



# NAAB

2016 REPORT ON ARCHITECTURE EDUCATION  
AT MINORITY-SERVING INSTITUTIONS

The National Architectural  
Accrediting Board®



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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 2016 edition of the *Report on Architecture Education at Minority-Serving Institutions*.

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

The seven categories of MSIs are as follows:

1. Historically Black Colleges and Universities (HBCU)
2. Black-serving non-HBCUs – institutions in which African American students make up at least 25% of the total undergraduate enrollment, while other minority groups each constitute less than 25% of total undergraduate enrollment. For a school to be legally considered an HBCU, it must have been specifically founded to educate African Americans, and have existed prior to 1964.
3. Hispanic-serving institutions – institutions in which Hispanic students make up at least 25% of the total undergraduate enrollment, while other minority groups each constitute less than 25% of total undergraduate enrollment.
4. Asian-serving institutions – institutions in which Asian Americans and Pacific Islanders (API) students constitute at least 25% of the total undergraduate enrollment, while other minority groups each constitute less than 25% of total undergraduate enrollment.
5. American Indian-serving institutions – tribal colleges and universities (TCUs) or institutions that are not HBCUs/TCUs but in which American Indian/Alaska Native students constitute at least 25 percent of the total undergraduate enrollment, while students in each of the other minority groups constitute less than 25% of the total undergraduate enrollment.
6. Other minority-serving: institutions in which minority students constitute at least 50% of the total undergraduate enrollment, but do not fit any of the above categories.
7. Non-minority-serving: institutions that do not meet any of the criteria described above.

The data used to prepare this edition were provided by the institutions in the NAAB's Annual Report Submission (ARS) system in fall 2016. Previously, this report included HBCUs only; this year it has been expanded to include other MSIs. MSI status is reported by the program when submitting data to the ARS each year. In 2016, they included:

- Florida A&M University (B. Arch. and M. Arch.)
- Hampton University (M. Arch.)
- Howard University (B. Arch.)
- Morgan State University (M. Arch.)
- Prairie View A&M University (M. Arch.)
- Tuskegee University (B. Arch.)
- University of Illinois-Chicago (M. Arch.)
- University of New Mexico (M. Arch.)
- Pontifical Catholic University of Puerto Rico (B. Arch.)

- Woodbury University (B. Arch. and M. Arch.)
- University of Nevada-Las Vegas (M. Arch.)

In addition, there are two candidate programs at MSIs:

- Universidad del Turabo (B. Arch.)
- University of the District of Columbia (M. Arch.)

This report covers three areas for NAAB-accredited programs only; the two candidate programs are not included in this report:

- Enrollment
- Degrees awarded
- Faculty characteristics at MSIs

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](mailto:forum@naab.org).

Thank you for your support,



Judith Kinnard, 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. 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 2016 and cover the 2015–2016 academic year.

## General Information

Eleven institutions classified as MSIs offer a total of 13 NAAB-accredited programs. Two offer both the B. Arch. and the M. Arch. Six offer an M. Arch. only, and three offer a B. Arch. only.

Six of these institutions also offer a non-accredited, pre-professional degree in architecture.

Seven institutions are publicly supported and four are privately supported.

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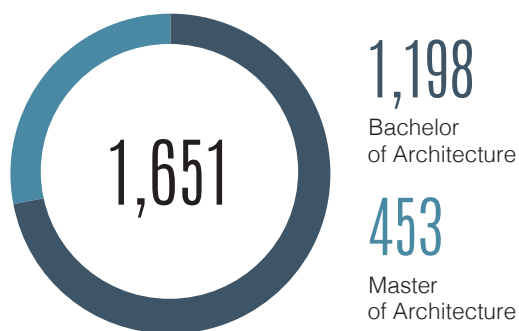
<sup>1</sup> Integrated Postsecondary Education Data System

<http://nces.ed.gov/IPEDS/>

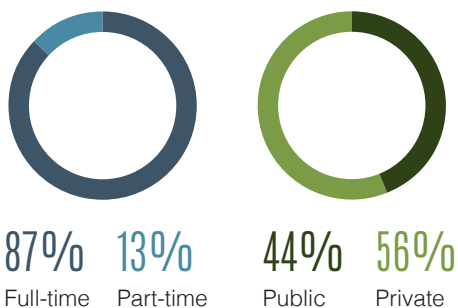
## Enrollment at MSIs

### Enrollment in Accredited Programs by Degree

There are 1,651 students enrolled in NAAB-accredited degree programs offered by MSIs in the United States. This represents 6.8% of the total enrollment in NAAB-accredited programs.



