



2023 ANNUAL REPORT ON ARCHITECTURE EDUCATION

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INTRODUCTION



FROM THE PRESIDENT AND THE EXECUTIVE DIRECTOR OF NAAB

On behalf of the NAAB Board of Directors and the organization's staff team, it is our pleasure to present the 2023 NAAB Annual Report on Architecture Education. This document represents NAAB's progress during the year 2023 and is comprised of three parts:

- Part I: Programs, Enrollment, and Degrees Awarded
- Part II: Faculty and Team Pool Statistics
- Part III: Accreditation Decisions and Other Activities

NAAB's mission is to develop and maintain an accreditation system in professional degree education that enhances the value, relevance, and effectiveness of the profession of architecture. In 2023, NAAB made significant progress in advancing its mission to strengthen and streamline accreditation, certification, and evaluation processes, while building on continuous improvement opportunities recognized during the COVID-19 pandemic.

In 2020, NAAB and its accredited programs faced several challenges: a pandemic and the transition to a new set of accreditation criteria (2020 Conditions and Procedures for Accreditation). In response to the exceptional circumstances created by the pandemic, NAAB's Board of Directors made the decision to move site visits scheduled for 2020–2023 to a virtual format to ensure the health and safety of all. At the same time, NAAB launched an extensive virtual training and communications effort to provide NAAB-accredited programs, programs seeking NAAB accreditation and NAAB visiting teams with the information they needed to effectively implement and evaluate compliance with new 2020 Conditions and Procedures for Accreditation.

NAAB's spring 2023 site visit cycle marked the largest cohort of programs with continuing accreditation site visits to be conducted to date under the 2020 Conditions and Procedures for Accreditation. During calendar year 2023, NAAB reviewed 49 professional degree programs in architecture at 43 institutions, including 40 programs for continuing accreditation, one for initial accreditation, two for continuing candidacy, and six for initial candidacy. In addition, NAAB reviewed two

new programs for eligibility for candidacy. By the end of 2023, 175 programs at 139 institutions held NAAB accreditation—172 programs at 136 institutions in the United States and three programs at three international institutions.

This Annual Report highlights the work of nearly 100 NAAB volunteers who contributed thousands of hours to the important task of professional accreditation in architectural education. Thanks to the commitment, patience, and dedication of our many volunteer site visitors, review panels, Board of Directors, program administration and faculty, and hardworking staff, we were able to maintain the quality of our peer review process while exploring the challenges and opportunities of conducting site visits and supporting programs in a virtual environment. NAAB expresses its gratitude to these dedicated individuals for sharing their time and talent in the critically important tasks of ensuring the quality of professional degree programs in architecture.

In January 2024, NAAB returned to on-campus site visits and is carrying forward the lessons learned during this challenging time. NAAB will continue to engage with academic programs, the profession, related organizations, and our dedicated volunteers to further our mission of advancing architecture educational quality assurance standards and support processes that anticipate the needs of academic programs, of the profession of architecture, and of society to promote a better built environment.

We look forward to updating you on new accreditation initiatives and progress. Please contact us at accreditation@naab.org with any questions or comments.

With best regards,



Stephen Schreiber
2024 NAAB President



Tanya A. Tamarkin
NAAB Executive Director

NAAB'S VISION, MISSION, AND CORE VALUES

Vision

NAAB advances educational quality assurance standards and processes that anticipate the needs of academic programs, the profession, and society, to promote a better built environment.

Mission

NAAB develops and maintains an accreditation system in professional degree education that enhances the value, relevance, and effectiveness of the profession of architecture.

Core Values

NAAB aspires to follow four core values in the way it approaches its work and mission:

- **Commitment to Excellence:** Foster a culture of continual improvement that seeks positive organizational transformation and responds to external change.
- **Diversity and Inclusion:** Celebrate unique institutional perspectives and ensure the inclusion of diverse populations to enrich the learning environment.
- **Effective Communication:** Articulate the value of an accredited architecture education to students, the profession, and the communities architects serve.
- **Spirit of Collaboration:** Promote transparency and collateral cooperation in the shared responsibility of preparing graduates for professional practice.

2023 ANNUAL REPORT

The purpose of the annual report is to update program records and provide information about each program's continuing compliance with the Conditions for Accreditation during the program's accreditation cycle. In addition, programs report key data that NAAB compiles, analyzes, and communicates to the public through NAAB publications such as this.

In spring 2023, NAAB introduced a new platform for programs to use to submit annual reports, as the first module of an innovative accreditation management system, along with revisions to the type of information that programs must submit. The aggregate results of the web-based questionnaire are included in this report.

The data presented in this report were collected in fall 2023 and cover academic year (AY) 2022-23.

The annual report captures information on both the institution in which an architecture program resides and the program itself. The redesigned report consists of eight sections:

1. Governing organization information
2. Program information
3. Academic information
4. Instructional faculty
5. Student and faculty demographics
6. Student and graduate achievement
7. Maintenance of accreditation
8. Substantive changes

PART 1

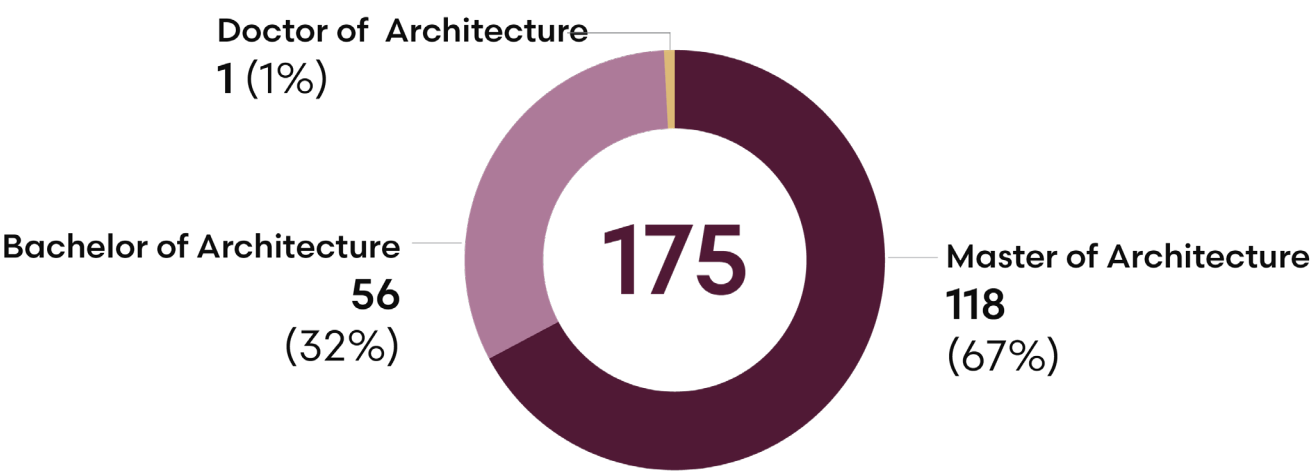
ACCREDITED PROGRAMS AND ENROLLMENT



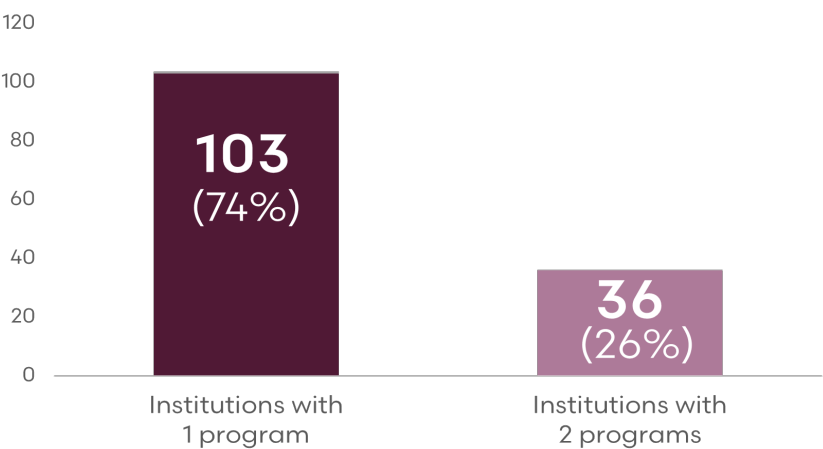
ACCREDITED PROGRAMS

Number of Accredited Programs

In AY 2022–23, 175 accredited programs were housed in 139 institutions with U.S. regional accreditation. Of the 175 programs, 118 (67%) were Master of Architecture (M.Arch.) programs, 56 (32%) were Bachelor of Architecture (B.Arch.) programs, and 1 (1%) was a Doctor of Architecture (D.Arch.) program.

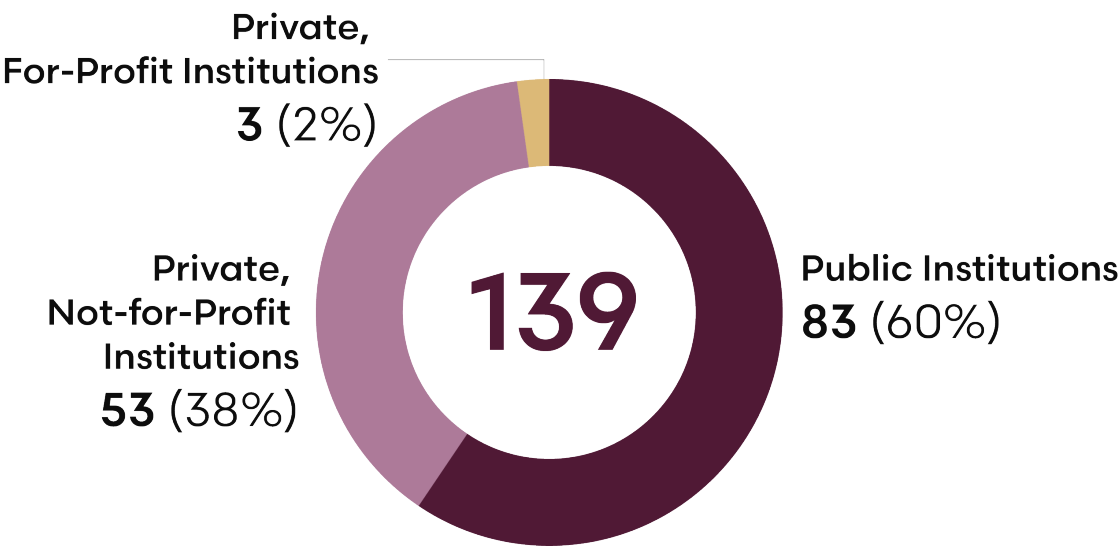


Of the 139 institutions that offered accredited architecture programs, 103 (74%) offered one accredited program, and 36 (26%) offered two accredited programs.



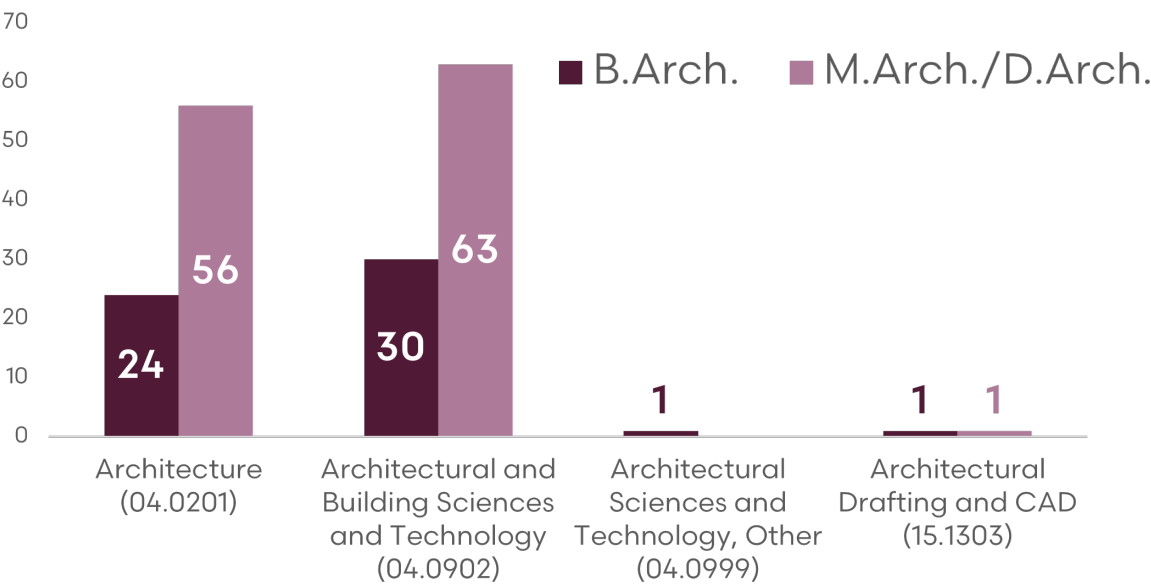
Institution Type

Eighty-three (60%) were public institutions; 53 (38%) were private, not-for-profit institutions; and three (2%) were private, for-profit institutions.



