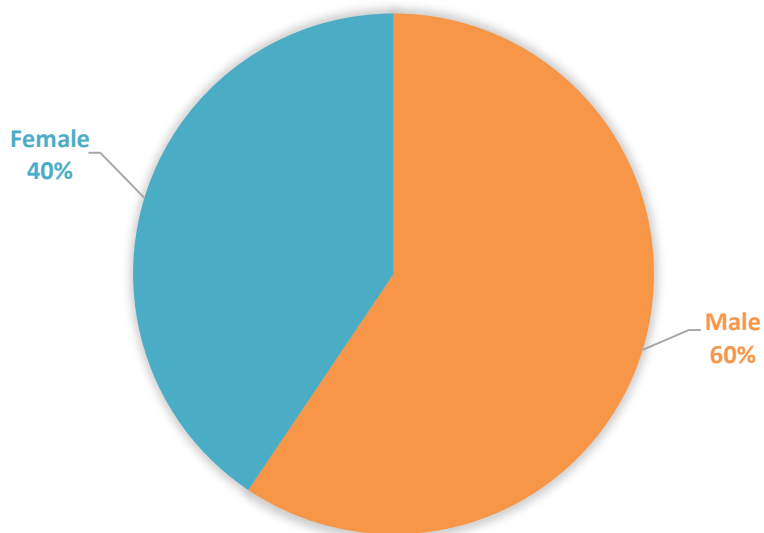
ENROLLMENT AT HBCUs

Enrollment in Accredited Programs by Gender

The gender breakdown of students enrolled in NAAB-accredited programs at HBCUs is 267 (60%) male students and 181 (40%) female. This breakdown has changed little since last year, when it was 59% male/41% female.

The gender breakdown for enrollment in NAAB-accredited programs overall is 56% male/44% female and for both B. Arch. and M. Arch. programs.

