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**NAAB**

2015 ANNUAL REPORT

National Architectural  
Accrediting Board

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PART I: PROGRAMS, ENROLLMENT, AND DEGREES AWARDED

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## From the NAAB President

I hope you find this report valuable. It is the NAAB's intention to make it a useful tool for schools of architecture, accredited programs, and the profession.

On behalf of the directors and staff, it is my pleasure to share the 2015 Annual Report of the National Architectural Accrediting Board® (NAAB®).

It is released in three parts:

**Part I:** Programs, Enrollment, and Degrees Awarded

**Part II:** Faculty

**Part III:** Accreditation Decisions and Other Activities

The accreditation decisions reported in part three were all made on the basis of visits and Visiting Team Reports submitted for spring 2015; these decisions were all effective January 1, 2015. This report does not include the results of decisions made in February 2016; those were based on visits conducted between September 24 and November 30, 2015. The decisions on fall 2015 visits had not yet been made public when this report was prepared.

By the time the 2015 visit cycle ended in mid-November, the NAAB® had fielded 30 teams to review 32 individual degree programs.

- Nineteen visits for continuing accreditation of 21 programs
- Three visits for initial accreditation of three programs
- Five visits for continuation of candidacy for five programs
- One visit for initial candidacy of one program
- Two visits or reviews for eligibility for initial candidacy for two programs

Approximately 125 volunteers contributed 5,000 hours to the important task of specialized accreditation in architecture. The level of commitment from these volunteers is remarkable. The NAAB

expresses its gratitude to each of them for sharing their time and talent in the critically important work of ensuring 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 featured in this report provide aggregated information on programs, students, and faculty.

I hope you find this report valuable. It is the NAAB's intention to make it a useful tool for schools of architecture, accredited programs, and the profession. Please feel free to share suggestions for improvements or changes by contacting the NAAB at [forum@naab.org](mailto:forum@naab.org).

Sincerely,



Scott C. Veazey, AIA  
President

# 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.<sup>1</sup> Much of the institutional information requested in the ARS corresponds to reports submitted by institutions to IPEDS each fall.

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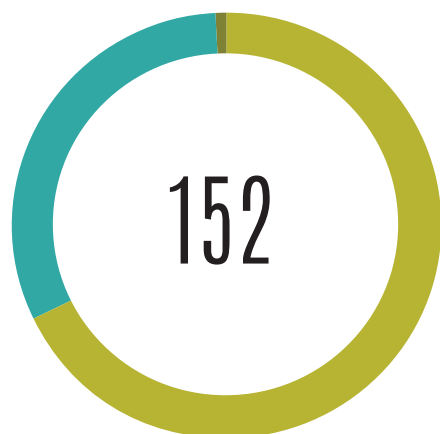
<sup>1</sup> Integrated Postsecondary Education Data System

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

## Accredited Programs

### Number of Accredited Programs

In academic year 2014–15, 152 accredited programs were housed in 122 institutions with U.S. regional accreditation.



68%

Master  
of Architecture

31%

Bachelor  
of Architecture

1%

Doctor  
of Architecture

Of the 152 programs, 31% (47 programs) are Bachelor of Architecture programs, 68% (104 programs) are Master of Architecture programs, and 1% (1 program) is a Doctor of Architecture.

### Number of Candidate Programs

Data included in this report are only for those programs that had achieved initial candidacy by July 1, 2015. All programs visited for candidacy in 2015 submitted their first statistical reports in fall 2015. Please see part 3 of this report for additional information on programs in or seeking candidacy.



9

M. Arch

8

B. Arch

Of the 17 programs in candidacy in AY 2014–15, 9 were M. Arch. programs and 8 were B. Arch. programs.

### Number of Institutions with Accredited Programs



30

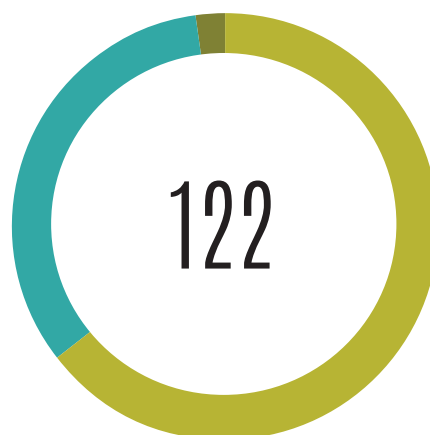
two accredited  
programs

92

one accredited  
program

Of the 122 institutions that offer accredited architecture programs, 92 (76%) institutions offer one accredited program, and 30 (24%) offer two accredited programs.

### Institution Type



60%

Public  
Institutions

38%

Private,  
Not-for-Profit  
Institutions

2%

For-Profit  
Institutions

Seventy-three (60%) are public institutions; 47 (38%) are private, not-for-profit institutions; and 2 (2%) are private, for-profit institutions.

### Distribution of Accredited Programs and Students by ACSA Region

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

The table below shows the total number of students enrolled in accredited degree programs by ACSA region. This table does not include candidate programs.

### Number of Institutions in ACSA Regions



### Programs and Enrollment in ACSA Regions

● B. ARCH. ● M. ARCH. ● D. ARCH.