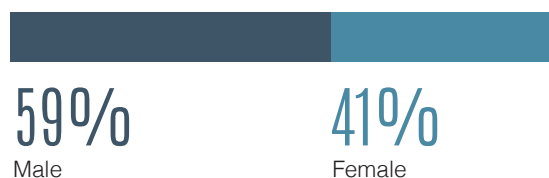
Of this total, 1,198 (72%) are enrolled in B. Arch. programs and 453 (28%) in M. Arch. programs. For students overall, 56% are enrolled in B. Arch. programs and 43% in M. Arch. programs.



Of the students enrolled in MSIs, 1,443 (87%) are enrolled full time and 208 (13%) 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 730 (44%) students enrolled in institutions with public support and 921 (56%) in institutions with private support. The overall distribution between institutions with public and private support for all students is 52% public and 48% private.

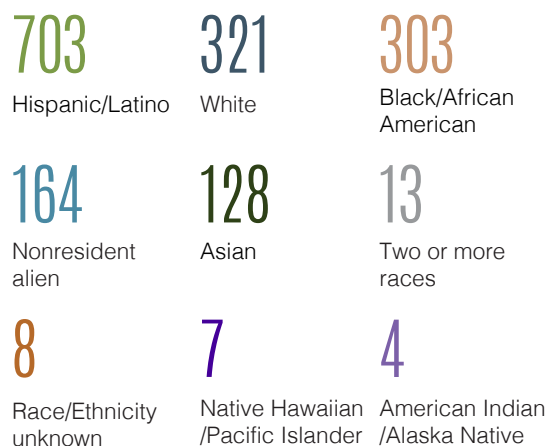
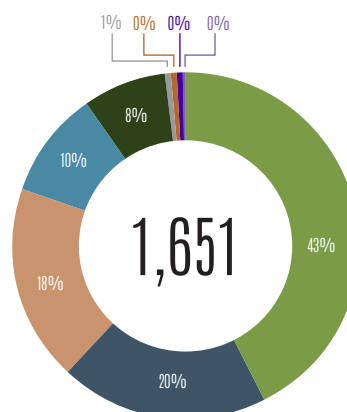
### Enrollment in Accredited Programs by Gender



The gender breakdown of students enrolled in NAAB-accredited programs at MSIs is 985 (59%) male students and 666 (41%) female.

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

### Enrollment in Accredited Programs by Ethnicity



There are 303 (18%) architecture students who indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 4 (0.2%) American Indian or Alaska Native; 128 (7.8%) Asian; 7 (0.4%) Native Hawaiian or other Pacific Islander; 321 (19.4%) White; 703 (42.6%) Hispanic/Latino; 13 (0.8%) two or more races; 164 (9.9%) nonresident alien; and 8 (0.5%) race and ethnicity unknown.

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

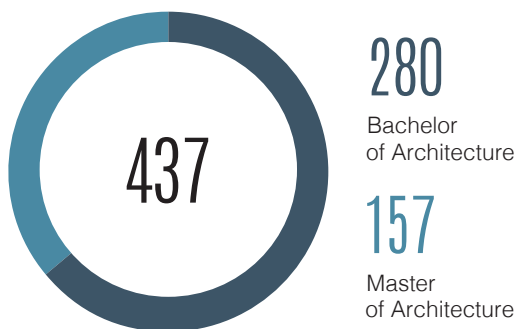
Students enrolled in MSIs who indicated Black or African-American with respect to ethnicity represent 25% of the total enrollment by students who indicated this category for race/ethnicity in all NAAB-accredited programs.