ENROLLMENT BY GENDER

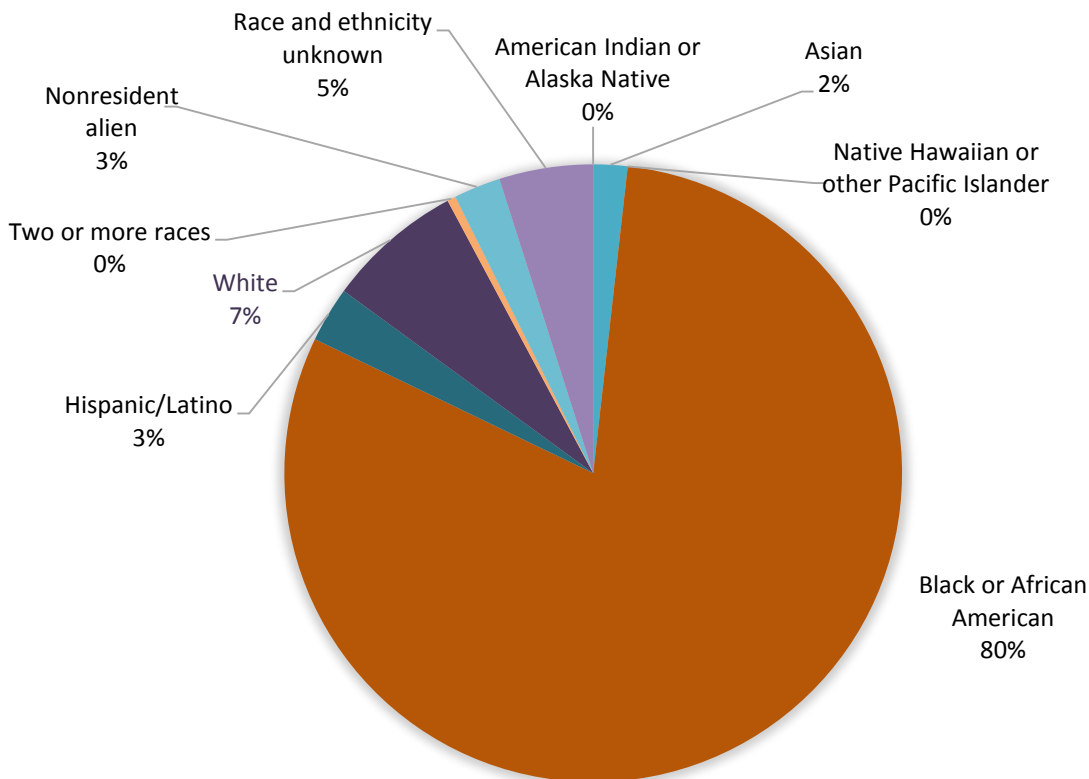


ENROLLMENT AT HBCUs

Enrollment in Accredited Programs by Ethnicity

There are 360 (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 (2%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 32 (7%) White; 13 (3%) Hispanic/Latino; 2 (0%) two or more races; 11 (3%) nonresident alien; and 22 (5%) race and ethnicity unknown.

ENROLLMENT BY ETHNICITY



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

Students enrolled in HBCUs who indicated Black or African-American with respect to ethnicity represent 29% 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	97	0	0.0%
Asian	2,401	8	0.3%
Native Hawaiian or other Pacific Islander	46	0	0.0%
Black or African American	1,236	360	29.0%
Hispanic/Latino	3,827	13	0.3%
White	11,435	32	0.3%
Two or more races	691	2	0.3%
Nonresident alien	3,765	11	0.3%
Race and ethnicity unknown	1,491	22	1.5%

ENROLLMENT AT HBCUs

First-Time Enrollment in Accredited Programs

There were 124 newly matriculated students enrolled in NAAB-accredited degree programs offered by HBCUs for the academic year 2013–2014. This is an 11% decrease from first-time enrollment in 2012–2013.

The number of new students is approximately 28% of all students enrolled in accredited programs at HBCUs. The percentage of new students at HBCUs is identical to that of new students enrolled in NAAB-accredited programs overall.

Of this total, 57 (46%) students are enrolled in Bachelor of Architecture programs and 67 (54%) in Master of Architecture programs.

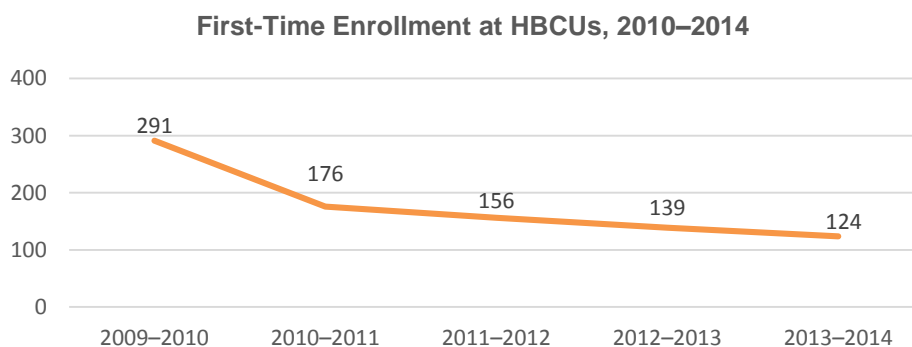
For first-time enrollment in programs overall, the distribution among degree programs is 44% in Bachelor of Architecture programs, 56% in Master of Architecture programs, and 0.9% in Doctor of Architecture degree programs.

Of the 124 newly enrolled students at HBCUs, 100% are enrolled full-time.

There are 54 (44%) architecture students enrolled in institutions with public support and 70 (56%) enrolled in institutions with private support. In 2012–2013, the percentages were reversed: 53% of students were enrolled in institutions with public support and 47% in those with private support. The distribution percentages for first-time students overall are 54% public/46% private.

Five-Year Trend in First-Time Enrollment

First-time enrollment at HBCUs has decreased by 57% since 2009–2010.