152

Total Programs

104

M. Arch.

47

B. Arch.

1

D. Arch.

24,208

Total Enrollment

13,731

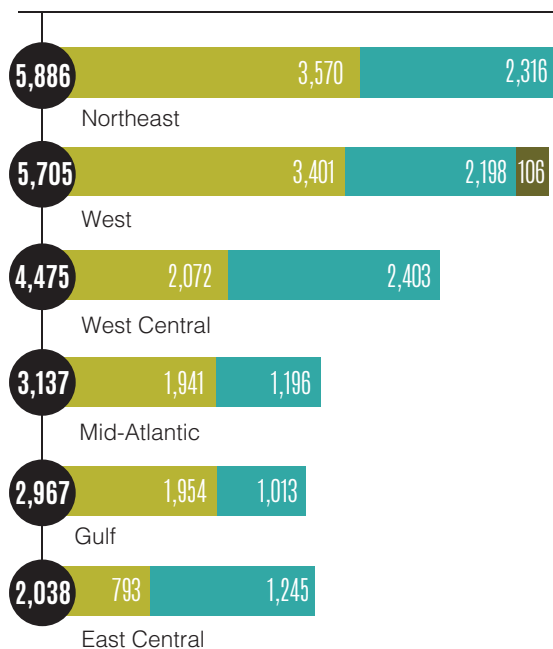
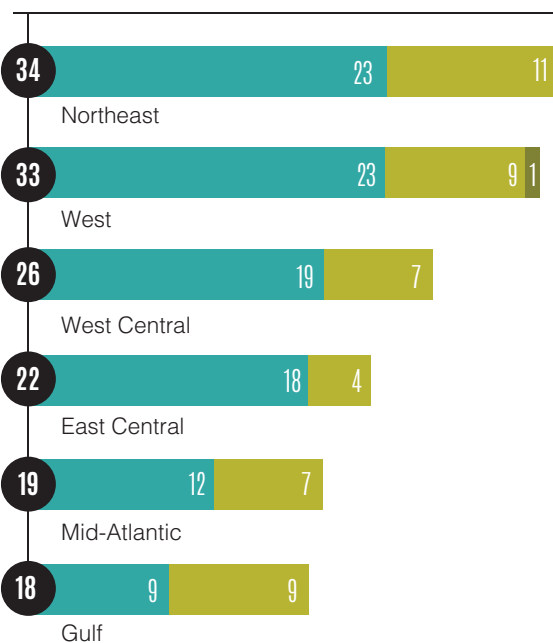
B. Arch.

10,371

M. Arch.

106

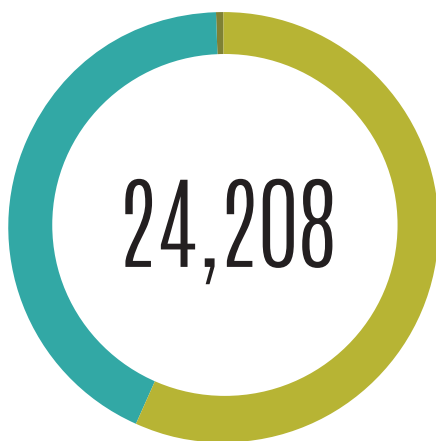
D. Arch.





## Enrollment

### Overall Enrollment by Degree



13,731

Bachelor  
of Architecture

10,371

Master  
of Architecture

106

Doctor  
of Architecture

There are 24,208 students enrolled in NAAB-accredited degree programs; of this total, 13,731 (57%) are enrolled in Bachelor of Architecture programs, 10,371 (43%) in Master of Architecture programs, and 106 (0.4%) in Doctor of Architecture programs.

Of the students enrolled, 21,915 (91%) are enrolled full-time, and 2,293 (9%) are enrolled part-time.



91%

Full-time

9%

Part-time

Overall, enrollment in accredited programs decreased by a net of 781, or 3%, from the previous academic year (2013–14). In the previous academic year, 24,989 students were enrolled in accredited degree programs.

Total enrollment in B. Arch. programs declined by 273, while enrollment in M. Arch. programs decreased by 488, and enrollment in D. Arch. programs decreased by 20.

The percentage of students enrolled in B. Arch. programs has declined 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 43% in 2014–15.

24,208

2014-15 Enrollment

-488

-273

-20

-781

● B. ARCH. ● M. ARCH. ● D. ARCH.

There are 12,766 (53%) architecture students enrolled in institutions with public support and 11,442 (47%) in institutions with private support. In 2014 the distribution of enrolled students between public and private institutions was essentially the same.



