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Baseline on Belonging: Equity, Diversity, and Inclusion in Architecture Licensing

Education Report

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National Organization of Minority Architects (NOMA)



Baseline on Belonging: Education Report

Report Structure

NCARB and NOMA are releasing the full *Baseline on Belonging* report in phases. This phase features data related to the process of earning a degree in architecture. The final report on firm culture and career development is expected later this year, followed by a compiled report.



Baseline on Belonging: Education Report

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Baseline on Belonging: Education Report

Executive Summary

Most of the 55 U.S. jurisdictions require that applicants for licensure earn a degree in architecture from a program accredited by the National Architectural Accrediting Board (NAAB). NAAB-accredited programs typically include an investment of time and tuition beyond that of a four-year undergraduate program. Most graduates complete either a five-year Bachelor of Architecture (B.Arch.) program, or a four-year Bachelor of Science in architecture plus a two- to three-year Master of Architecture (M.Arch.) program. Some U.S. jurisdictions allow individuals who don't have a degree from an accredited program to earn a license by documenting additional professional experience. *The Baseline on Belonging* survey included a series of questions exploring how factors like cost, culture, and curriculum may create unintended impediments on the path to licensure.

Over 90 percent of survey respondents earned a degree in architecture, and 4 percent were in the process of earning a degree at the time of the survey. Of those who held a degree, 82 percent earned that degree from a NAAB-accredited program. This aligns with NCARB's customer data, which shows that most individuals who achieve licensure (approximately 86 percent of new architects in 2019) hold a degree from a NAAB-accredited program.

Over half of all respondents indicated that the cost of earning a degree had a negative impact, on their educational experience with many also calling out additional costs like books, study materials, and studio class materials. Graduates of NAAB-accredited programs were 20 percent more likely to report that tuition costs impacted them negatively compared to graduates of non-accredited programs.

As with previous *Baseline on Belonging* reports, survey findings were filtered primarily by race, ethnicity, and gender, with additional factors such as firm size, citizenship, and degree type taken into consideration when possible. While age has been included in previous reports, it was not included in the *Baseline on Belonging: Education Report* as the survey did not determine respondents' age at the time of earning a degree. Where appropriate, NCARB provided supplemental data from customer Records to offer additional insight and background information.

While previous reports often revealed a spread of disparities across underrepresented groups, key findings from the *Baseline on Belonging: Education Report* are more focused.

First, Black or African American women were more likely to face impediments while earning a degree, especially in two key areas: overall program culture and support from educators. African American women were more likely to report that lack of access to professors had a negative impact on their educational experience; and they were less likely to report that their professors encouraged them to pursue licensure compared to white men. They were also much more likely than their peers to indicate that their program's culture had a negative impact, and that their school did not value diversity or inclusion.



Baseline on Belonging: Education Report

While some disparities are apparent to a lesser degree when the responses are filtered solely by race and ethnicity, or solely by gender, responses by Black or African American women reported experiences that are notably more negative for nearly every question related to architectural education. As a result, over half of African American women considered leaving architecture while in college—the only demographic to exceed 50 percent.

Second, graduates of NAAB-accredited programs were more likely to report a variety of impediments related to culture and cost than graduates of non-accredited programs, especially in relation to future salaries and career preparedness. Graduates of NAAB-accredited programs were more likely to say that they considered not pursuing an architecture career while in school, and less likely to say that they felt their education prepared them for their career. Many graduates of NAAB-accredited programs indicated that they were unsure whether the additional cost of studying at an accredited program was worth the investment when considering future earning potential.

Finally, the report also highlighted differences in architecture programs in the United States versus abroad, with U.S. citizens more likely to say that their school culture had a negative impact on them, and more likely to consider not pursuing a career in architecture.

As with key findings related to experience and examination, additional study is needed to better understand how to address disparities related to program culture, educators, and cost. For more information about NCARB and NOMA's planned follow-up surveys, research, and next steps, see page 109.



Baseline on Belonging: Education Report

Key Findings

Women were less likely to report having professors who support their educational and career goals—especially African American women.