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	59	4	6.7%
Asian	2,224	128	5.7%
Native Hawaiian or other Pacific Islander	42	7	16%
Black or African American	1,197	303	25%
Hispanic/Latino	4,138	703	16.9%
White	10,264	321	3%
Two or more races	664	13	1.9%
Nonresident alien	4,560	164	3.5%
Race and ethnicity unknown	1,308	8	0.6%

**First-Time Enrollment in Accredited Programs**

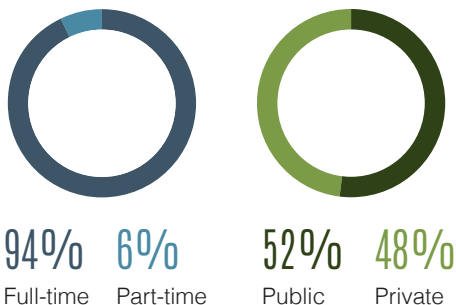
There were 437 newly matriculated students enrolled in NAAB-accredited degree programs offered by MSIs for the academic year 2015-2016.



The number of new students is approximately 26% of all students enrolled in accredited programs at MSIs. The percentage of new students at MSIs is lower than that of new students enrolled in NAAB-accredited programs overall (30%).

Of this total, 280 (64%) students are enrolled in Bachelor of Architecture programs and 157 (36%) in Master of Architecture programs.

For first-time enrollment in programs overall, the distribution among degree programs is 51% in Bachelor of Architecture programs, 49% in Master of Architecture programs, and 0.9% in Doctor of Architecture degree programs.

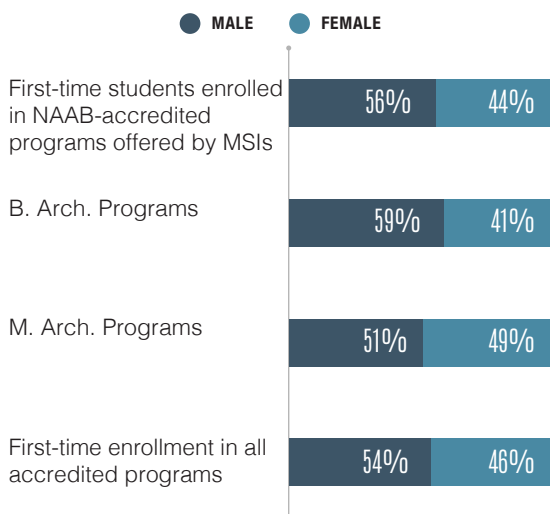


Of the 437 newly enrolled students at MSIs, 411 (94%) are enrolled full-time.

There are 230 (52%) architecture students enrolled in institutions with public support and 207 (48%) enrolled in institutions with private support. The distribution percentages for first-time students overall are 54% public/46% private.

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

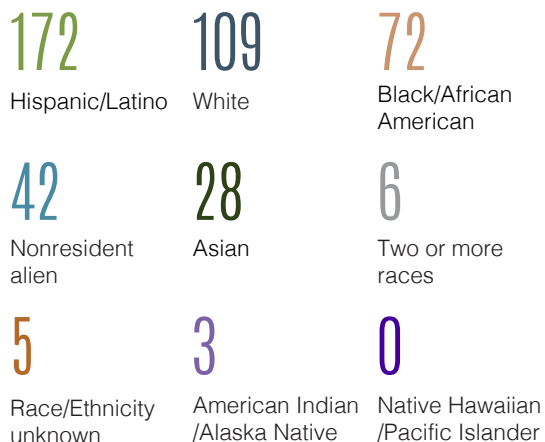
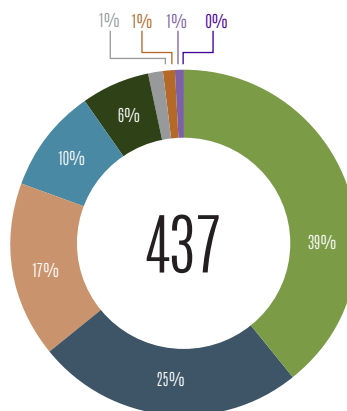
The gender breakdown of first-time students enrolled in NAAB-accredited programs offered by MSIs is 248 (56%) male students and 189 (44%) female students.