53%

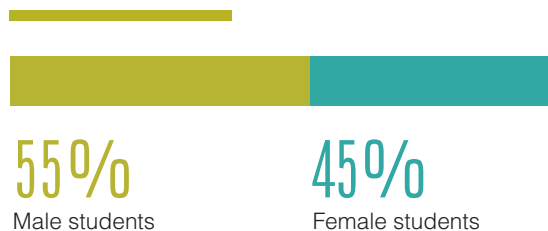
Public Support

47%

Private Support

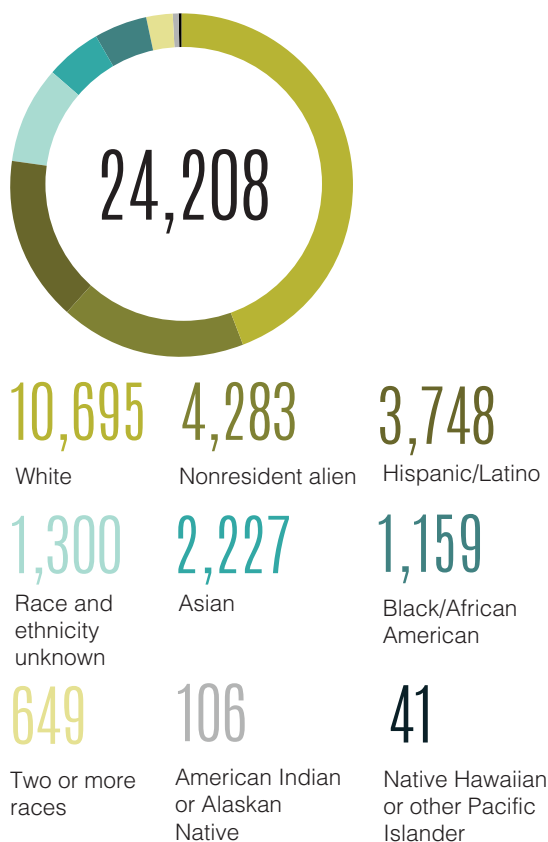
## Overall Enrollment in Accredited Programs by Gender

Gender breakdown shows little change from last year.



The gender breakdown of students enrolled is 13,347 (55%) male students and 10,861 (45%) female. These percentages are essentially the same as those for 2013–14. The percentages are statistically the same for the three degrees, Bachelor of Architecture, Master of Architecture, and Doctor of Architecture.

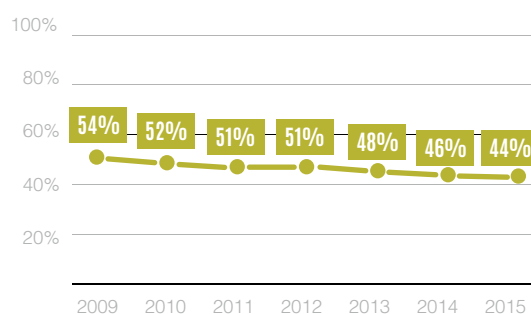
## Overall Enrollment in Accredited Programs by Ethnicity



There are 10,695 (44%) architecture students who indicated White with respect to ethnicity. The remaining categories were as follows: 106 (0%) American Indian or Alaskan Native; 2,227 (9%) Asian; 41 (0%) Native Hawaiian or other Pacific Islander; 1,159 (5%) Black or African American; 3,748 (16%) Hispanic/Latino; 649 (3%) two or more races; 4,283 (18%) nonresident alien; and 1,300 (5%) race and ethnicity unknown.

## Trends in Enrollment by Ethnicity

Enrollment by students who indicated White for ethnicity has been steadily declining since 2008–09. Following are the percentages for White enrollment between 2008–09 and 2014–15:

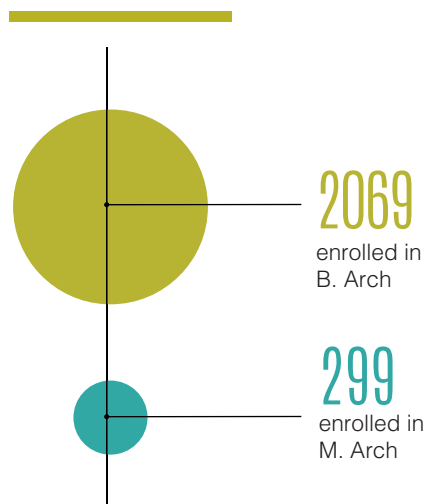


The fastest growing category of ethnicity is nonresident alien. In 2009, this category accounted for 6% of enrollment overall; in 2014–15, it was 18%.

Enrollment of Black/African American students has remained flat over the past five years, hovering at 5% of total enrollment each year.

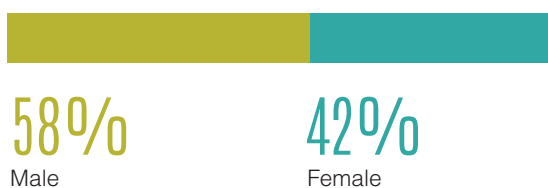
### Overall Enrollment in Candidate Programs by Degree

5% increase in candidate enrollment.