CIP Codes

The Classification of Instructional Programs (CIP) helps track the reporting of fields of study. Accredited architecture programs reported using the following CIP codes to define their programs.



Institutional Accreditors

Institutions with NAAB-accredited programs are accredited by one of six institutional accreditors.

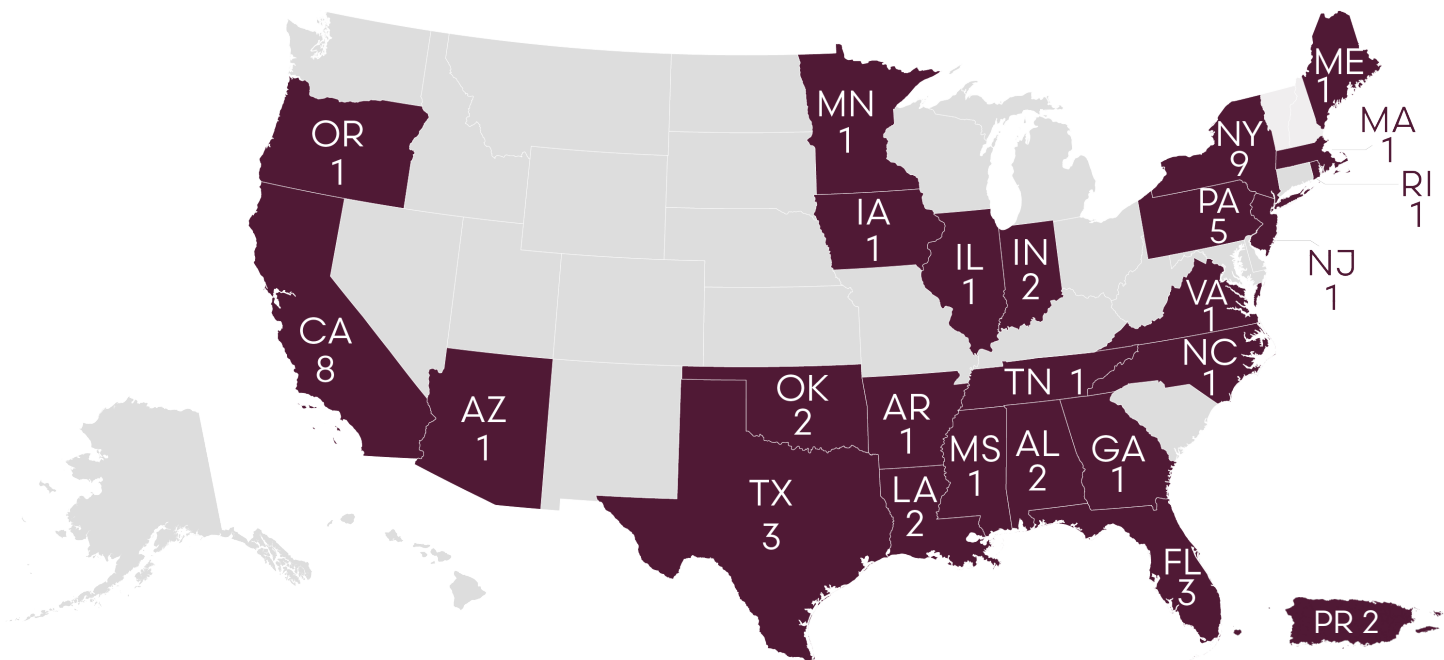
Overall	#	%
Higher Learning Commission (HLC)	42	24.0%
Middle States Commission on Higher Education (MSCHE)	43	24.6%
New England Commission on Higher Education (NECHE)	16	9.1%
Northwest Commission on Colleges and Universities (NWCCU)	9	5.1%
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	44	25.1%
WASC Senior College and University Commission (WSCUC)	21	12.0%
	175	

B.Arch.	#	%
Higher Learning Commission (HLC)	8	14.3%
Middle States Commission on Higher Education (MSCHE)	18	32.1%
New England Commission on Higher Education (NECHE)	4	7.1%
Northwest Commission on Colleges and Universities (NWCCU)	1	1.8%
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	16	28.6%
WASC Senior College and University Commission (WSCUC)	9	16.1%
	56	

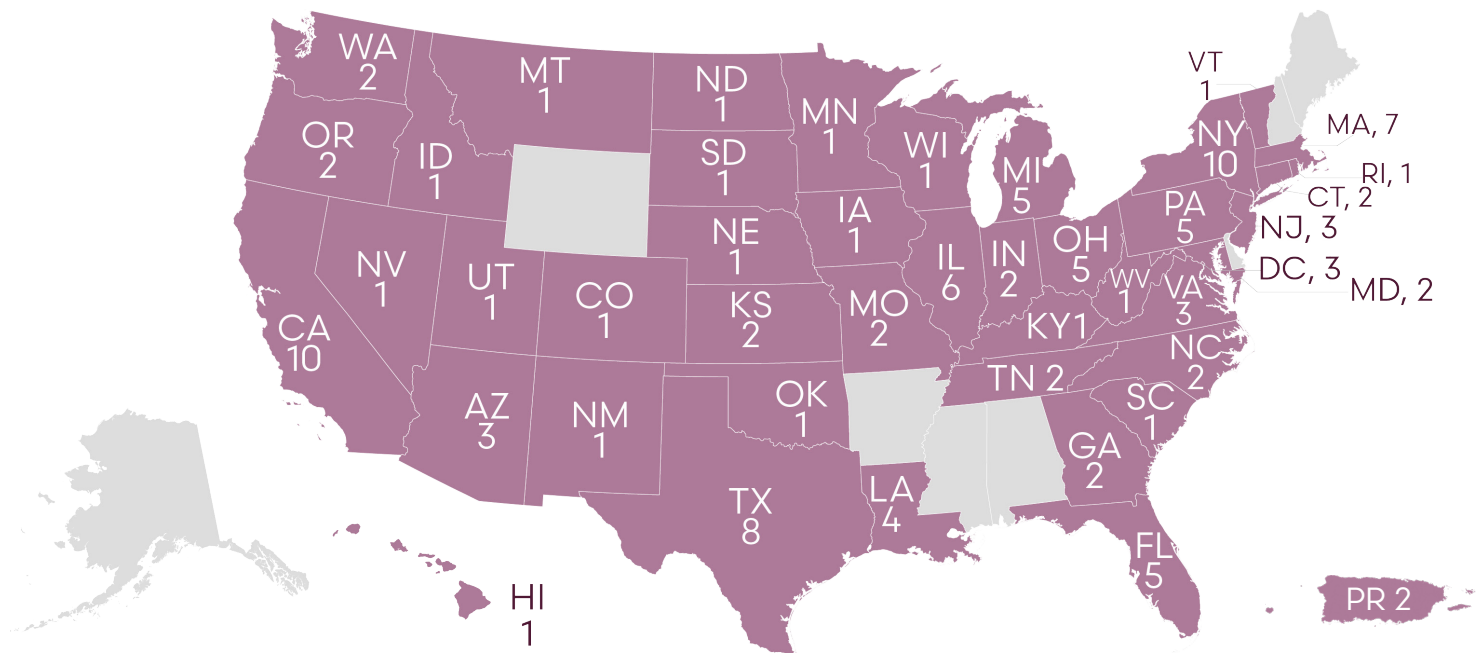
M.Arch./D.Arch.	#	%
Higher Learning Commission (HLC)	34	28.6%
Middle States Commission on Higher Education (MSCHE)	25	21.0%
New England Commission on Higher Education (NECHE)	12	10.1%
Northwest Commission on Colleges and Universities (NWCCU)	8	6.7%
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	28	23.5%
WASC Senior College and University Commission (WSCUC)	12	10.1%
	119	