First-Time Enrollment in Accredited Programs by Gender

The gender breakdown of first-time students enrolled in NAAB-accredited programs offered by HBCUs is 77 (62%) male students and 47 (38%) female students. The breakdown in 2012–2013 was 64% male/36% female.

Of the 57 students enrolled in B. Arch. programs, 36 (63%) are male and 21 (37%) are female. The gender breakdown for M. Arch. programs is 41 (61%) males and 26 (39%) females.

For first-time enrollment in all accredited programs, the distribution by gender is 56% male/44% female.

ENROLLMENT AT HBCUs

First-Time Enrollment in Accredited Programs by Ethnicity

There are 87 (70%) 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; 3 (2%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 12 (10%) White; 7 (6%) Hispanic/Latino; 0 (0%) two or more races; 1 (1%) nonresident alien; and 14 (11%) 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 37% 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 HBCUs compared with first-time enrollment in all NAAB-accredited programs by ethnicity.

First-Time Enrollment by Ethnicity (NAAB-Accredited)			
	Total	HBCUs Only	Percentage of Total at HBCUs
American Indian or Alaskan Native	20	0	0.0%
Asian	590	3	0.5%
Native Hawaiian or other Pacific Islander	15	0	0.0%
Black or African American	331	87	25.0%
Hispanic/Latino	909	7	1%
White	3,078	12	0.4%
Two or more races	225	0	0.0%
Nonresident alien	1,238	1	0.9%
Race and ethnicity unknown	551	14	3%

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 603 students enrolled in preprofessional degree programs offered by HBCUs. Of the total, 554 (92%) are enrolled full-time and 49 (8%) part-time. All are enrolled in institutions with public support (none of the private HBCUs offers a preprofessional program).

These 603 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 387 (64%) male students and 216 (36%) female students. The distribution of enrollment by gender in all preprofessional degree programs is 58% male/42% female.

Enrollment in Preprofessional Programs by Ethnicity

Within these programs, 408 (68%) architecture students indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 4 (0%) American Indian or Alaskan Native; 12 (2%) Asian; 1 (0%) Native Hawaiian or other Pacific Islander; 56 (9%) White; 67 (11%) Hispanic/Latino; 16 (3%) two or more races; 35 (6%) nonresident alien; and 4 (0%) race and ethnicity unknown.

The students who indicated Black or African American represent 37% 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 110 newly matriculated students enrolled in preprofessional programs at HBCUs for the 2013–2014 academic year. 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 77 (70%) male students and 33 (30%) female. The gender distribution for first-time enrollment in all preprofessional degree programs is 57% male/43% female.

First-Time Enrollment in Preprofessional Programs by Ethnicity

Among the first-time enrollees in preprofessional programs, 86 (78%) architecture students indicated Black or African American with respect to ethnicity. The remaining categories are as follows: 0 (0%) American Indian or Alaskan Native; 0 (0%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 5 (5%) White; 12 (11%) Hispanic/Latino; 2 (2%) two or more races; 4 (4%) nonresident alien; and 1 (1%) race and ethnicity unknown.

The 86 students who indicated Black or African American represent 29% of the Black or African American students enrolled in a preprofessional program for the first time in 2013–2014.