- **Compared to white men, African American women were:**
 - **3 percentage points** less likely to report that professors encouraged them to pursue licensure
 - **10 percentage points** less likely to say they had a professor who made them excited about learning
 - **13 percentage points** more likely to say a lack of access to professors or mentors had a negative impact on their college experience
 - **4 percentage points** less likely to say they had an advisor who helped make the most of their academic experience

African American women were significantly more likely to report facing barriers related to their architecture school's culture.

- **Compared to white men, African American women were:**
 - **12 percentage points** more likely to consider not pursuing a career in architecture while in school
 - **20 percentage points** less likely to feel like they belonged
 - **14 percentage points** more likely to say their architecture school's culture had a negative impact on them
 - **25 percentage points** less likely to say their school valued diversity and inclusion



Baseline on Belonging: Education Report

Graduates from NAAB-accredited programs were more likely to report a variety of problems related to their school's culture and career preparation compared to graduates of non-accredited programs.

- Graduates from accredited programs were:
 - **5 percentage points** more likely to cite lack of diversity as a negative impact
 - **9 percentage points** less likely to say their education prepared them for a career in architecture
 - **10 percentage points** more likely to consider not pursuing a career in architecture while in school
 - **10 percentage points** more likely to cite their program's culture as a negative impact
- However, graduates from NAAB-accredited programs are **7 percentage points more likely** to be employed within three months of graduation.

The cost of studying architecture was the most frequently cited barrier for students, especially when considering future salaries.

- Over **50 percent** of all respondents cited tuition as a negative impact
- Compared to graduates of non-accredited programs, graduates of NAAB-accredited programs were more likely to face cost barriers:
 - **7 percentage points** more likely to cite the cost of studio class materials as a negative impact
 - **9 percentage points** more likely to cite the cost of books and other study materials as a negative impact
 - **20 percentage points** more likely to cite tuition as a negative impact
- Many respondents who indicated they'd considered not pursuing architecture cited poor return on investment when comparing tuition to salary ranges.



Baseline on Belonging: Education Report

U.S. citizens were more likely to report a variety of negative experiences related to their college education compared to lawful permanent residents (e.g., green card holders).

- **U.S. citizens were:**
 - **9 percentage points** more likely to cite their program’s culture as a negative impact
 - **12 percentage points** less likely to say their education prepared them for a career in architecture
 - **14 percentage points** more likely to consider not pursuing a career in architecture while in school



Baseline on Belonging: Education Report

Introduction

In February 2020, the National Council of Architectural Registration Boards (NCARB) and the National Organization of Minority Architects (NOMA) launched a joint survey to identify and understand areas where minority professionals and other underrepresented groups experience obstacles on the path to licensure.

This report features findings related to earning a degree in architecture. To offer additional context for the survey findings, the *Baseline on Belonging: Education Report* also includes related data from NCARB's own customers, or "Record holders."

For more information regarding the survey structure, target audience, response rate, and respondent demographics, see the Appendix.

Education Survey Structure

The education section of the survey asked questions related to completing an architectural education, including program culture, affordability, and professors. Survey questions in the education section of the survey include:

Education Type and Progress:

- Did you earn a degree in architecture?
- Did you earn your architecture degree from a program accredited by the National Architectural Accrediting Board (NAAB)?
- Is your architecture degree from a country or territory outside of the United States?



Baseline on Belonging: Education Report

College Experience:

- Thinking about your college experience, please rate your level of agreement with each statement below.
 - The education I received in college prepared me for a career in architecture
 - I had professors who made me excited about learning
 - I had an advisor who helped me get the most of my academic experience
 - I felt like I belonged in my architecture school
 - My classmates encouraged me to pursue licensure
 - My professor encouraged me to pursue licensure
 - My architecture school values diversity and inclusion
- Did you ever consider not pursuing a career in architecture while in college?
 - [If yes] In your own words, what are some factors that made you reconsider pursuing a career in architecture?
- How soon after graduating college were you employed at an architecture firm?