Of the 280 students enrolled in B. Arch. programs, 167 (59%) are male and 113 (41%) are female. The gender breakdown for M. Arch. programs is 81 (51%) males and 76 (49%) females.

For first-time enrollment in all accredited programs, the distribution by gender is 54% male/46% female.

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



There are 72 (16%) first-time architecture students who indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 3 (0.6%) American Indian or Alaska Native; 28 (6.4%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 109 (25%) White; 172 (39%) Hispanic/Latino; 6 (1.3%) two or more races; 42 (9.6%) nonresident alien; and 5 (12.6%) race and ethnicity unknown.



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

Students enrolled in MSIs who indicated Black or African-American with respect to ethnicity represent 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 MSIs compared with first-time enrollment in all NAAB-accredited programs by ethnicity.

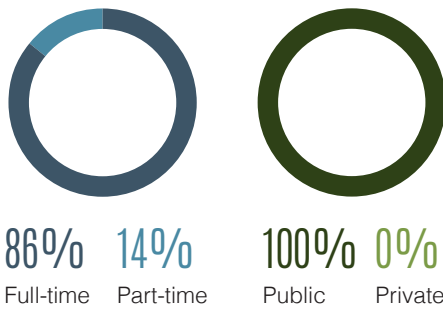
<b>First-Time Enrollment by Ethnicity (NAAB-Accredited)</b>			
	<b>TOTAL</b>	<b>MSIS ONLY</b>	<b>PERCENTAGE OF TOTAL AT MSIS</b>
American Indian or Alaska Native	21	3	14.3%
Asian	736	28	3.8%
Native Hawaiian or other Pacific Islander	20	0	0.0%
Black or African American	357	72	20%
Hispanic/Latino	1,069	172	16%
White	3,155	109	3.4%
Two or more races	196	6	3%
Nonresident alien	1,357	42	3%
Race and ethnicity unknown	457	5	1%

# Preprofessional Enrollment at MSIs

## Enrollment in Preprofessional Programs at MSIs

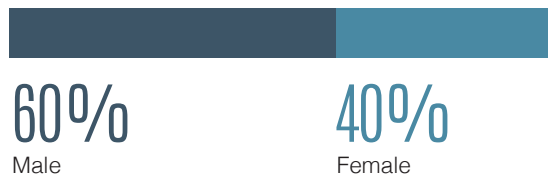
The term *preprofessional* refers to architecturally focused four-year degrees that are not accredited by NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, or Bachelor of Architectural Studies.

Of the 11 MSIs that offer accredited architecture programs, six offer preprofessional programs.



There are 867 students enrolled in preprofessional degree programs offered by MSIs. Of the total, 746 (86%) are enrolled full-time and 121 (14%) part-time. All are enrolled in institutions with public support (none of the private MSIs offers a preprofessional program).

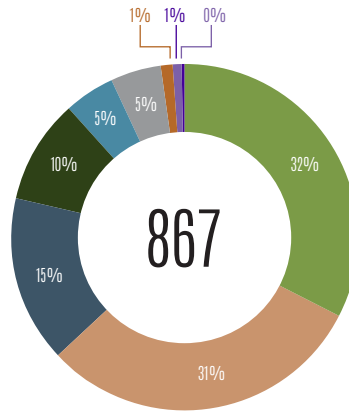
These 867 students represent 3.5% of the total enrollment in all preprofessional programs offered by institutions with NAAB-accredited degrees.



## Enrollment in Preprofessional Programs by Gender

The gender breakdown of students enrolled in preprofessional programs at MSIs is 520 (60%) male students and 347 (40%) female students. The distribution of enrollment by gender in all preprofessional degree programs is 57% male/43% female.