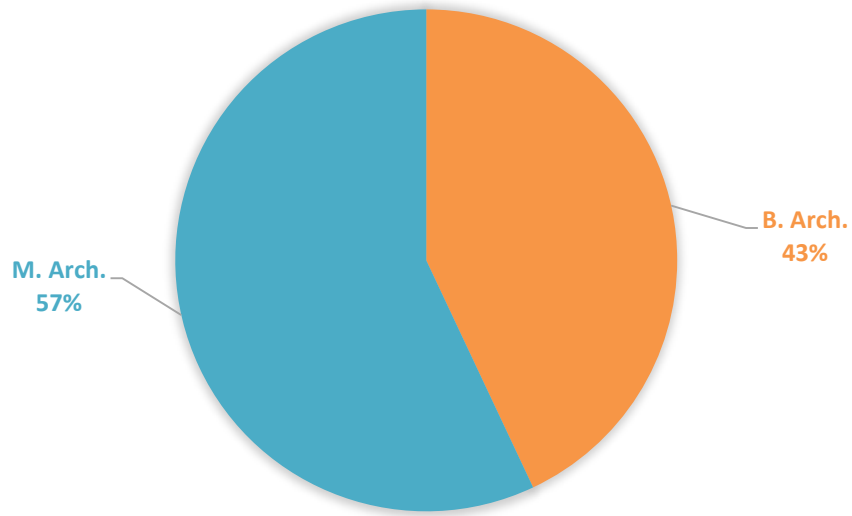
DEGREES AWARDED BY HBCUs

Degrees Awarded by Accredited Programs

HBCUs awarded 106 NAAB-accredited degrees during the 2013–2014 academic year: 46 (43%) were Bachelor of Architecture degrees; 60 (57%) were Master of Architecture degrees. The number of NAAB-accredited degrees awarded by HBCUs has decreased by 8% from 2012–2013.

The 106 total represents 2% of the total number of NAAB-accredited degrees awarded for the same period.

DEGREES AWARDED BY DEGREE TYPE

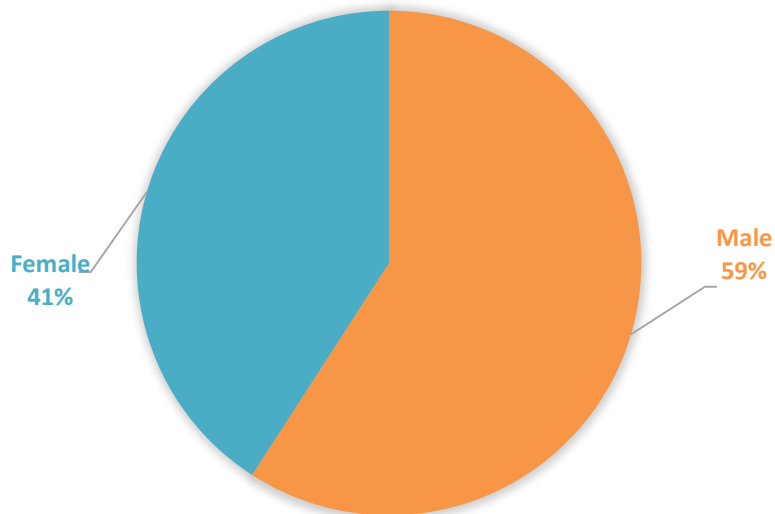


DEGREES AWARDED BY HBCUs

Degrees Awarded by Gender

The gender breakdown for degrees awarded by HBCUs is similar to that of the gender breakdown for degrees awarded overall: 63 (59%) degrees were awarded to males and 43 (41%) to females. These percentages are identical to the 2012–2013 breakdown. The gender breakdown for degrees awarded overall is 58% male/42% female.