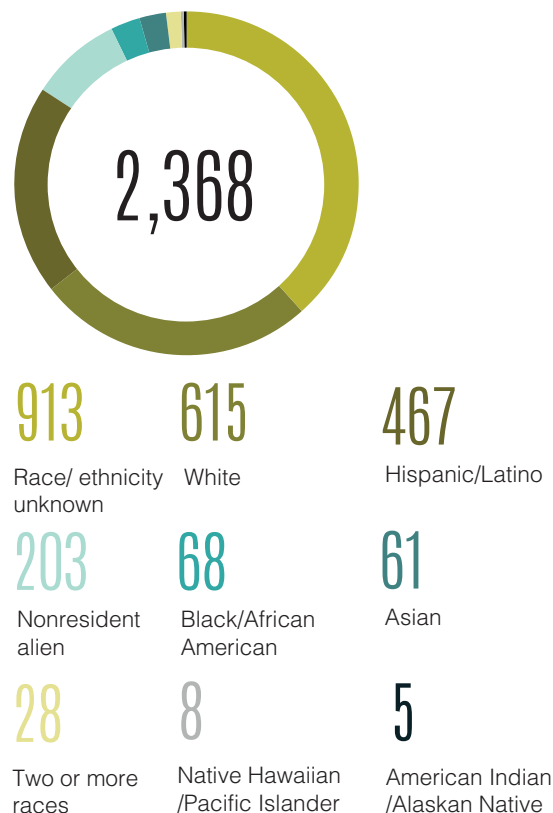
Of the 2,368 students enrolled in candidate programs in 2014–15, 2069 (87%) were enrolled in B. Arch. programs and 299 (13%) in M. Arch. programs. There are no D. Arch. candidate programs. Total enrollment in candidate programs increased by 5% from 2013–14, largely because there are several programs in candidacy.

### Overall Enrollment in Candidate Programs by Gender



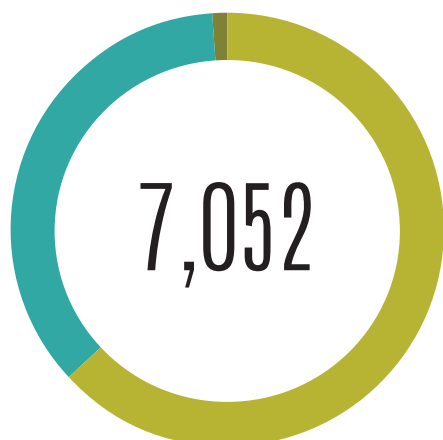
The gender breakdown of students enrolled in programs that achieved initial candidacy before July 1, 2015, is 58% (1,384) male students and 42% (984) female. In 2013–14, the gender breakdown for candidate programs was 56% male and 44% female.

### Overall Enrollment in Candidate Programs by Ethnicity

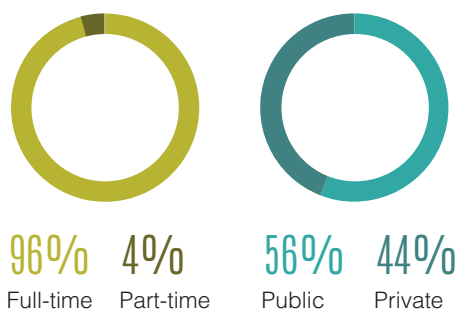


In those programs that achieved candidacy before July 1, 2015, 615 (26%) architecture students indicated white with respect to ethnicity. The remaining categories were as follows: 5 (0%) American Indian or Alaskan Native; 61 (3%) Asian; 8 (0%) Native Hawaiian or other Pacific Islander; 68 (3%) Black or African American; 467 (20%) Hispanic/Latino; 28 (1%) two or more races; 203 (9%) nonresident alien; and 913 (39%) race and ethnicity unknown.

### First-Time Enrollment in Accredited Programs



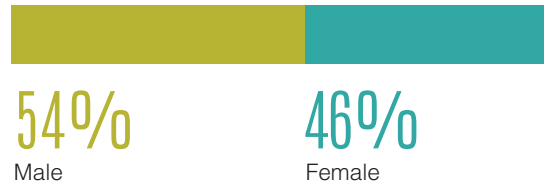
There are 7,052 newly matriculated students enrolled in NAAB-accredited degree programs for the academic year 2014–15. The number of new students is approximately 29% of all students in accredited programs. Of this total, 3,168 (45%) are enrolled in Bachelor of Architecture programs, 3,828 (54%) in Master of Architecture programs, and 61 (0.9%) in Doctor of Architecture degree programs.



Of the 7,052 newly enrolled students, 6,804 (96%) are enrolled full-time and 248 (4%) are enrolled part-time. There are 3,962 (56%) architecture students enrolled in institutions with public support and 3,090 (44%) enrolled in institutions with private support.

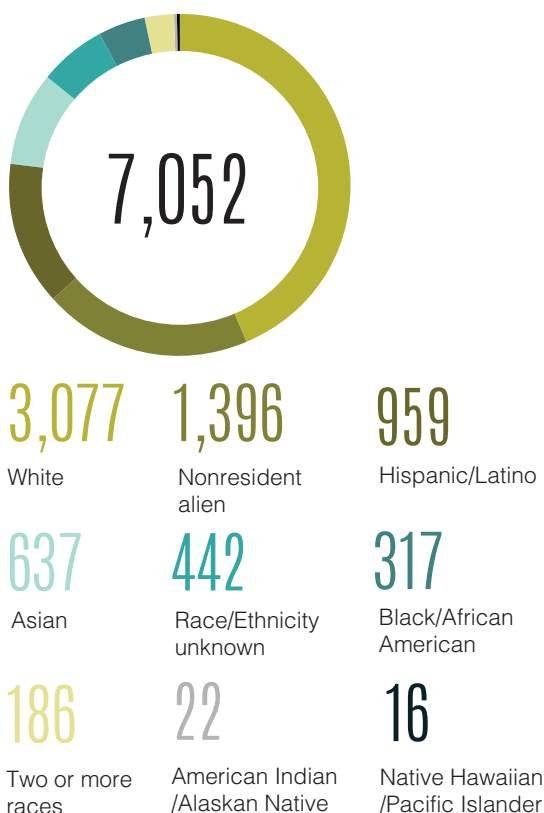
First-time enrollment in 2014–15 increased by 455 students, or 7%, from 2013–14. Between 2010 and 2014, first-time enrollment decreased by nearly 20%.