Number of Accredited Programs by State/Territory

Bachelor of Architecture Programs Total: 53

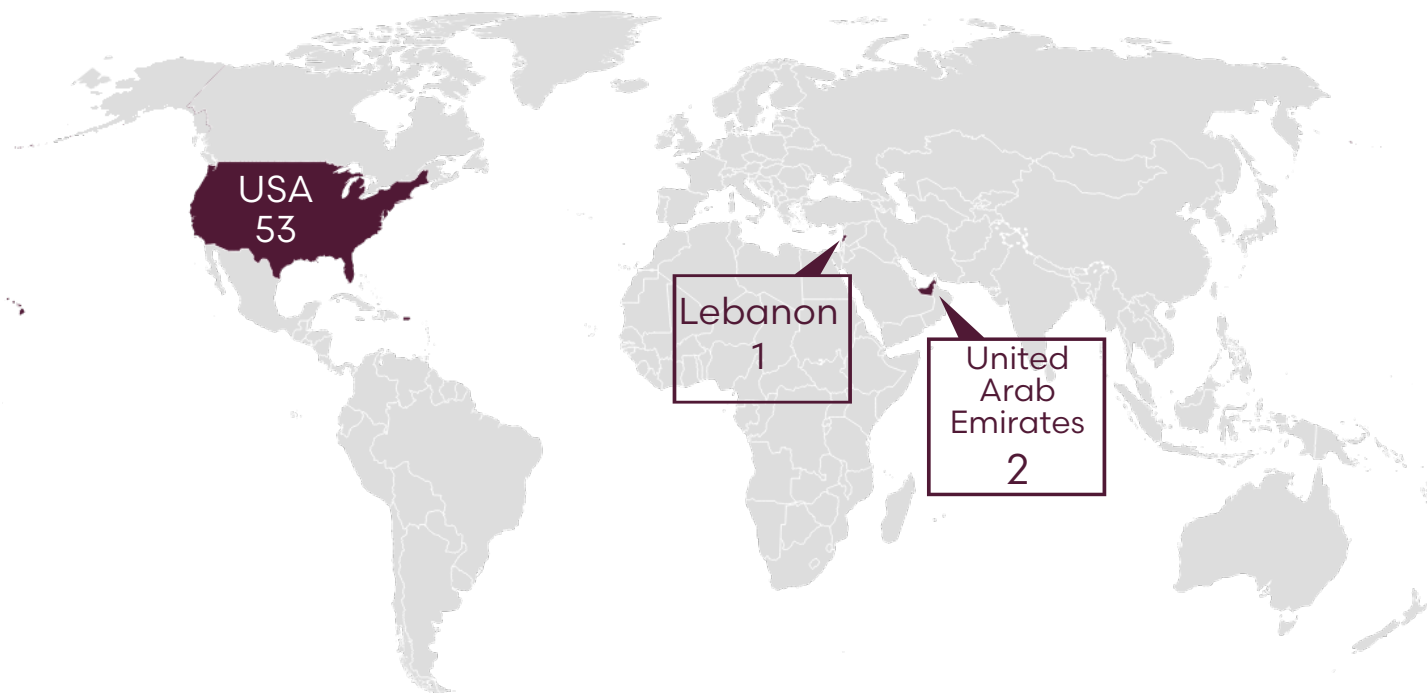


Master of Architecture and
Doctor of Architecture Programs Total: 119

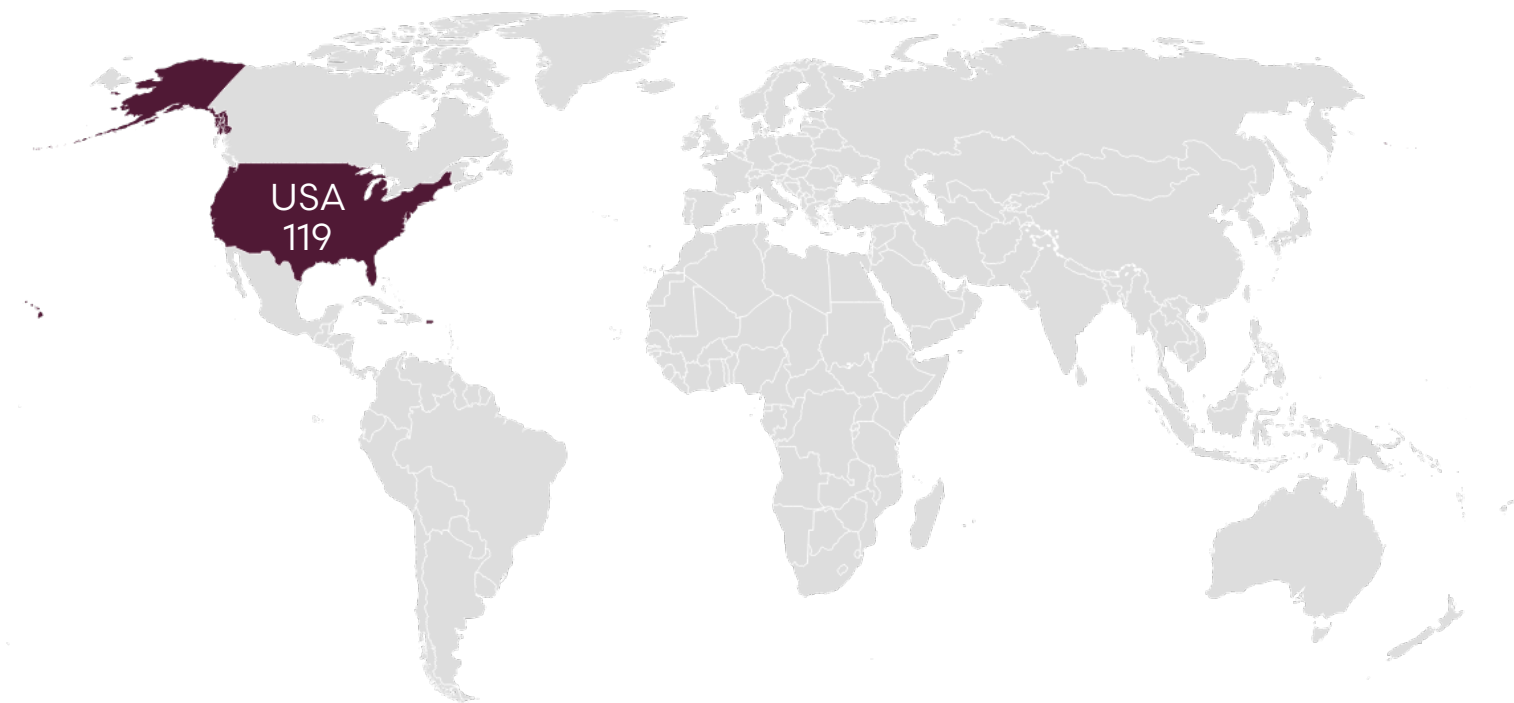


Number of Accredited Programs by Country

Bachelor of Architecture programs Total: 56



Master of Architecture and
Doctor of Architecture Programs Total: 119

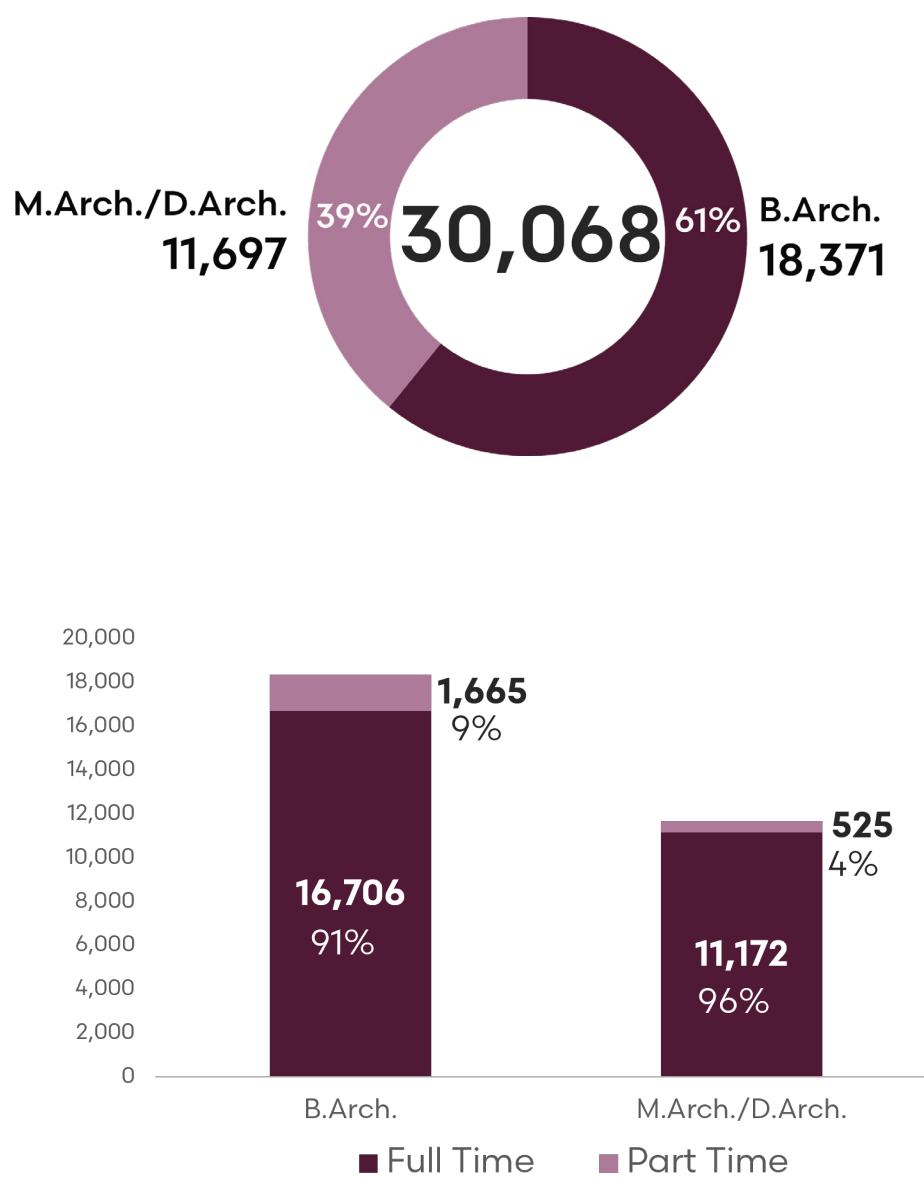


ENROLLMENT

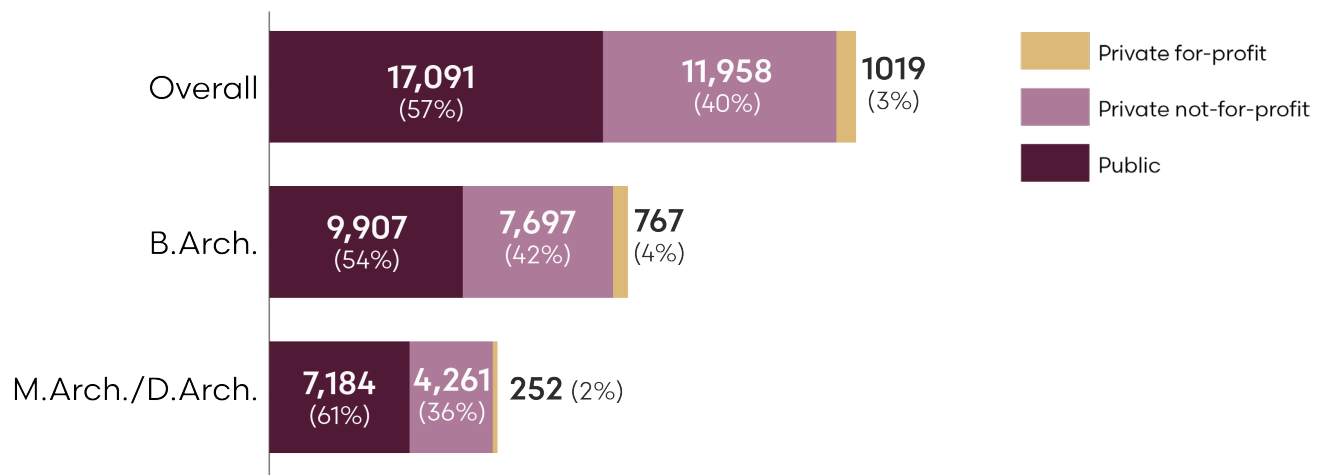
Overall Enrollment in Accredited Programs by Degree

In AY 2022-23, there were 30,068 students enrolled in NAAB-accredited degree programs: of this total, 18,371 (61%) were enrolled in Bachelor of Architecture programs, and 11,697 (39%) were enrolled in Master of Architecture and Doctor of Architecture programs.

Of the students enrolled in B.Arch. programs, 16,706 (91%) were enrolled full-time, and 1,665 (9%) were enrolled part-time. Of the students enrolled in M.Arch. and D.Arch. programs, 11,172 (96%) were enrolled full-time and 525 (4%) were enrolled part-time.

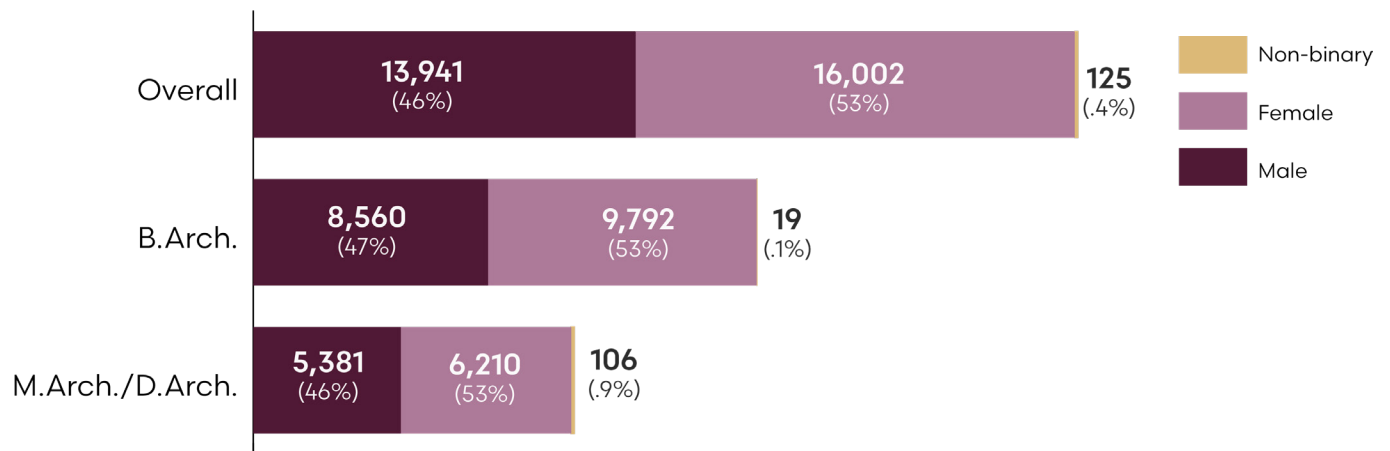


There were 17,091 (57%) architecture students enrolled in institutions with public support, 11,958 (40%) enrolled in institutions with private not-for-profit support and 1,019 (3%) students enrolled in private, for-profit institutions.

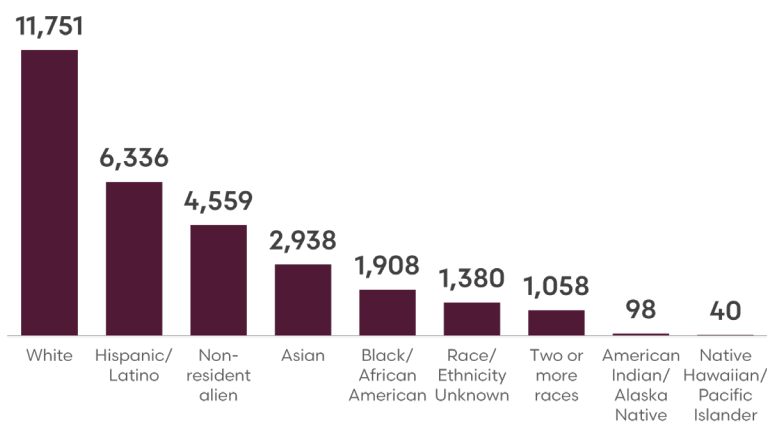


Overall Enrollment in Accredited Programs by Gender

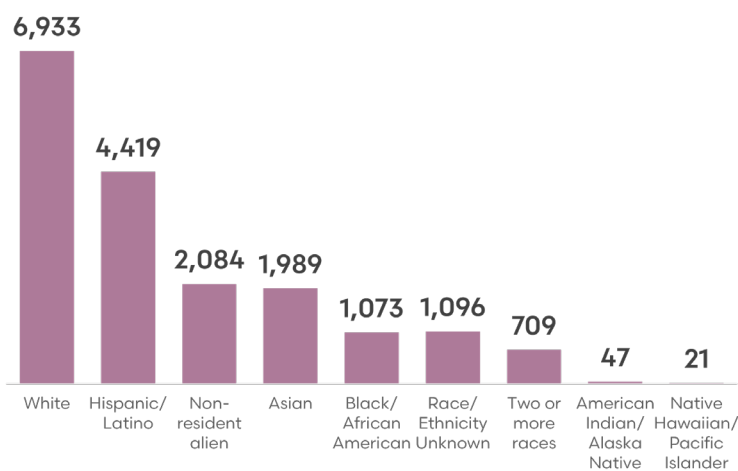
The gender breakdown of enrolled students is 13,941 (45%) males, 16,002 (53%) females, and 125 (0.5%) non-binary. The percentages are statistically the same for the B.Arch. and M.Arch./D.Arch. degrees.