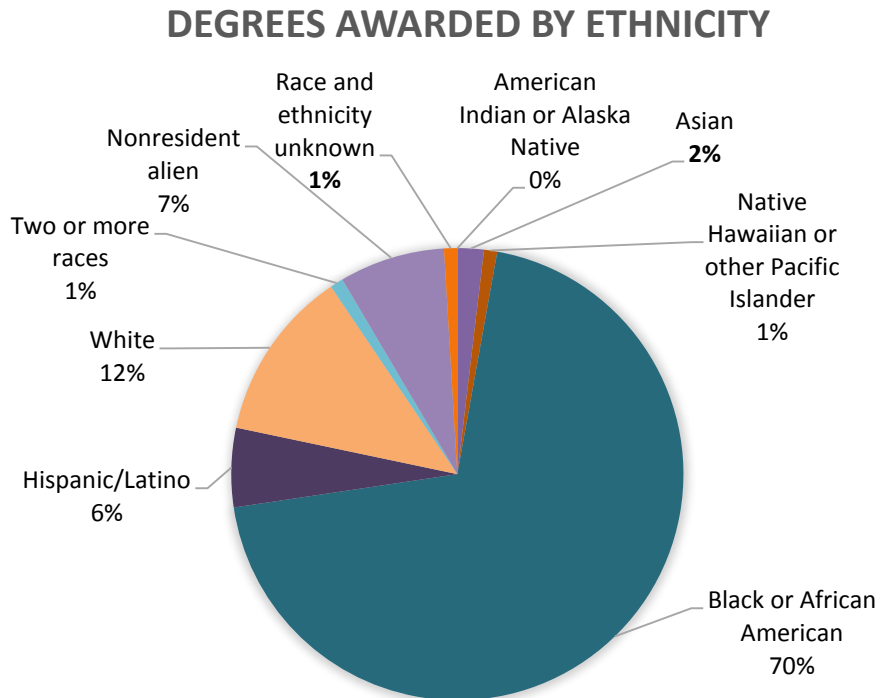
DEGREES AWARDED BY GENDER



DEGREES AWARDED BY HBCUs

Degrees Awarded by Ethnicity

Of the 106 degrees awarded, 74 (70%) 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; 2 (2%) Asian; 1 (1%) Native Hawaiian or other Pacific Islander; 13 (12%) White; 6 (6%) Hispanic/Latino; 1 (1%) two or more races; 8 (8%) nonresident alien; and 1 (1%) 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	17	0	0.0%
Asian	565	2	0.3%
Native Hawaiian or other Pacific Islander	13	1	8%
Black or African American	241	74	31%
Hispanic/Latino	736	6	1%
White	3,101	13	0.4%
Two or more races	135	1	1%
Nonresident alien	683	8	1.2%
Race and ethnicity unknown	394	1	0.3%

DEGREES AWARDED BY HBCUs

Preprofessional Degrees Awarded

Preprofessional programs at HBCUs awarded 142 degrees during the 2013–2014 academic year. This number represents 4% of the preprofessional degrees awarded overall; this percentage remains unchanged from 2012–2013.

Preprofessional Degrees Awarded by Gender

The gender breakdown is 99 (70%) degrees awarded to male students and 43 (30%) to female students. The gender distribution for all preprofessional degrees awarded is 58% male/42% female.

Preprofessional Degrees Awarded by Ethnicity

There were 101 (71%) degrees 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; 4 (3%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 19 (13%) White, Non-Hispanic; 14 (10%) Hispanic/Latino; 2 (1%) two or more races; 2 (1%) nonresident alien; and 0 (0%) race and ethnicity unknown.

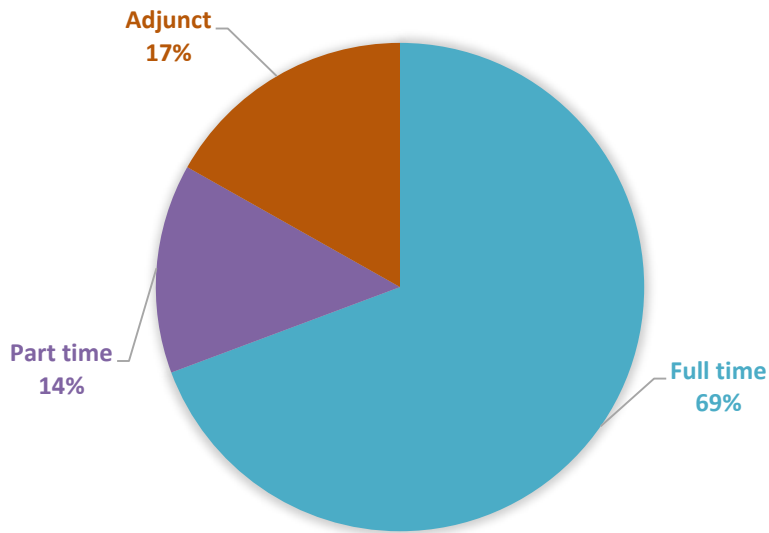
HBCUs awarded 52% of the total number of preprofessional degrees awarded to students who indicated Black or African-American with respect to ethnicity.