### First-Time Enrollment by Gender



The gender breakdown of first-time enrollment is 3,830 (54%) male students and 3,222 (46%) female. The percentage breakdown by gender in 2013–14 was 56% male and 44% 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

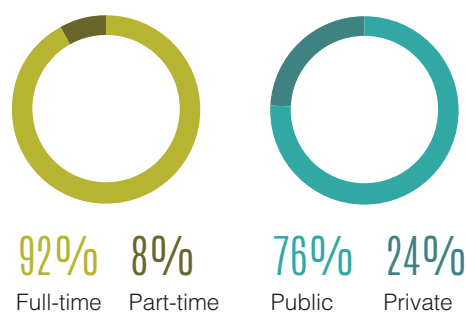


There are 3,077 (44%) architecture students who indicated white with respect to ethnicity. The remaining categories were as follows: 22 (0%) American Indian or Alaskan Native; 637 (9%) Asian; 16 (0%) Native Hawaiian or other Pacific Islander; 317 (4%) Black or African American; 959 (14%) Hispanic/Latino; 186 (3%) two or more races; 1,396 (20%) nonresident alien; and 442 (6%) race and ethnicity unknown.

### Overall Enrollment in Preprofessional Programs

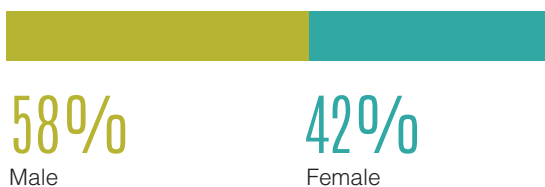
Of the institutions that offer accredited and candidate architecture programs, 82 offer preprofessional programs. The term *preprofessional* refers to architecturally focused four-year degrees that are not accredited by NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural 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 14,679 students enrolled in preprofessional degree programs in academic year 2014–15. This is a decrease of 828 students, or 5%, from the 2013–14 academic year. Between 2011 and 2015, enrollment in preprofessional programs decreased by 18%.



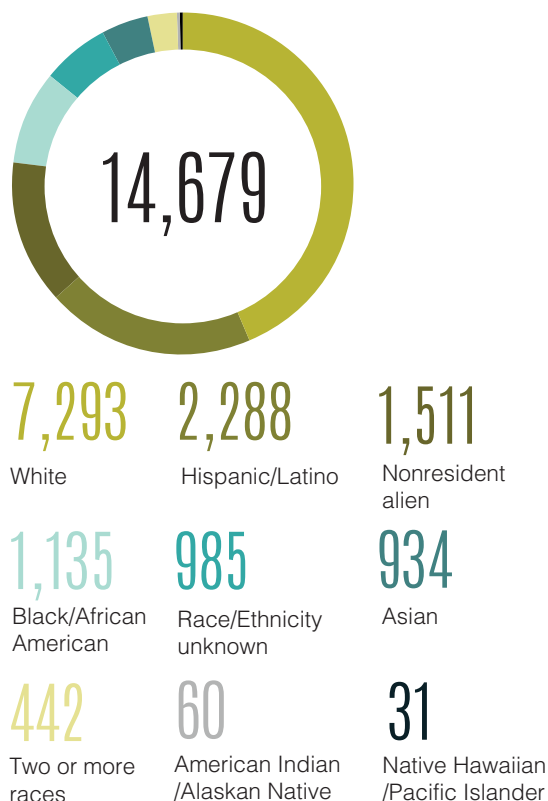
Of the total, 13,452 (92%) are enrolled full-time and 1,227 (8%) part-time. There are 11,169 (76%) architecture students enrolled in institutions with public support and 3,510 (24%) in institutions with private support.

### Preprofessional Enrollment by Gender



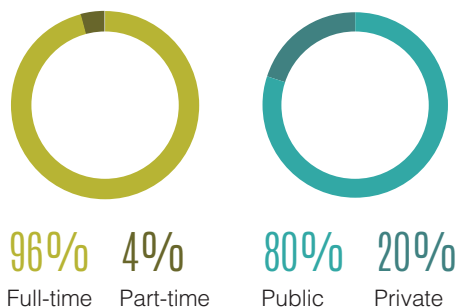
The gender breakdown of preprofessional enrollment was 8,469 (58%) males and 6,210 (42%) females. The percentage breakdown (58/42) is identical to that of 2013–14.

### Preprofessional Enrollment by Ethnicity



There are 7,293 (50%) preprofessional architecture students who indicated white with respect to ethnicity. The remaining categories are as follows: 60 (0%) American Indian or Alaskan Native; 934 (6%) Asian; 31 (0%) Native Hawaiian or other Pacific Islander; 1,135 (8%) Black or African American; 2,288 (16%) Hispanic/Latino; 442 (3%) two or more races; 1,511 (10%) nonresident alien; and 985 (7%) race and ethnicity unknown.