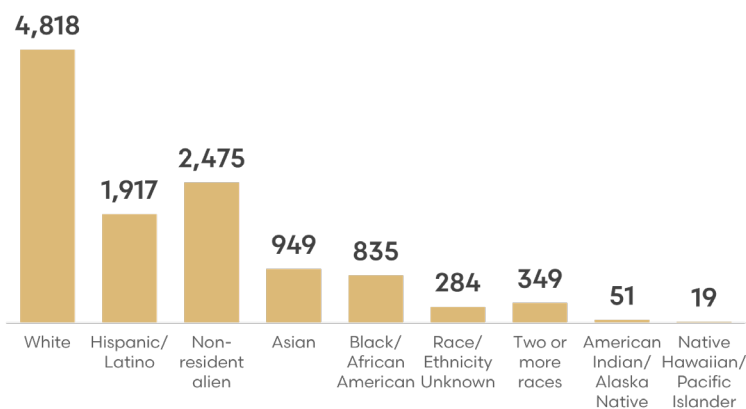
Overall Enrollment in Accredited Programs by Race/Ethnicity



For B.Arch. programs, the race/ethnicity breakdown was White: 6,933 (38%), Hispanic/Latino: 4,419 (24%), Nonresident alien: 2,084 (11%), Asian: 1,989 (11%), Race/Ethnicity unknown: 1,096 (6%), Black/African American: 1,073 (6%), Two or more races: 709 (4%), American Indian/Alaska Native: 47 (0.3%), Native Hawaiian/Pacific Islander: 21 (0.1%).



For M.Arch./D.Arch. programs, the race/ethnicity breakdown was White: 4,818 (41%), Nonresident alien: 2,475 (21%), Hispanic/Latino: 1,917 (16%), Asian: 949 (8%), Black/African American: 835 (7%), Two or more races: 349 (3%), Race/Ethnicity unknown: 284 (2%), American Indian/Alaska Native: 51 (0.4%), Native Hawaiian/Pacific Islander: 19 (0.2%).



TRENDS IN ENROLLMENT

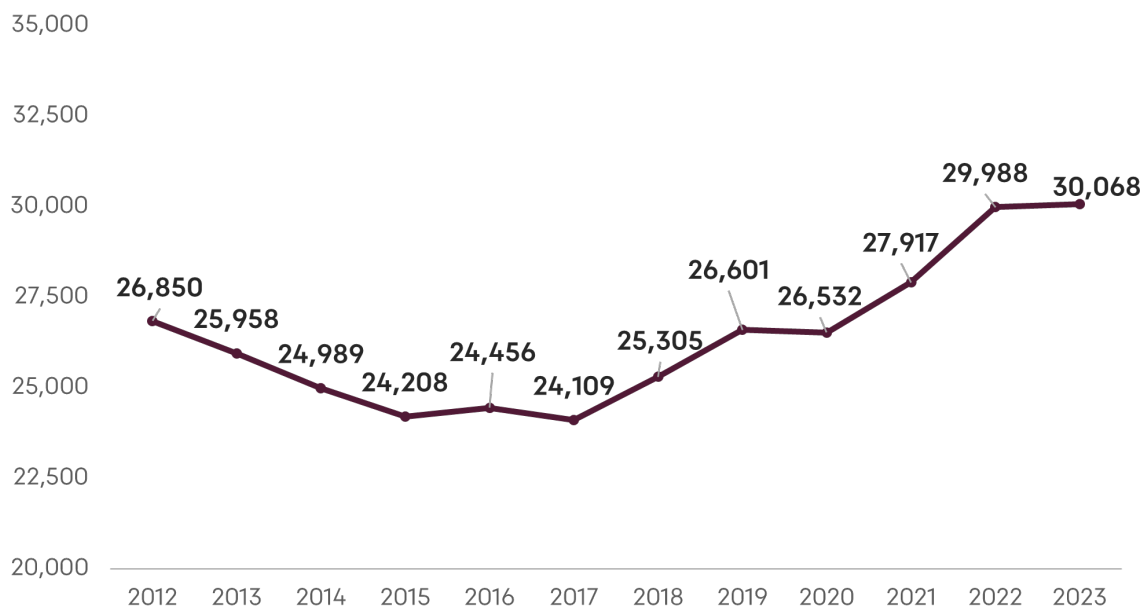
Overall Enrollment by Year

Overall, enrollment in accredited programs increased by a net of 80 students, or 0.27%, from AY 2021-22, when 29,988 students were enrolled in accredited degree programs. Enrollment in B.Arch. programs increased by 389 students and enrollment in M.Arch./D.Arch. programs decreased by 309 students.

B.Arch. Programs

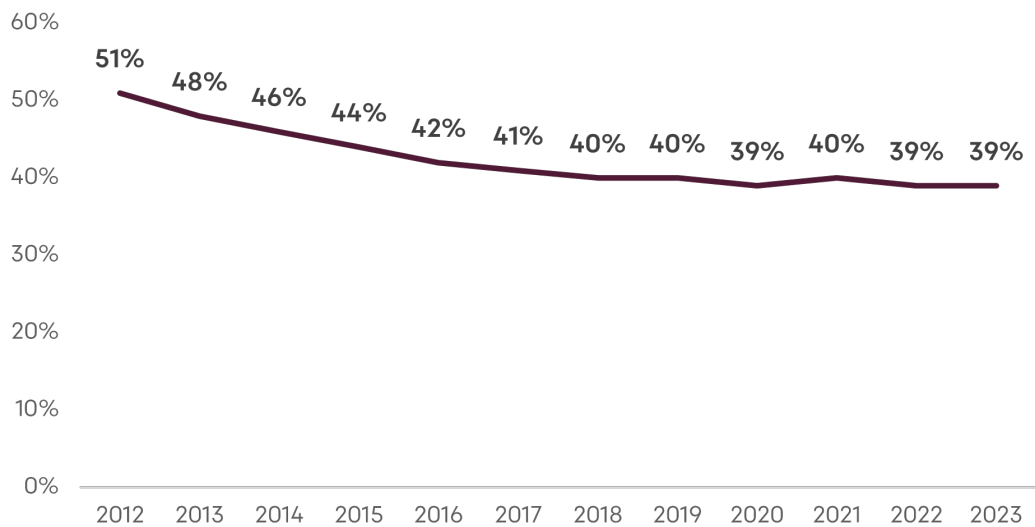


M.Arch./D.Arch. Programs

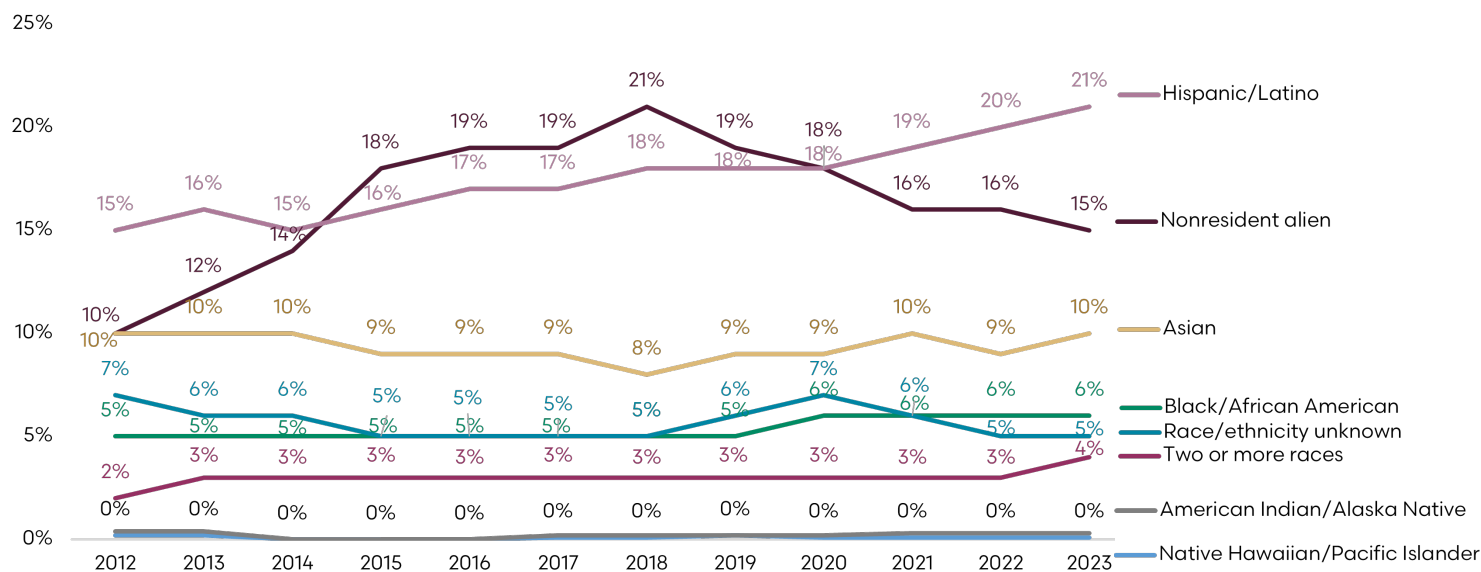


Trends in Enrollment by Race/Ethnicity

Enrollment by students who indicated white for ethnicity remained steady at 39% in 2023. The chart below shows white enrollment as a percentage of total enrollment, 2012–2023.



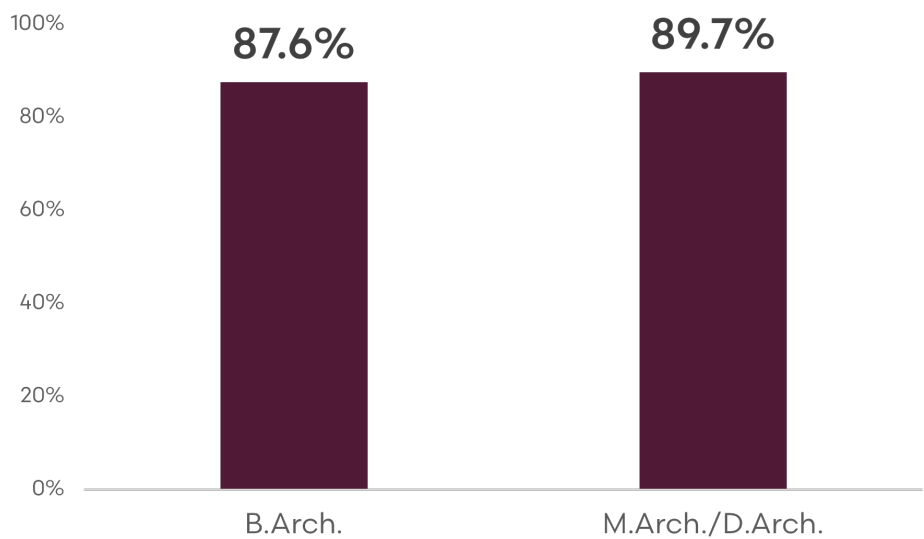
The fastest growing category of ethnicity was Hispanic/Latino. In 2012, this category accounted for 15% of enrollment overall; in 2023, it was 21%. Enrollment of non-resident aliens was slightly lower than in 2022 but increased overall from 10% in 2012 to 15% in 2023. Enrollment of students who indicated two or more races has increased from 2% to 4% since 2012. All other race/ethnicity groups have remained mostly steady over the past 11 years.



STUDENT AND GRADUATE ACHIEVEMENT

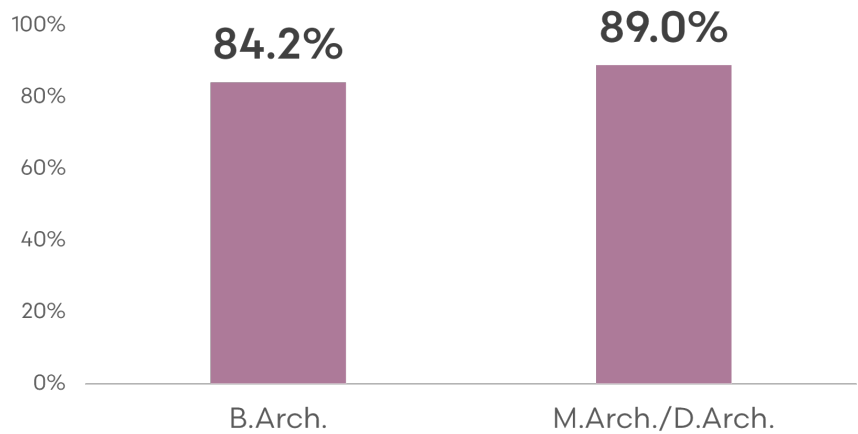
Retention Rate by Program

Accredited B.Arch. programs had a student retention rate of 88% in 2022-2023, and M.Arch./D. Arch. programs had a retention rate of 90%. The retention rate is calculated as the percentage of students who were enrolled in the accredited program in 2021-2022 and were eligible to return the following year who returned for the 2022-2023 academic year.