FACULTY AT HBCUs

Faculty by Appointment Type

There are 101 faculty teaching in NAAB-accredited degree programs offered by HBCUs. This number includes adjuncts. Of this total, 70 (69%) are full time, 14 (14%) are part time, and 17 (17%) are adjuncts. In 2012–2013 the distribution of faculty was 76% full time/11% part time/13% adjunct.

FACULTY BY APPOINTMENT TYPE



These 101 individuals represent 2% 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:

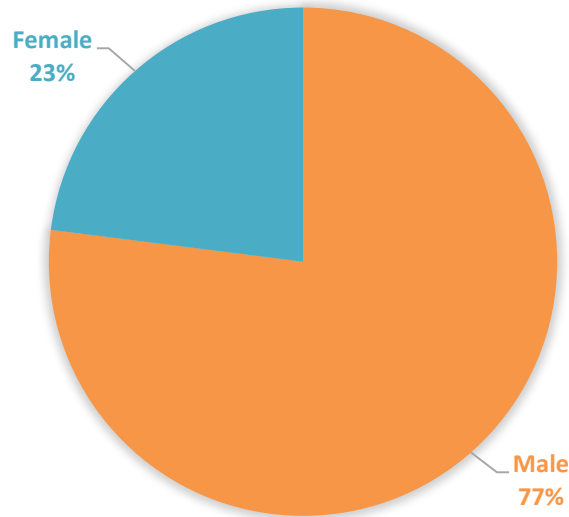
Distribution of Faculty by Appointment Type (%)		
	All Programs	HBCUs
Full-time	42	69
Part-time	9	14
Adjunct	49	17

FACULTY AT HBCUs

Faculty by Gender

The gender breakdown of full- and part-time faculty (excludes adjuncts) is 65 (77%) male and 19 (23%) female. The gender breakdown for faculty in NAAB-accredited programs overall is 71% male/29% female.

FACULTY BY GENDER



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

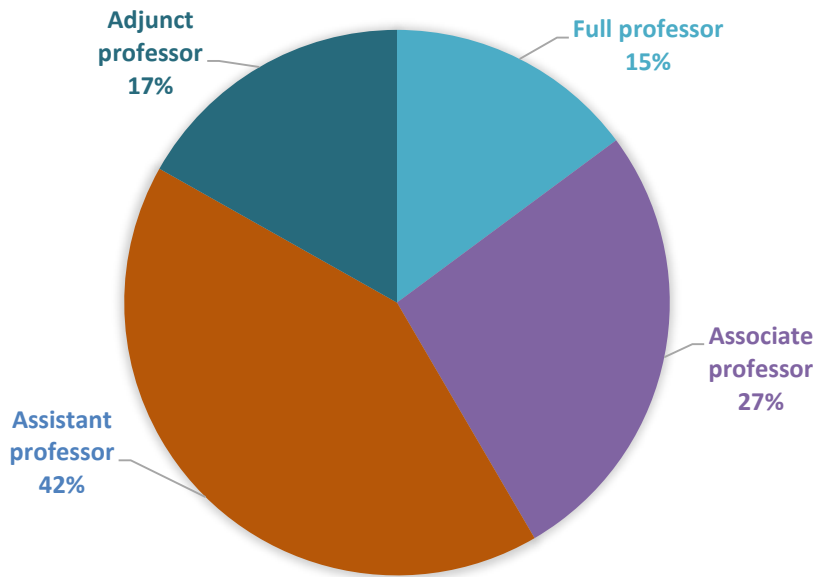
Distribution of Faculty by Gender and Rank (%)				
	Male		Female	
	Overall	HBCUs	Overall	HBCUs
Professor	77	73	23	27
Associate professor	71	70	29	30
Assistant professor	64	83	36	17