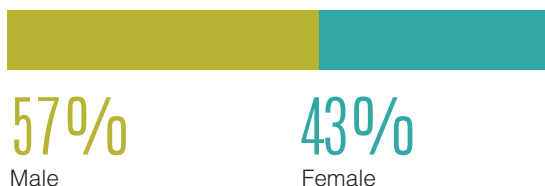
### First-Time Enrollment in Preprofessional Programs



There were 4,198 newly matriculated students enrolled in preprofessional programs at institutions with accredited architecture programs for the academic year 2014–15; 4,051 (96%) are enrolled full-time and 147 (4%) are enrolled part-time. There are 3,342 (80%) architecture students enrolled in institutions with public support and 856 (20%) in institutions with private support.

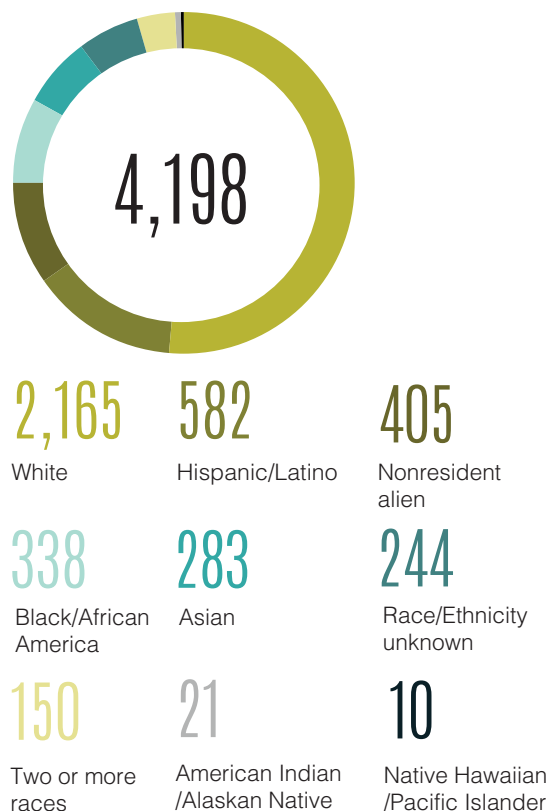
The steep decrease (20%) in first-time enrollment in preprofessional programs that occurred 2012–13 was not repeated in 2013–14, when the decrease was 1.5%.

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



The gender breakdown of students enrolled is 2,452 (57%) males and 1,824 (43%) females.

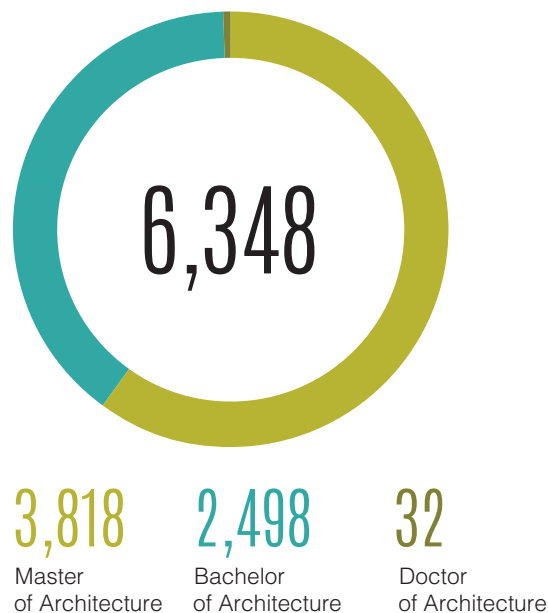
### First-Time Enrollment in Preprofessional Programs by Ethnicity



There are 2,165 (51%) architecture students who indicated white with respect to ethnicity. The remaining categories are as follows: 21 (0%) American Indian or Alaskan Native; 283 (7%) Asian; 10 (0%) Native Hawaiian or other Pacific Islander; 338 (8%) Black, Non-Hispanic; 582 (14%) Hispanic/Latino; 150 (4%) two or more races; 405 (10%) nonresident alien; and 244 (6%) race and ethnicity unknown.

## Degrees Awarded

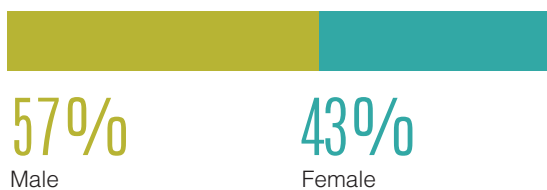
### Degrees Awarded by Accredited Programs



A total of 6,348 accredited degrees were awarded during the 2014–15 academic year: 2,498 (39%) were Bachelor of Architecture degrees; 3,818 (60%) were Master of Architecture degrees; and 32 (1%) were Doctor of Architecture degrees.

The 7% decrease in degrees awarded between 2012–13 (6,347 degrees) and 2013–14 (5,918 degrees) did not continue this year. In fact, the number of degrees awarded increased by 7% this year.