Job Placement Rate by Program

The job placement rate is determined by the percentage of students who graduated in 2021-2022 for whom employment information is known who were employed in a field for which the architecture program prepared them (full-time or part-time) within one year of graduation. For students in B.Arch. programs, the job placement rate was 84%, and for M.Arch./D.Arch. programs, the job placement rate was 89%.



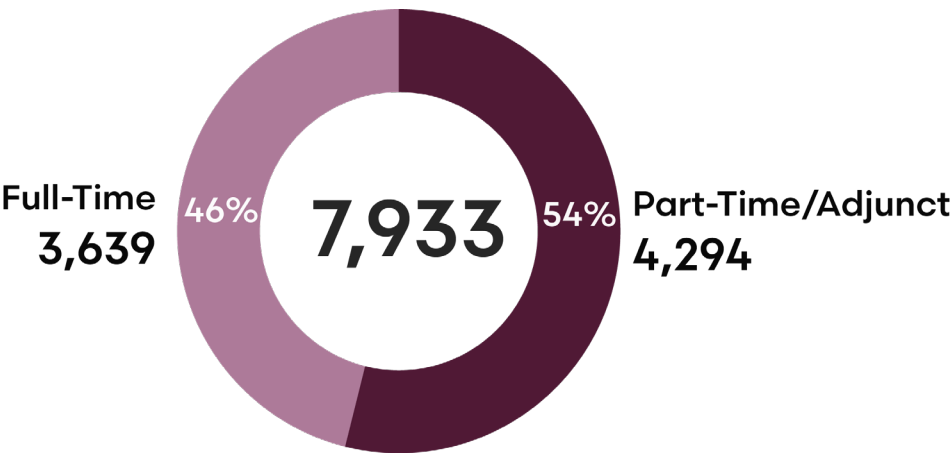
FACULTY AND THE NAAB VISITING TEAM POOL



FACULTY

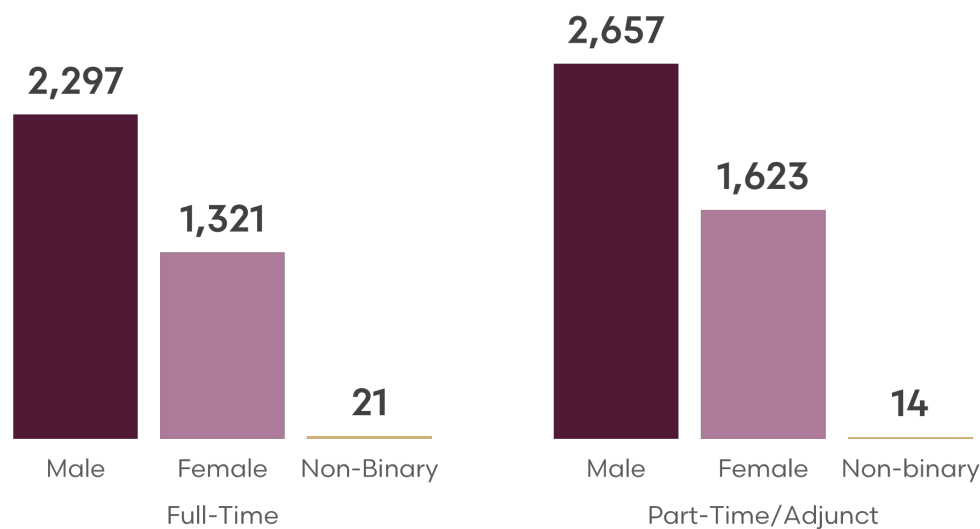
Appointment Type

There were 7,933 faculty teaching in NAAB-accredited degree programs: 3,639 (46%) were full-time appointments and 4,294 (54%) were part-time/adjuncts.



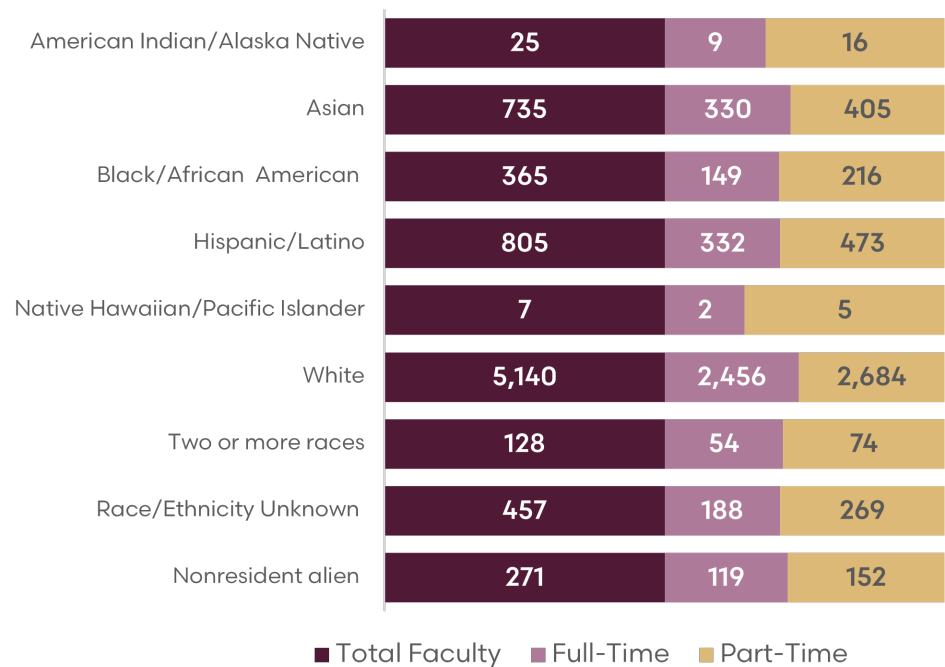
Gender

The gender breakdown of full-time faculty was 2,297 (63%) male, 1,321 (36%) female, and 21 (.6%) non-binary. For part-time/adjunct faculty, the gender breakdown was 2,657 (62%) male, 1,623 (38%) female, and 14 (.3%) non-binary.



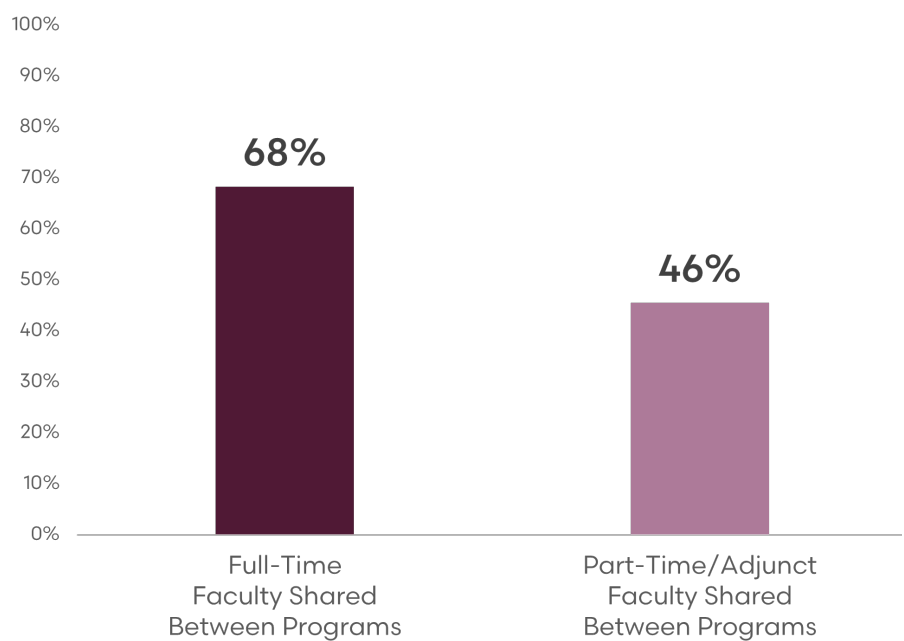
Race/Ethnicity

Of the 7,933 total faculty 5,140 (65%) indicated white for ethnicity. The remaining categories were as follows: 805 (10%) Hispanic; 735 (9%) Asian; 457 (6%) Race and ethnicity unknown; 365 (5%) Black or African American; 271 (3%) Nonresident alien; 128 (2%) Two or more races; 25 (0.3%) American Indian or Alaska Native; 7 (0.1%) Native Hawaiian/Pacific Islander.



Faculty Shared Between B.Arch. and M.Arch. Programs

For institutions with both a B.Arch. and M.Arch. program, 68% of full-time faculty were shared between programs and 46% of part-time/adjunct faculty were shared between programs.

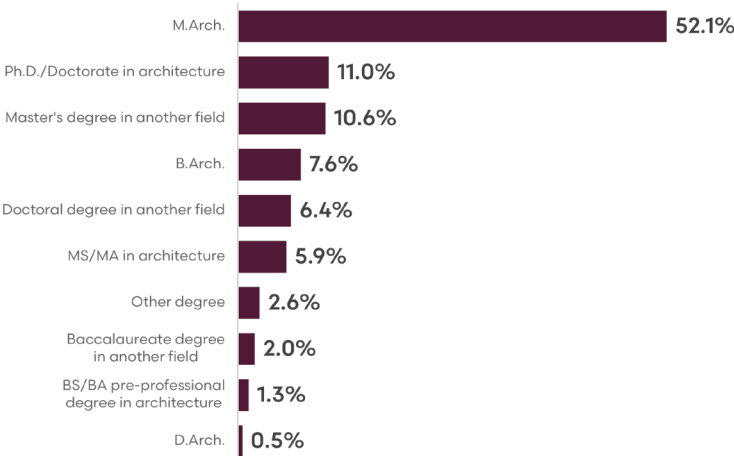


Faculty Credentials

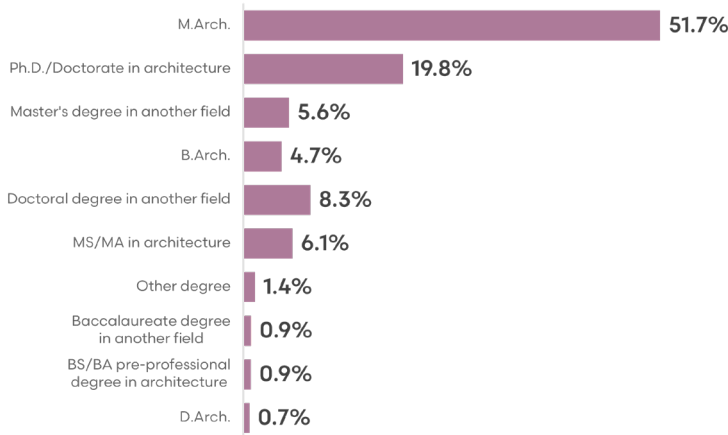
Based on data supplied by accredited architecture programs for AY 2022–23, the 7,933 individuals employed as full-time and part-time/adjunct instructional faculty in NAAB-accredited programs held a variety of degrees, with the largest percentage holding an M.Arch. as the highest degree earned.

The graphic below shows the credentials of full-time and part-time/adjunct faculty by highest degree earned.

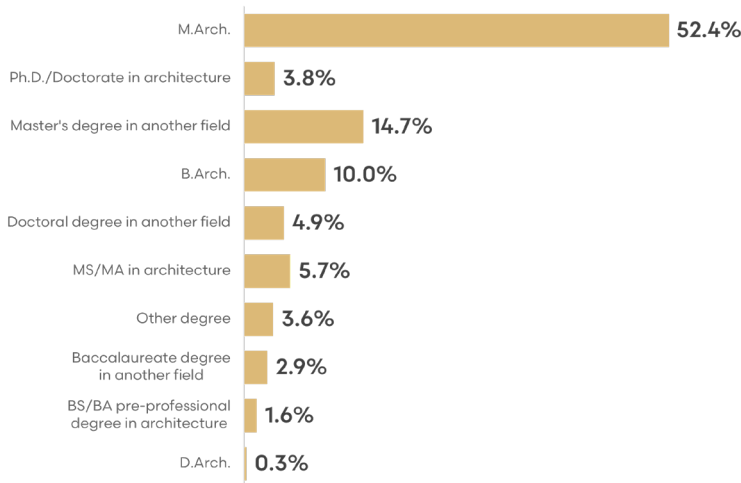
Faculty Highest Earned Degree
Total



Faculty Highest Earned Degree
Full-Time



Faculty Highest Earned Degree
Part-Time



Faculty-to-Student Ratios

The average faculty-to-student ratio for professional studies courses in accredited programs was 1:22 and the average faculty-to-student ratio in professional design studio courses was 1:12.