Positive and Negative Impacts:

- Which of the following positively impacted you while pursuing a degree in architecture? Select all that apply.
 - Architecture school culture
 - Access to study groups or peers
 - Access to professors or mentors
 - Financial support from family
 - Personal financial stability
 - Scholarships
 - Support from family and friends
 - Quality of education
 - Diversity and/or representation in classrooms
 - School course schedule
 - Other



Baseline on Belonging: Education Report

- Which of the following negatively impacted you while pursuing a degree in architecture?
Select all that apply.
 - College tuition
 - Purchasing books and study materials
 - Studio class materials
 - Architecture school culture
 - Speaking English as a second language
 - Personal obligations
 - Lack of diversity and/or representation in classrooms
 - Access to study groups or peers
 - Access to professors or mentors
 - None of the above
 - Other

The report provides a breakdown on respondents' answers for each question, segmented by a variety of filters, including degree type and immigration status. Due to the survey's focus on understanding attrition rates for underrepresented professionals, most charts include a filter for race and ethnicity. Segments used in the education report include:

- Race/ethnicity
- Race/ethnicity and gender
- Race/ethnicity and degree type
- Race/ethnicity and firm size
- Race/ethnicity and immigration status

Unlike previous reports, age was not considered during the education report. The survey did not ask respondents to disclose age at the time of education, so no age-related results impacting architectural education could be determined.



Baseline on Belonging: Education Report

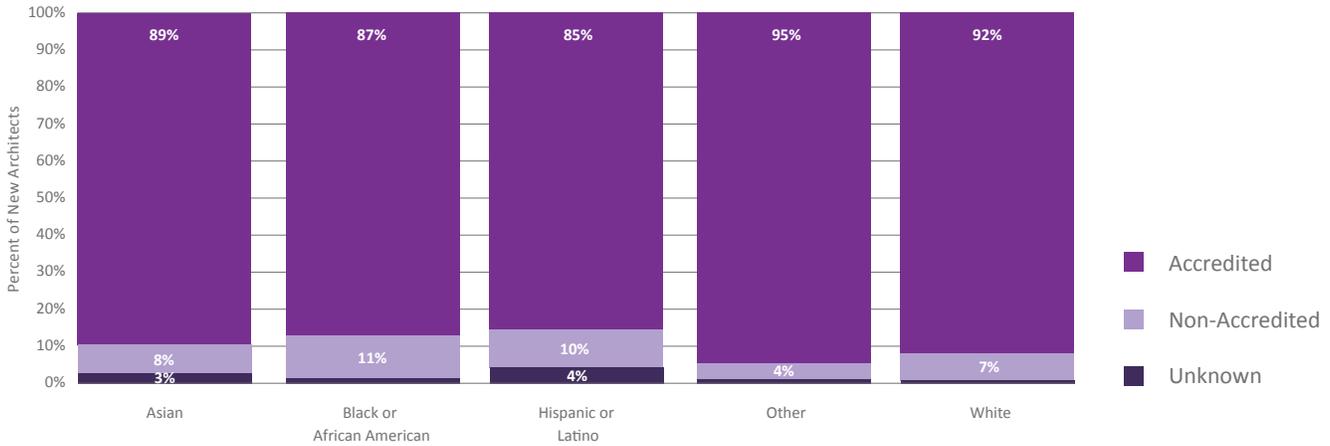
Setting the Scene: Degree Type Among Newly Licensed Architects

Data from NCARB customers provides important background information to help supplement the *Baseline on Belonging* survey. This data reveals that most individuals who completed the licensure path in 2019 held a degree from a NAAB-accredited program, which is required in many U.S. jurisdictions.

Newly licensed architects who were white, women, or under the age of 30 graduate from an accredited program at a higher rate than their peers of other demographic groups.