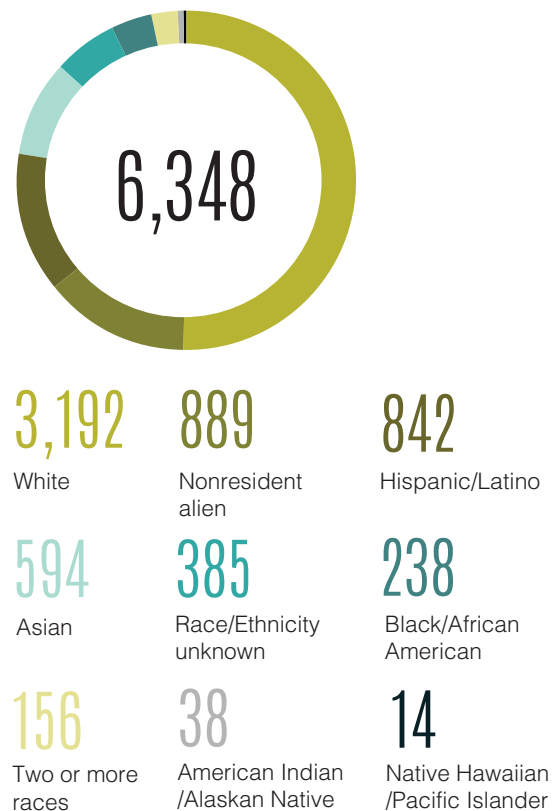
### Degrees Awarded by Gender



The gender breakdown for degrees awarded is 3,623 (57%) males and 2,725 (43%) females. The gender breakdown for overall enrollment is 55% males and 45% females.

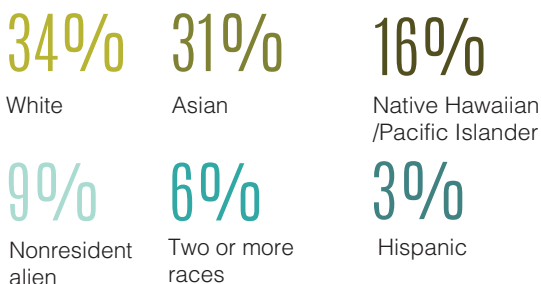
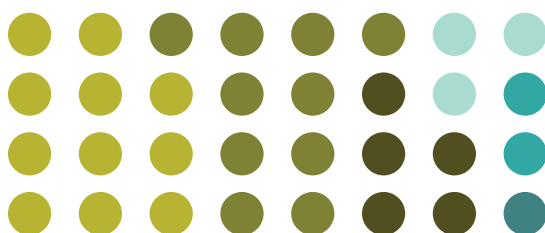
The gender distribution for the Doctor of Architecture is 53% male and 47% female. The D. Arch. breakdown in 2012–2013 was 50/50.

### Degrees Awarded by Ethnicity



Of the degrees awarded, 3,192 (50%) were awarded to white, non-Hispanic students. The remaining categories are as follows: 38 (1%) American Indian or Alaskan Native; 594 (9%) Asian; 14 (0%) Native Hawaiian or other Pacific Islander; 238 (4%) Black or African American; 842 (13%) Hispanic/Latino; 156 (3%) two or more races; 889 (14%) nonresident alien; and 385 (6%) race and ethnicity unknown.

#### Degrees Awarded by Ethnicity (continued)



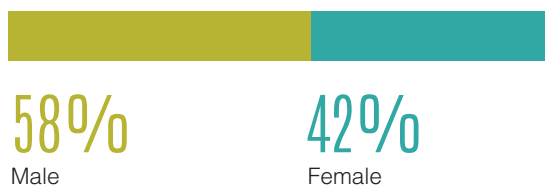
The ethnicity of the 32 students who received Doctor of Architecture degrees is as follows: 34% white, 31% Asian, 16% Native Hawaiian or other Pacific Islander, 9% nonresident alien, 6% two or more races, 3% Hispanic.

#### Degrees Awarded in Preprofessional Programs

5% decrease in preprofessional degrees awarded.

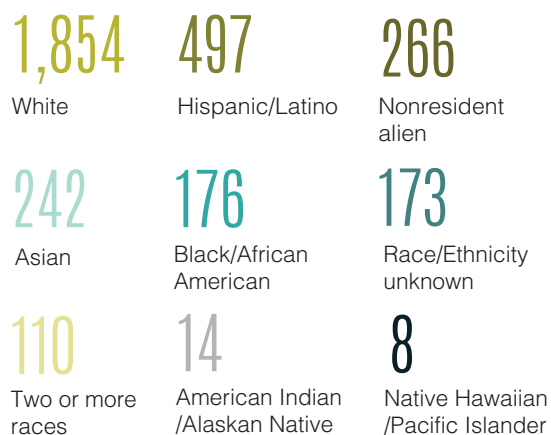
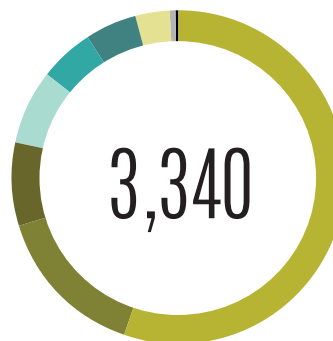
A total of 3,340 preprofessional degrees were awarded during the 2014–2015 academic year. This total is a 5% decrease from 2013–14, when 3,515 preprofessional degrees were awarded.