Average faculty-student ratio professional studies courses

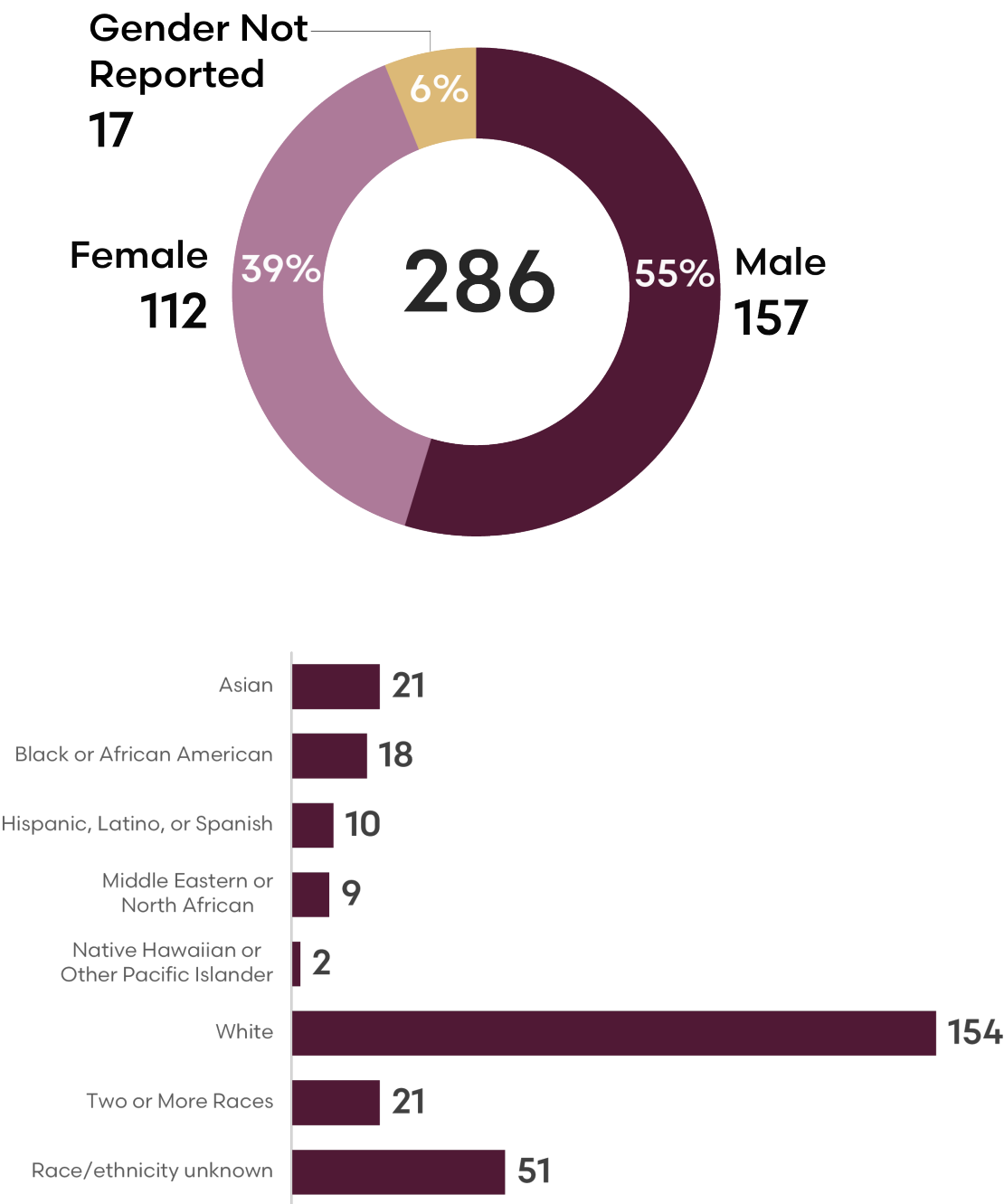


Average faculty-student ratio professional design studio courses



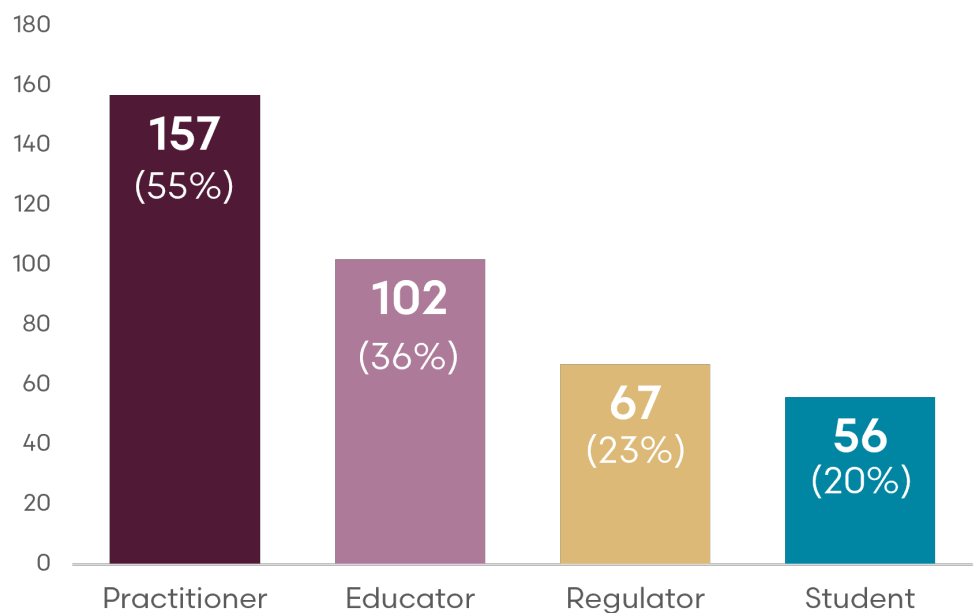
NAAB VISITING TEAM POOL

The NAAB visiting team pool comprises 286 volunteers from the four collateral organizations (ACSA, AIA, AIAS, and NCARB). NAAB team pool members are a vital part of the accreditation process, serving as the eyes and ears of NAAB’s Board of Directors and contributing their time, expertise, and passion for excellence in architectural education. Site visit teams are required to evaluate, before and during the site visit, the program's compliance with NAAB Conditions for Accreditation. The characteristics of the pool — by gender, race/ethnicity, and role — are described below.



Team Pool Composition by Role

Site visit teams consist of three to five members who represent the educator, practitioner, regulator, and student perspectives of professional architectural education. NAAB’s team pool members may represent more than one of these roles because of their professional experiences. For that reason, the percentages in the chart below may reflect more than one role per team pool member.



PART 3

ACCREDITATION DECISIONS AND OTHER NAAB ACTIVITIES



PROGRAMMATIC UPDATES

Accreditation

In the service of the organization's mission, during 2023 NAAB:

- Fostered program improvement through a peer review process, including conducting virtual site visits, reviewing and accrediting programs, and delivering quality assurance services.
- Conducted self-assessment and improvement through surveys and focus groups of programs and teams.
- Enhanced resources for programs and peer-review volunteers, including providing a sample assessment report, making revisions to the Visiting Team Report template to improve narrative quality and consistency in team evaluations, and developing tools for peer reviewers in preparation for the return to onsite accreditation visits. These tools include a site visit checklist for teams, an expanded list of sample questions, and templates for onsite visit itineraries and agendas.
- Implemented and expanded capacity building projects geared at increasing effectiveness and future sustainability. Examples of such projects include:
 - **Office Hours.** A monthly peer-networking virtual event that brings together program directors, faculty, NAAB directors, and NAAB staff to ask questions and engage in conversation. In 2023, NAAB expanded Office Hours to twice monthly to increase opportunities for volunteers and programs to attend these sessions.
 - **Talent LMS.** Expansion of NAAB's learning management platform to provide additional on-demand training that supports peer review volunteers in the accreditation process.
 - **Training.** Delivery of a menu of updated synchronous and asynchronous training for program directors, team chairs, and teams. This included providing 17 live training sessions and a suite of online training modules for teams and team chairs on conducting site visits and nine live training sessions for program directors. NAAB also made recorded training sessions available on NAAB's website.
 - **Public Comment.** Collection of feedback from programs, teams, and other stakeholders on proposed revisions to the 2020 NAAB Conditions and Procedures.
 - **Communications.** Expansion of NAAB outreach by engaging 1,000+

of our stakeholders throughout the year, including NAAB News, reminders about twice-monthly office hours, special announcements, and notice of public comment periods for revisions to the Procedures. We are pleased to report that NAAB stakeholders engage with our communications at rates 16% higher than average.

- **Annual Report.** Introduction of a revised Annual Report form, which is completed by accredited programs each year. The purpose of the Annual Report is to update program records and provide information about each program's continuing compliance with the Conditions for Accreditation during the program's accreditation cycle. In addition, programs report key data that NAAB compiles, analyzes, and communicates to the public through NAAB publications.
- **Accreditation Management System.** Development and launch of the first module of NAAB's new Accreditation Management System, which facilitates and streamlines both program reporting and volunteer review.
- Participated in the Architecture Organizations Alliance that brings together leadership of ACSA, AIA, AIAS, NAAB, NCARB, and NOMA in bi-annual summits and meetings throughout the year and provides opportunities for outreach to members and stakeholders of the Alliance Organizations. In 2023, NAAB:
 - Presented at the AIA Atlanta Christopher Kelly Leadership Development Program on NAAB's influence on student well-being through the Conditions.
 - Attended the ACSA Annual Meeting in St. Louis, MO and the NCARB Annual Business Meeting in Tampa, FL.
 - Presented at the AIAS Grassroots conference in Washington, DC to engage with students and share how they can get involved with NAAB.
 - Presented at the ACSA Administrators conference in Buffalo, NY, to engage programs in training on the 2020 Conditions and Procedures and the return to in-person site visits as well as to provide programs with the opportunity to ask questions of NAAB staff.

Education Evaluation Services for Architects (EESA)

The EESA program provides a pathway for individuals seeking NCARB certification or registration in a U.S. jurisdiction who do not have a professional degree in architecture from a program accredited by NAAB or the Canadian Architectural Certification Board-Conseil Canadien de Certification en Architecture (CACB/CCCA).

In 2023, NAAB focused on expanding the resources available to participants of the EESA program which include:

- **Consultations.** One hundred and twenty-four sessions were conducted, providing applicants an opportunity to receive direct support and feedback on their applications.
- **Informational Videos.** Developed to provide evaluation holders with pertinent information regarding interpreting their evaluation results, as well as the process that should be

completed if evaluation results indicate that there are deficiencies in meeting the NCARB Education Standard.

- **EESA Experience Survey.** Implemented a short survey for EESA evaluation holders to provide feedback on their EESA experience, with a focus on steps of the process, document submission, EESA Sessions, and general improvements to the program.

International Certification (ICert)

NAAB's International Certification (ICert) program celebrated its 20-year anniversary in 2023. The program has grown to include twenty-two programs that hold the credential, and five programs are in the process of working toward the credential. NAAB continued to facilitate its peer-review process for international programs of architecture through virtual site visits.

During this time, NAAB focused on the global expansion of the ICert program which involved several new activities:

- **Consultations.** Implemented 60-minute consultations with individual programs interested in the ICert program to discuss their program and provide an overview of ICert and the application process.
- **Communications.** Distribution of the inaugural International Certification Newsletter to share relevant and valuable information about the ICert program, including presentations, trainings, new resources, and program reminders, announcements, and updates with external stakeholders. The newsletter will be disseminated biannually.
- **Website.** Restructuring of the International Certification webpage to provide easily accessible information including subpages for the following areas: [Conditions and Procedures](#), [Resources](#), [Notice of Actions](#), and [Visiting Team Reports](#).
- **Presentations.** "An Introduction to International Certification" was presented during the Architects Regional Council Asia's (ARCASIA) Committee of Architecture Education meeting by a NAAB International Committee member.