FACULTY AT HBCUs

Faculty by Academic Rank

Of the 101 total faculty at HBCUs, 15 (15%) are full professors, 27 (27%) are associate professors, 42 (42%) are assistant professors, and 17 (17%) are 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	15
Associate professor	17	27
Assistant professor	16	42
Adjunct	51	17

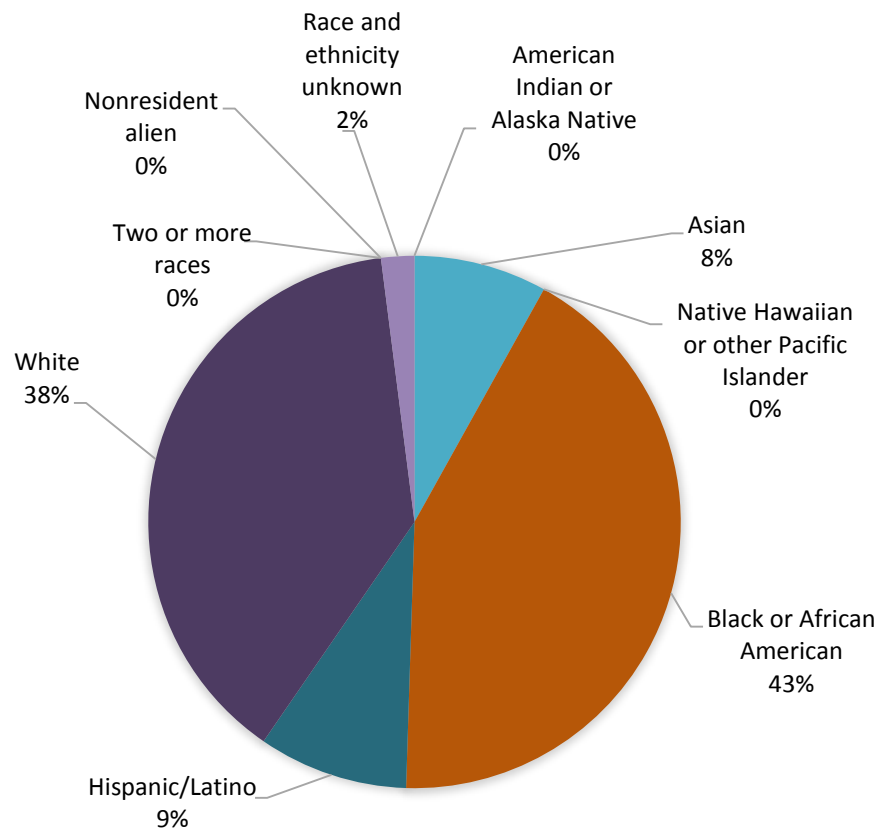
FACULTY AT HBCUs

Faculty by Ethnicity

Thirty-seven (44%) faculty members indicated Black or African American with respect to ethnicity. The remaining indicated the following: 0 (0%) American Indian or Alaskan Native; 8 (10%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 29 (35%) White, Non-Hispanic; 8 (10%) Hispanic/Latino; 0 (0%) two or more races; 0 (0%) nonresident alien; and 2 (2%) race and ethnicity unknown. These numbers do not include adjuncts.

Faculty at HBCUs who indicated Black or African American with respect to ethnicity represent 37% of the total number of faculty who indicated this category for race/ethnicity in all NAAB-accredited programs.

FACULTY BY ETHNICITY



FACULTY AT HBCUs

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

Faculty by Ethnicity			
	Total	HBCUs Only	Percentage at HBCUs
American Indian or Alaskan Native	9	0	0%
Asian	197	8	4%
Native Hawaiian or other Pacific Islander	3	0	0%
Black or African American	101	37	37%
Hispanic/Latino	191	8	4%
White	2,061	29	1%
Two or more races	85	0	0%
Nonresident alien	50	0	0%
Race and ethnicity unknown	74	2	1%

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.

2014–2015 NAAB DIRECTORS AND STAFF

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