## Enrollment in Preprofessional Programs by Ethnicity



282	267	134
Black/African American	Hispanic/Latino	White
83	42	42
Asian	Nonresident alien	Two or more races
8	7	2
Race/Ethnicity unknown	American Indian /Alaska Native	Native Hawaiian /Pacific Islander

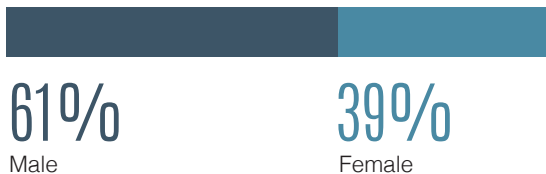
Within these programs, 282 (68%) architecture students indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 7 (0%) American Indian or Alaskan Native; 83 (2%) Asian; 2 (0%) Native Hawaiian or other Pacific Islander; 134 (9%) White; 267 (11%) Hispanic/Latino; 42 (3%) two or more races; 42 (6%) nonresident alien; and 8 (0%) race and ethnicity unknown.

The students who indicated Black or African American represent 24% 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

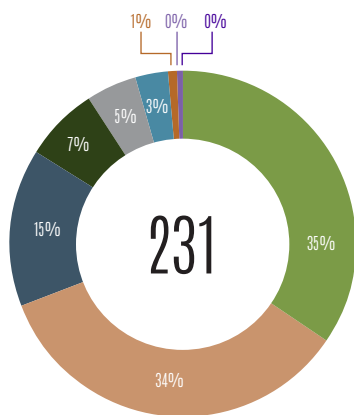
There were 231 newly matriculated students enrolled in preprofessional programs at MSIs for the 2015–2016 academic year. This number accounts for 5% of the total first-time enrollment in preprofessional degree programs.

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



The gender breakdown of first-time students enrolled in these six programs is 142 (61%) male students and 29 (39%) female. The gender distribution for first-time enrollment in all preprofessional degree programs is 56% male/44% female.

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

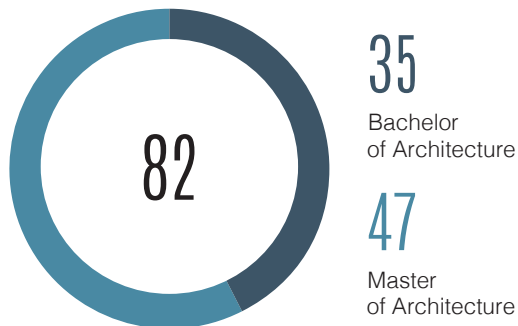


80 Hispanic/Latino	80 Black/African American	34 White
16 Asian	11 Two or more races	7 Nonresident alien
2 Race/Ethnicity unknown	1 American Indian/Alaska Native	0 Native Hawaiian/Pacific Islander

Among the first-time enrollees in preprofessional programs, 80 (34%) architecture students indicated Black or African American with respect to ethnicity. The remaining categories are as follows: 1 (0.4%) American Indian or Alaska Native; 16 (6.9%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 34 (5%) White; 80 (34%) Hispanic/Latino; 11 (14.7%) two or more races; 7 (3%) nonresident alien; and 2 (1%) race and ethnicity unknown.

# Degrees Awarded by MSIs

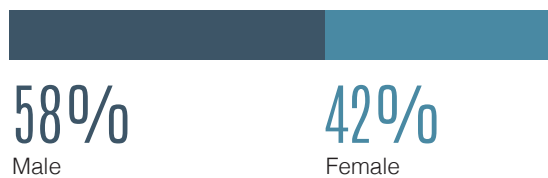
## Degrees Awarded by Accredited Programs



The MSIs that reported degrees awarded conferred 82 NAAB-accredited degrees during the 2015-2016 academic year: 35 (42%) were Bachelor of Architecture degrees; 47 (58%) were Master of Architecture degrees.