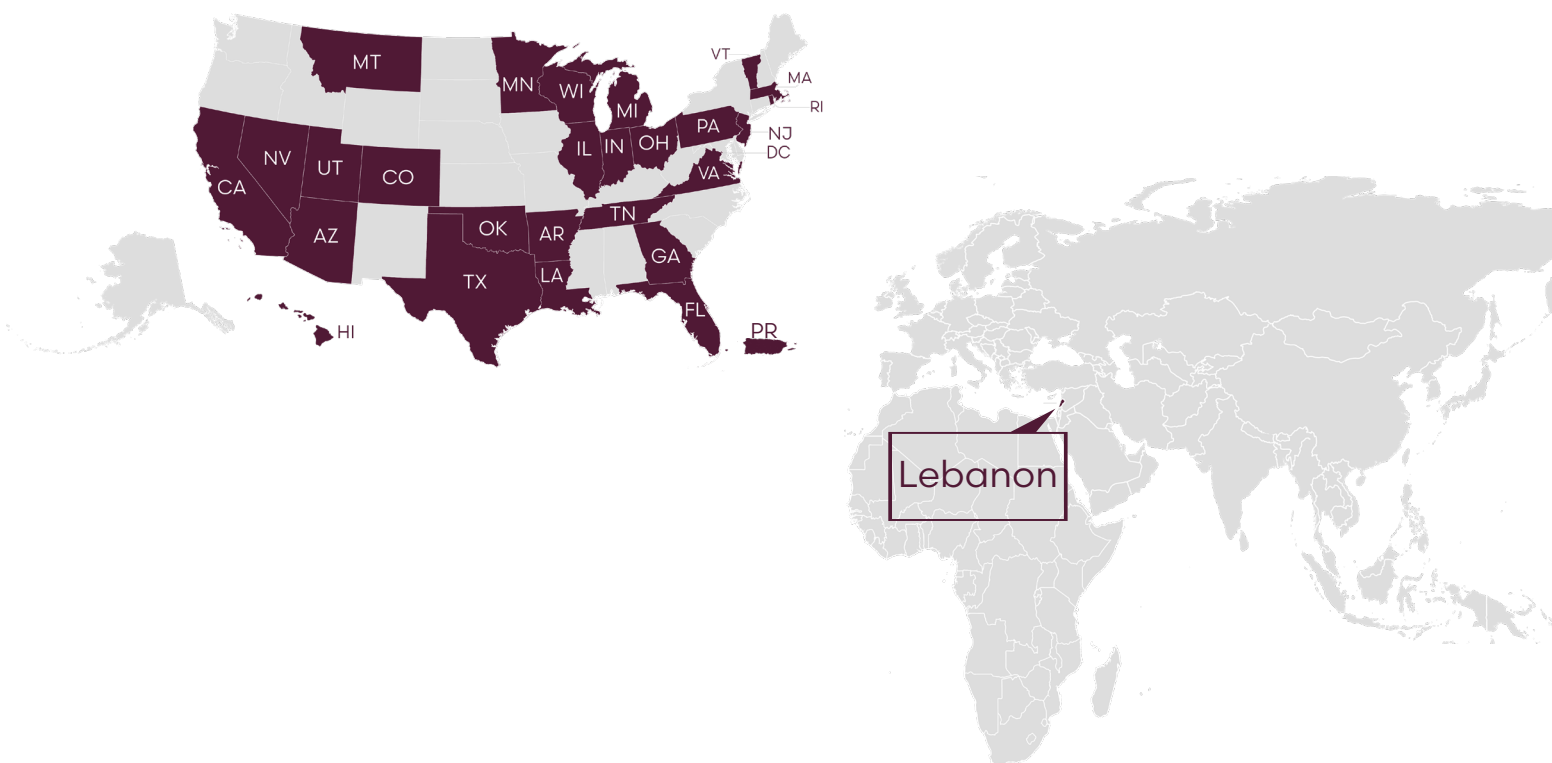
2023 ACCREDITATION CYCLE AND DECISIONS

In calendar year 2023, NAAB held virtual accreditation visits at 43 institutions and reviewed 49 professional architecture programs seeking or renewing NAAB accreditation and five programs seeking eligibility for NAAB accreditation.

2023 Accreditation Visits

- 34 visits to review 40 programs for continuing accreditation
- 1 visit for initial accreditation
- 2 visits for continuation of candidacy
- 6 visits for initial candidacy
- 2 visits for eligibility for initial candidacy

In addition, NAAB reviewed applications for eligibility for initial candidacy from two institutions with existing NAAB-accredited programs. The 2020 Procedures for Accreditation do not require a site visit in this situation.



2023 Accreditation Decisions

2020 Conditions and Procedures for Accreditation

Eight-year Term of Continuing Accreditation

Ball State University (B.Arch.)
Lawrence Technological University (M.Arch.)
Massachusetts Institute of Technology (M.Arch.)
Universidad de Puerto Rico (M.Arch.)
University of Oklahoma (M.Arch.)

Eight-year Term of Continuing Accreditation with a Plan to Correct

Arizona State University (M.Arch.)
Bowling Green State University (M.Arch.)
Carnegie Mellon University (M.Arch.)
California State Polytechnic University, Pomona (B.Arch. and M.Arch.)
Catholic University of America, The (M.Arch.)
Dunwoody College of Technology (B.Arch.)
Georgia Institute of Technology (M.Arch.)
Hampton University (M.Arch.)
Kennesaw State University (B.Arch.)
Lebanese American University (B.Arch.)
Miami University (M.Arch.)
Montana State University (M.Arch.)
New Jersey Institute of Technology (B.Arch. and M.Arch.)
Pennsylvania State University (B.Arch.)
School of Architecture, The (M.Arch.)
Temple University (M.Arch.)
Texas A&M University (M.Arch.)
Tulane University (B.Arch. and M.Arch.)
University of Arkansas (B.Arch.)

University of Colorado Denver (M.Arch.)
University of Detroit Mercy (M.Arch.)
University of Illinois Urbana - Champaign (M.Arch.)
University of Louisiana at Lafayette (M.Arch.)
University of Oklahoma (B.Arch.)
University of Southern California (B.Arch. and M.Arch.)
University of Virginia (M.Arch.)
Washington State University (M.Arch.)
Woodbury University (B.Arch. and M.Arch.)

Initial Accreditation

Fairmont State University (M.Arch.)
New York City College of Technology (B.Arch.)
New York Institute of Technology (M.Arch.)

Continuation of Candidacy

Universidad Peruana de Ciencias (B.Arch.)

Initial Candidacy

American University in Cairo (B.Arch.)
American University of Ras Al Khaimah (B.Arch.)
Samford University (M.Arch.)

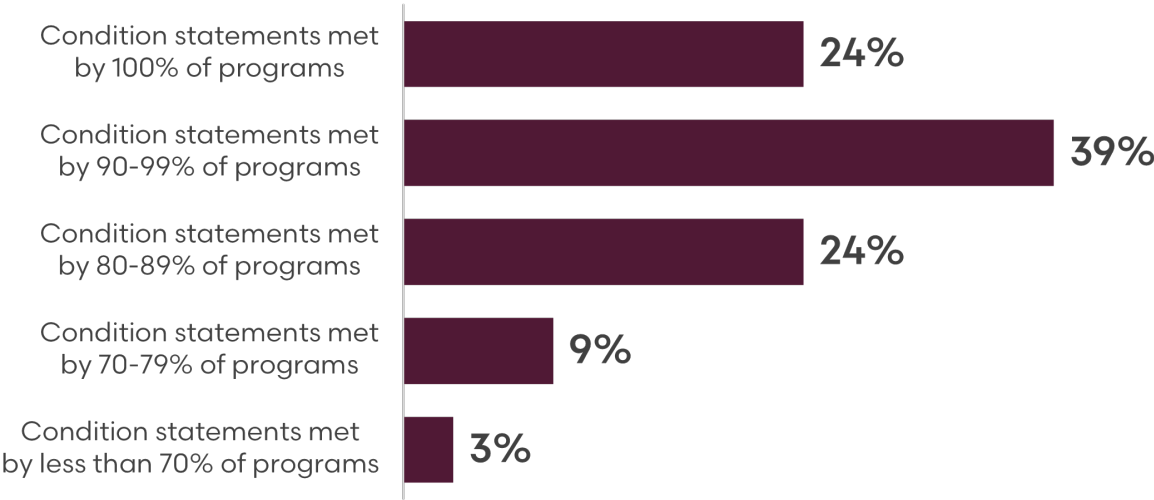
Eligibility

Notre Dame University - Louaize (B.Arch.)
University of Hawai'i at Manōa (M.Arch.)
University of Wisconsin - Milwaukee (B.Arch.)
State University of New York at Delhi (B.Arch.)
Worcester Polytechnic Institute (M.Arch.)

ANALYSIS OF 2023 INITIAL AND CONTINUING ACCREDITATION VISIT OUTCOMES

Site visits for initial and continuing accreditation in 2023 were conducted under the 2020 Conditions and Procedures for Accreditation. The 2020 Conditions contain 33 individual Condition statements, including sub conditions and Program and Student Criteria, that are evaluated as met or not met.

Nearly a quarter of the Condition statements were met by all programs evaluated for initial and continuing accreditation in 2023. Eighty-eight percent (88%) of Condition statements were met by 80% of programs. One Condition statement was met by less than 70% of programs.



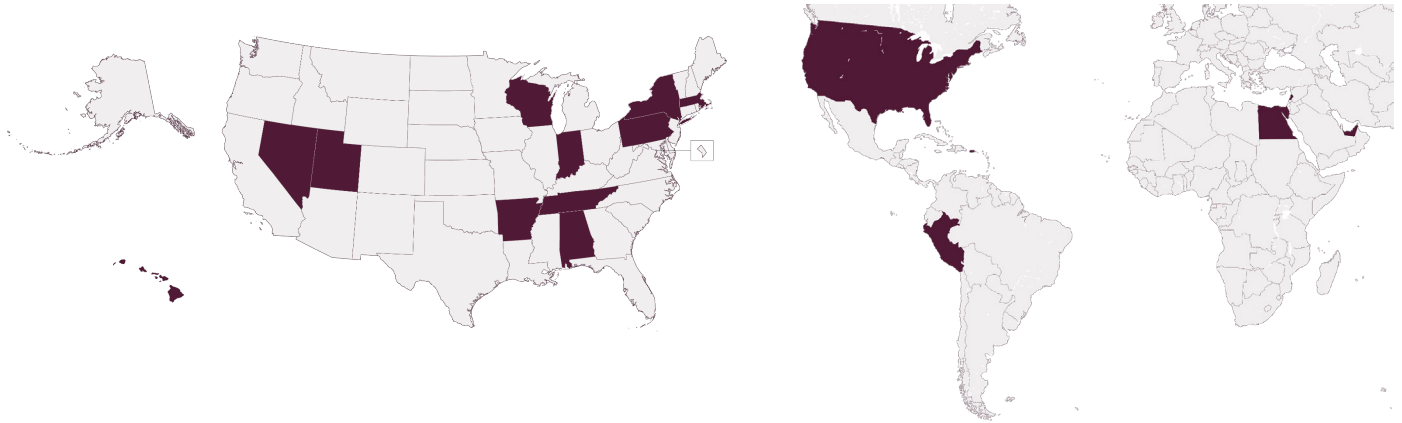
Percent of Programs Seeking Initial or Continuing Accreditation Meeting Individual [NAAB Conditions for Accreditation](#) (2023 Board Decisions)

100% of Programs Met These Conditions	
1. Context and Mission	PC.2 Design
2. Shared Values	PC.3 Ecological Knowledge and Responsibility
4.1 Institutional Accreditation	
5.8 Information Resources	
6.1 Statement on NAAB-Accredited Degrees	
6.2 Access to NAAB Conditions and Procedures	
90-99% of Programs Met These Conditions	
4.2 Professional Degrees and Curriculum	PC.1 Career Paths
5.1 Structure and Governance	PC.4 History and Theory
5.3 Curriculum Development	PC.5 Research and Innovation
5.7 Financial Resources	PC.6 Leadership and Collaboration
6.3 Access to Career Development Information	SC.3 Regulatory Context
6.4 Public Access to Accreditation Reports	SC.4 Technological Knowledge
6.5 Admissions and Advising	
80-89% of Programs Met These Conditions	
4.3 Evaluation of Preparatory Education	PC.7 Learning and Teaching Culture
5.5 Social Equity, Diversity, and Inclusion	PC.8 Social Equity and Inclusion
6.6 Student Financial Information	SC.1 Health, Safety, and Welfare in the Built Environment
	SC.2 Professional Practice
	SC.5 Design Synthesis
70-79% of Programs Met These Conditions	
5.2 Planning and Assessment.	
5.4 Human Resources and Human Resource Development	
5.6 Physical Resources	
<70% of Programs Met These Conditions	
	SC.6 Bldg. Integration

Programs were most frequently cited for deficiencies in Conditions 5.2 Planning and Assessment, 5.4 Human Resources and Human Resource Development, and 5.6 Physical Resources as well as SC.6 Building Integration. The reasons commonly cited by reviewers for problems with SC.6 include the lack of a systematic assessment process that provides programs with evidence that students can integrate all aspects of the criteria in their design decisions. NAAB plans to continue to provide programs with opportunities for training and peer networking in 2024.

CANDIDATE PROGRAMS

As of December 31, 2023, NAAB is managing 16 programs seeking or in candidacy for accreditation; the status of these programs is described below.