#### Degrees Awarded in Preprofessional Programs by Gender



The gender breakdown of degrees awarded is 1,931 (58%) degrees awarded to male students and 1,409 (42%) to female students. This year's breakdown is identical to the breakdown in 2013–14.

#### Degrees Awarded in Preprofessional Programs by Ethnicity



There were 1,854 (56%) degrees awarded to students who indicated white with respect to ethnicity. The remaining categories were as follows: 14 (0.4%) American Indian or Alaskan Native; 242 (7%) Asian; 8 (0.2%) Native Hawaiian or other Pacific Islander; 176 (5%) Black or African American; 497 (15%) Hispanic/Latino; 110 (3%) two or more races; 266 (8%) nonresident alien; and 173 (5%) 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.

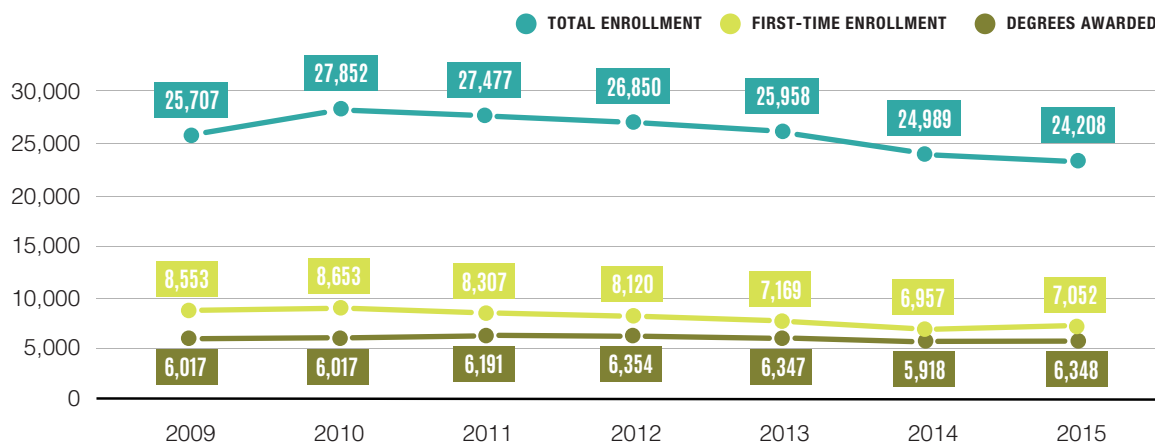


# Trends In Enrollment and Degrees Awarded

## Accredited Programs

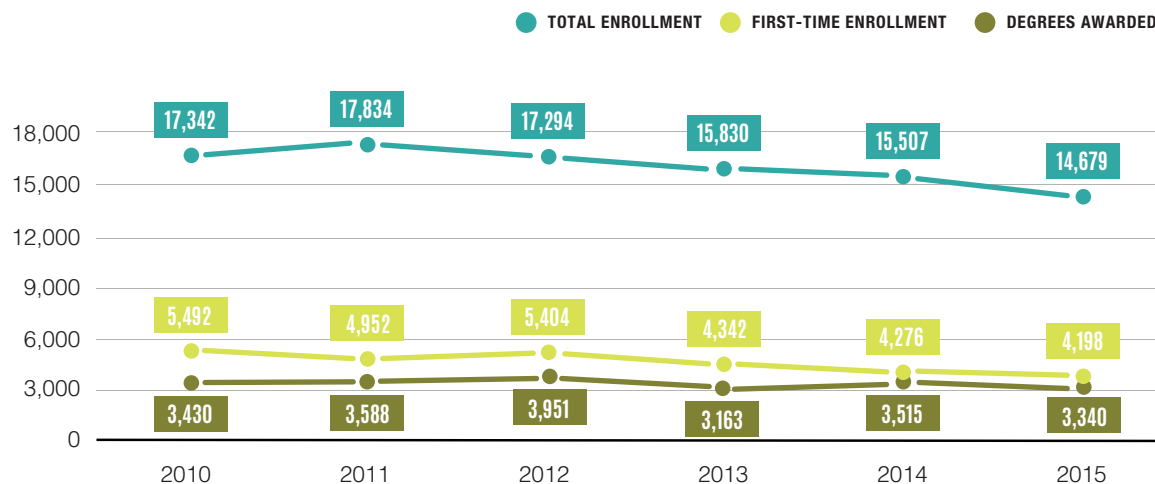
Rate of decrease in enrollment at accredited programs remains steady at -3% annually.

Between 2010 and 2014, total enrollment in accredited architecture programs decreased by 10%. Since 2011, the rate of decrease has consistently been about 3% per year. After several years of decline in first-time enrollment, 2014–15 saw a 1% increase.



## Preprofessional Programs

Enrollment in preprofessional programs decreased by 5% from enrollment levels in 2013–14. First-time enrollment is down by 2% from 2013–14.





**2015 ANNUAL REPORT**

National Architectural Accrediting Board

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