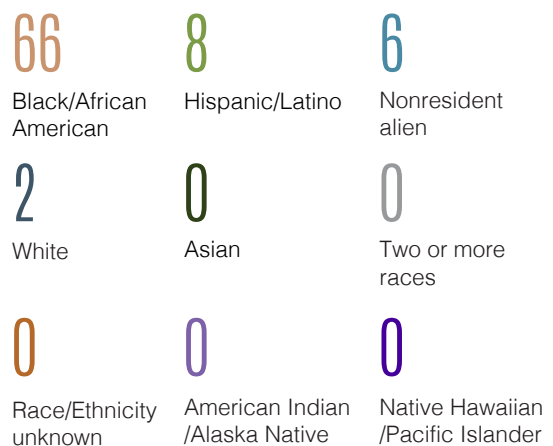
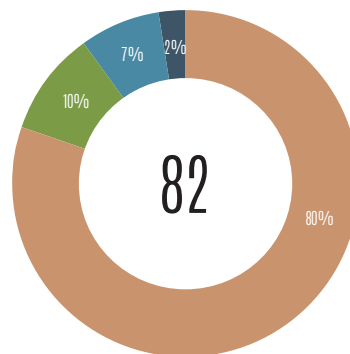
The 82 total represents 1.3% of the total number of NAAB-accredited degrees awarded for the same period.

## Degrees Awarded by Gender



The gender breakdown for degrees awarded by MSIs is similar to that of the gender breakdown for degrees awarded overall: 47 (58%) degrees were awarded to males and 35 (42%) to females. The gender breakdown for degrees awarded overall is 57% male/43% female.

## Degrees Awarded by Ethnicity



Of the 82 degrees awarded, 66 (80%) 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 Alaska Native; 0 (0%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 2 (2%) White; 8 (10%) Hispanic/Latino; 0 (0%) two or more races; 6 (7.3%) nonresident alien; and 0 (0%) 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 MSIs in 2012–2013 represent 30% of the total number of degrees awarded to Black or African American students overall.

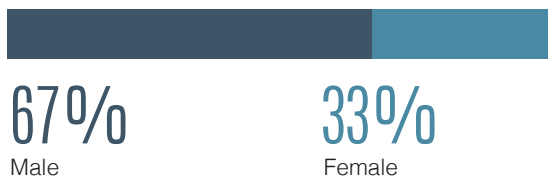
The table below shows the percentage of degrees awarded by MSIs by ethnicity compared with degrees awarded by NAAB-accredited programs overall.

<b>NAAB-Accredited Degrees Awarded by Ethnicity</b>			
	<b>TOTAL</b>	<b>MSIS ONLY</b>	<b>PERCENTAGE OF TOTAL AT MSIS</b>
American Indian or Alaska Native	11	0	0.0%
Asian	603	0	0.0%
Native Hawaiian or other Pacific Islander	5	0	0.0%
Black or African American	225	66	29.3%
Hispanic/Latino	856	8	0.9%
White	2,974	2	0.06%
Two or more races	127	0	0%
Nonresident alien	917	6	0.6%
Race and ethnicity unknown	324	0	0%

### Preprofessional Degrees Awarded

Preprofessional programs at MSIs awarded 97 degrees during the 2015–2016 academic year. This number represents 2.9% of the preprofessional degrees awarded overall.

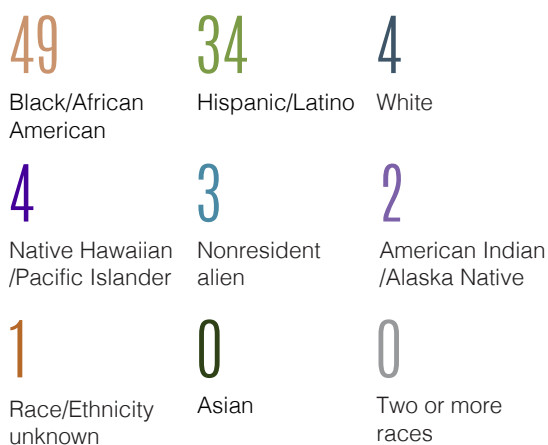
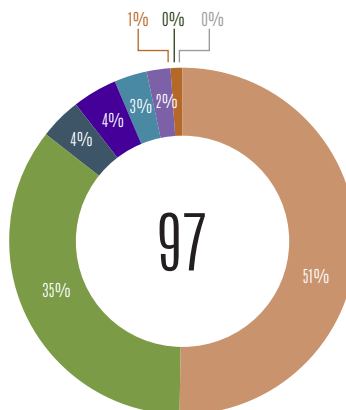
### Preprofessional Degrees Awarded by Gender