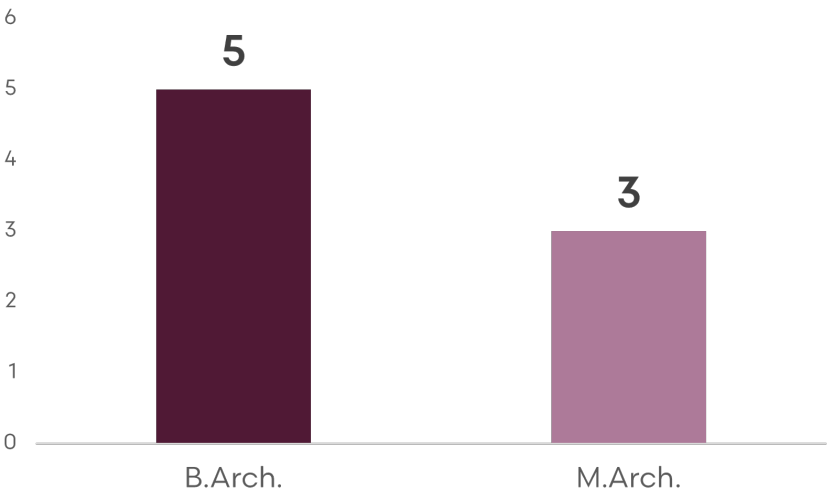
United States

- Searcy, Arkansas
- Williamsport, Pennsylvania
- Reno, Nevada
- Honolulu, Hawaii
- Milwaukee, Wisconsin
- Delhi, New York
- Worcester, Massachusetts
- Columbus, Indiana
- Nashville, Tennessee
- Orem, Utah
- Homewood, Alabama

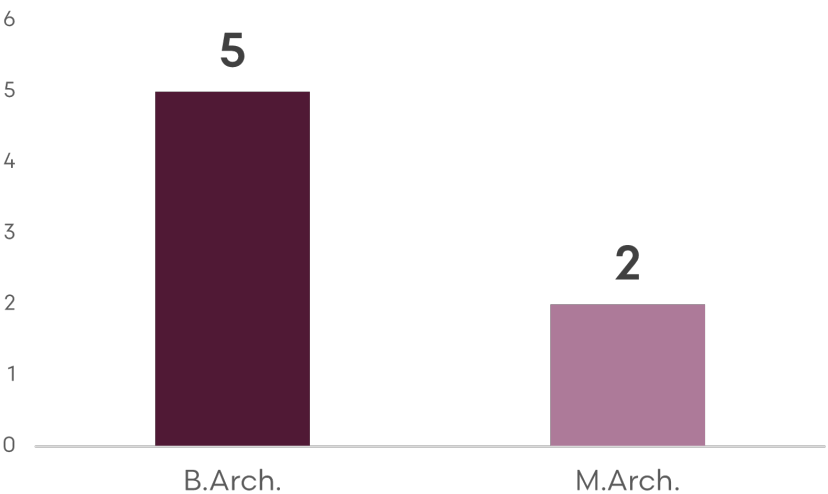
Countries

- Zouk Mosbeh, Lebanon
- Lima, Peru
- Cairo, Egypt
- Ras Al-Khaimah, United Arab Emirates

Programs with Eligibility Preparing for Initial Candidacy



Programs in Candidacy, Preparing for Continuation of Candidacy or Initial Accreditation



Eligibility for Initial Candidacy		
Institution	Degree Program	Recent Activity and Next Steps
Harding University (AR)	(M.Arch.)	Eligibility granted (2022); Initial Candidacy visit (2023)
Notre Dame University-Louaize (Lebanon)	(B.Arch.)	Eligibility granted (2023); Initial Candidacy visit (2023)
Pennsylvania College of Technology (PE)	(B.Arch.)	Eligibility granted (2022); Initial Candidacy visit (2023)
State University of New York at Delhi (NY)	(B.Arch.)	Eligibility granted (2023); Initial Candidacy visit (2024)
Truckee Meadows Community College (NV)	(B.Arch.)	Eligibility granted (2022); Initial Candidacy visit (2023)
University of Hawai'i at Manōa (HI)	(M.Arch.)	Eligibility granted (2023); Initial Candidacy visit (2023)
University of Wisconsin-Milwaukee (WI)	(B.Arch.)	Eligibility granted (2023); Initial Candidacy visit (2023)
Worcester Polytechnic Institute (MA)	(M.Arch.)	Eligibility granted (2023); Initial Candidacy visit (2024)

Programs in Candidacy, Continuation of Candidacy, or Initial Accreditation

Institution	Degree Program	Recent Activity	Next Step
American University of Ras Al Khaimah (UAE)	(B.Arch.)	Eligibility granted (2022) Initial Candidacy granted (2022)	Continuation of Candidacy or Initial Accreditation visit (2024)
Belmont University (TN)	(B.Arch.)	Eligibility granted (2020) Initial Candidacy granted (2021)	Continuing Candidacy visit (2023)
Indiana University (IN)	(M.Arch.)	Eligibility granted (2018) Initial Candidacy granted (2019) Continuation of Candidacy granted (2021)	Initial Accreditation visit (2023)
Samford University (AL)	(M.Arch.)	Eligibility granted (2022) Initial Candidacy granted (2022)	Continuation of Candidacy or Initial Accreditation (2024)
The American University in Cairo (Egypt)	(B.Arch.)	Eligibility granted (2022) Initial Candidacy granted (2022)	Continuation of Candidacy or Initial Accreditation visit (2024)
Universidad Peruana de Ciencias Aplicadas (Peru)	(B.Arch.)	Eligibility granted (2018) Initial Candidacy granted (2019) Continuation of Candidacy visit (2022)	Continuation of Candidacy or Initial Accreditation visit (2024)
Utah Valley University (UT)	(B.Arch.)	Eligibility granted (2020) Initial Candidacy granted (2021)	Continuation of Candidacy visit (2023)

NAAB International Certification

NAAB International Certification (ICert) identifies a degree program in architecture as comparable in educational outcomes in all significant aspects to a U.S.-based program. ICert indicates programs that provide an educational experience meeting acceptable standards, even though such programs may differ in format or method of delivery. NAAB International Certification is not accreditation.

In general, the most significant differences between accreditation and ICert are that accredited programs are preparing graduates to practice in the United States. Programs with the ICert designation are focused on preparing graduates to practice in their home countries.

NAAB continues to receive requests to evaluate programs outside the U.S. to determine whether they are substantially equivalent to U.S. programs in educational outcomes. The status of the 24 programs housed in 19 institutions currently holding or pursuing the ICert designation is listed below.

Programs with NAAB International Certification		
Institution (Country)	Most Recent Activity	Next Steps/Visits
University of Bahrain (Bahrain)	ICert renewed in 2021	Visit to renew ICert in 2027
Pontificia Universidad Católica de Chile (Chile)	ICert renewed in 2023	Visit to renew ICert in 2028
University College Dublin (Ireland)	Received ICert in 2017	Visit to renew ICert in 2023
Hashemite University (Jordan)	Received ICert in 2021	Visit to renew ICert in 2027
Dar Al Uloom (Kingdom of Saudi Arabia)	Received ICert in 2018	Visit to renew ICert in 2024
Effat University (Kingdom of Saudi Arabia)	Received ICert in 2019	Visit to renew ICert in 2025
Imam Abdulrahman Bin Faisal (formerly University of Dammam) (Kingdom of Saudi Arabia)	ICert renewed in 2023	Visit to renew ICert in 2028
King Saud University (Kingdom of Saudi Arabia)	ICert renewed in 2019	Visit to renew ICert in 2025
Kuwait University (Kuwait)	ICert renewed in 2022	Visit to renew ICert in 2028
Holy Spirit University of Kaslik (Lebanon)	Received ICert in 2019	Visit to renew ICert in 2025
Universidad Europea de Madrid (Spain)	ICert renewed in 2021	Visit to renew ICert in 2027

Programs with NAAB International Certification		
Institution (Country)	Most Recent Activity	Next Steps/Visits
Universidad Politécnica de Madrid (Spain)	ICert renewed in 2021	Visit to renew ICert in 2027
Universidad San Pablo CEU (Spain)	Visit to renew ICert in 2022	Visit to renew ICert in 2028
Eastern Mediterranean University (North Cyprus, Turkey)	Visit to renew ICert in 2022	Visit to renew ICert in 2028
Istanbul Technical University (Turkey)	ICert renewed in 2021	Visit to renew ICert in 2027
Yildiz Technical University (Turkey)	Received ICert in 2019	Visit to renew ICert in 2024
Qatar University (Qatar)	Received ICert in 2018	Visit to renew ICert in 2024

Programs Pursuing NAAB International Certification		
Institution (Country)	Most Recent Activity	Next Steps/Visits
Al-Yamamah University (Kingdom of Saudi Arabia)	Visit 1 complete, 2021 Visit 2 complete, 2022	Visit 3, fall 2024
IE University (Spain)	Visit 1 complete, 2020 Visit 2 complete, 2022	Visit 3, fall 2024
Dar Al-Hekma University (Kingdom of Saudi Arabia)	Visit 1 complete, 2023	TBD, spring 2025
Jimma University (Ethiopia)	Visit 1 complete, 2023	TBD, spring 2025
Universidad Anahuac-North Campus (Mexico)	International Certification Application submitted in December 2023	Visit 1, spring 2024

FY 2022 INDEPENDENT AUDITOR'S REPORT ON FINANCIAL STATEMENTS

The most recent independent auditor's report on NAAB's financial statements is for the fiscal year ending December 31, 2022. The Statement of Activities from the FY 2022 report is below.

National Architectural Accrediting Board, Inc.

Statements of Activities and Changes in Net Assets

<i>For the Years Ended December 31,</i>	2022	2021
Support and revenue		
Collateral partner membership	\$ 1,289,233	\$ 1,237,672
EESA evaluation	503,113	574,780
Rental income	140,264	137,845
School evaluation fee	174,262	155,736
Other program income	4,000	39,559
Investment (loss) income	(194,816)	151,723
Total support and revenue	1,916,056	2,297,315
Expenses		
Program services		
Accreditation	457,973	344,944
EESA	294,073	225,187
ICERT	84,076	128,082
Canberra Accord	-	59,077
Total program services	836,122	757,290
Supporting services		
Management and general	593,183	557,495
Total expenses	1,429,305	1,314,785
Change in net assets	486,751	982,530
Net assets, beginning of year	2,907,383	1,924,853
Net assets, end of year	\$ 3,394,134	\$ 2,907,383

2022–2023 NAAB DIRECTORS



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NCARB**

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NCARB: 2020/21–
2022/23



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2023/24



**Michaela Pride,
Assoc. AIA, NOMA**

SECRETARY

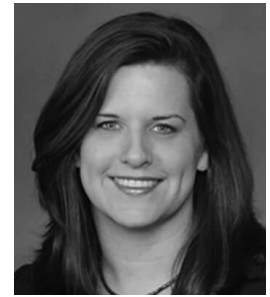
Albuquerque, NM
ACSA: 2020/21–
2022/23



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FAIA**

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Buffalo, NY
AIA: 2020/21–2022/23



Rebecca O'Neal

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Auburn, Alabama
ACSA: 2019/2020–
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2024/25



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Hampton, VA
ACSA: 2021/22–2023/24



Tian Feng, FAIA, FCSI

DIRECTOR

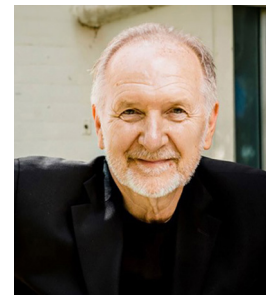
Oakland, CA
NCARB: 2022/23–
2024/25



Nyx Valerdy, AIAS

DIRECTOR

Houston, TX
AIAS: 2021/22–2022/23



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AIAS: 2022/23–2023/24



**Yiselle Santos Rivera,
AIA, NOMA, NCARB,
LSSYB, LEED A BD+C,
WELL AP**

DIRECTOR

Washington, D.C.
AIA 2024–2024



Gretchen Frickx, EdD

PUBLIC DIRECTOR

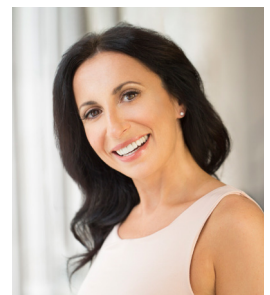
Chicago, IL
2020/21–2022/23



Cynthia Jones, PhD

PUBLIC DIRECTOR

Cambridge, MA
2021/22–2023/24



Tanya Tamarkin

EXECUTIVE DIRECTOR

Ex-Officio
Alexandria, VA



NAAB develops and maintains an accreditation system in professional degree education that enhances the value, relevance, and effectiveness of the profession of architecture.

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