The gender breakdown is 65 (67%) degrees awarded to male students and 32 (33%) to female students.

The gender distribution for all preprofessional degrees awarded is 57% male/43% female.

### Preprofessional Degrees Awarded by Ethnicity



There were 49 (51%) degrees awarded to students who indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 2 (2.0%) American Indian or Alaska Native; 0 (0%) Asian; 4 (4.1%) Native Hawaiian or other Pacific Islander; 4 (4.1%) White, Non-Hispanic; 34 (35%) Hispanic/Latino; 0 (0%) two or more races; 3 (3%) nonresident alien; and 1 (1%) race and ethnicity unknown.

MSIs awarded 27% of the total number of preprofessional degrees awarded to students who indicated Black or African-American with respect to ethnicity and 7% of the total number of degrees awarded to students who indicated Hispanic-Latino.

# Faculty at MSIs

## Faculty by Appointment Type

There are 114 full-time instructional faculty teaching in NAAB-accredited degree programs offered by MSIs and 15 adjuncts.

These 129 individuals represent 2.2% of the total number of faculty (including adjuncts) teaching in NAAB-accredited programs overall.

## Faculty by Gender

The gender breakdown for full-time instructional faculty (excludes adjuncts) is 76 (66%) male and 48 (34%) female. The gender breakdown for faculty in NAAB-accredited programs overall is 69% male/31% female.

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

Distribution of Faculty by Gender and Rank				
	MALE		FEMALE	
	OVERALL	MSIS	OVERALL	MSIS
Professor	718	11	217	9
Associate Professor	681	24	303	8
Assistant Professor	569	41	352	21

## Faculty by Academic Rank

Of the 129 instructional faculty at MSIs, 20 (15%) are full professors, 32 (25%) are associate professors, 62 (48%) are assistant professors, and 15 (11%) are adjuncts.

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

Distribution of Faculty by Rank		
	ALL PROGRAMS	MSIS
Professor	935	20
Associate Professor	984	32
Assistant Professor	921	62

### Faculty by Ethnicity

Fifty-three (41%) faculty members indicated Black or African American with respect to ethnicity. The remaining indicated the following: 0 (0%) American Indian or Alaska Native; 7 (5.4%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 58 (44%) White, Non-Hispanic; 9 (7%) Hispanic/Latino; 0 (0%) two or more races; 0 (0%) nonresident alien; and 2 (1.5%) race and ethnicity unknown. These numbers do not include adjuncts.

Faculty at MSIs who indicated Black or African American with respect to ethnicity represent 32% of the total number of faculty who indicated this category for race/ethnicity in all NAAB-accredited programs.

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

Faculty by Ethnicity			
	TOTAL	MSIS ONLY	PERCENTAGE OF TOTAL AT MSIS
American Indian or Alaska Native	21	0	0.0%
Asian	407	7	1.7%
Native Hawaiian or other Pacific Islander	0	0	0.0%
Black or African American	161	53	32.9%
Hispanic/Latino	459	9	1.9%
White	4,160	58	3.8%
Two or more races	65	0	0.0%
Nonresident alien	96	0	0.0%
Race and ethnicity unknown	412	2	0.5%



# NAAB Vision, Mission, and Values

## 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 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 affords opportunity for architecture 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.



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**2016 REPORT ON ARCHITECTURE EDUCATION AT MINORITY-SERVING INSTITUTIONS**

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