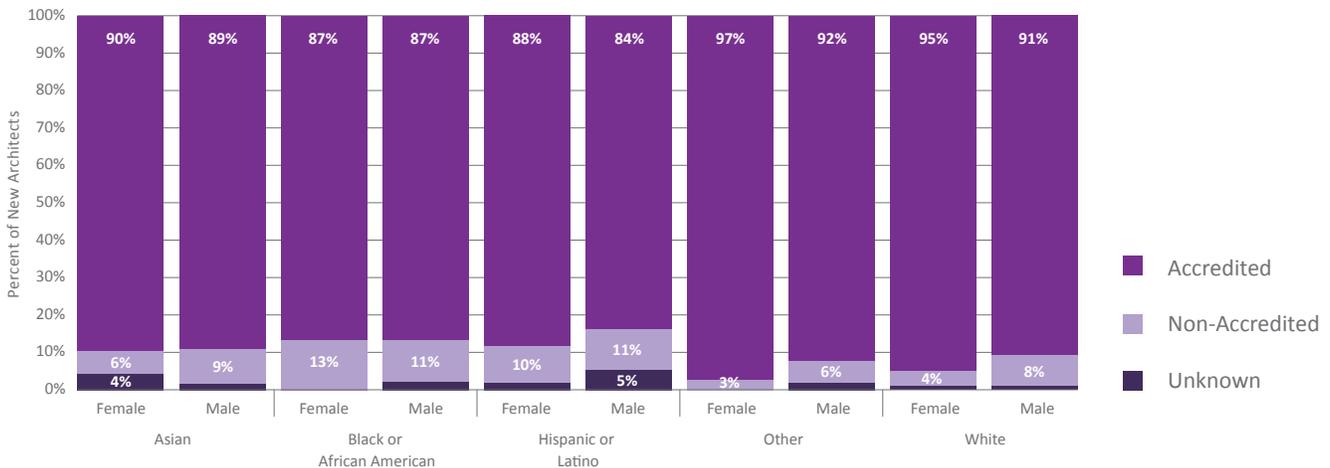
Baseline on Belonging: Education Report

Most New Architects Hold a Degree From a NAAB-Accredited Program



NCARB’s data shows that most individuals who completed the licensure process in 2019 held a degree from a NAAB-accredited program. This is especially true for individuals who identify as white (92 percent) or other (95 percent). New architects who are Hispanic or Latino were the least likely at 85 percent.

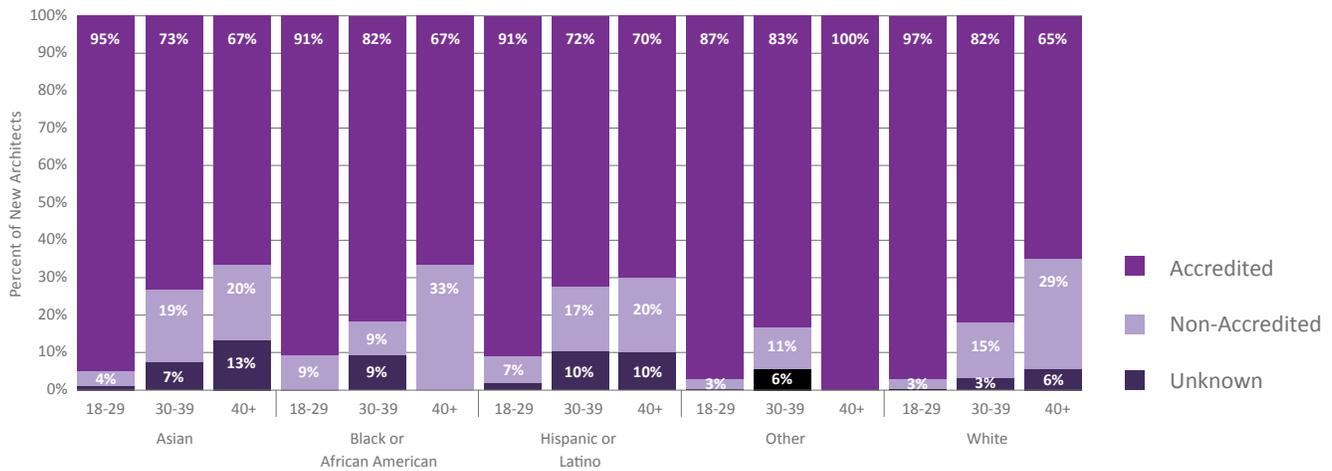
Female Architects More Likely to Hold a Degree From a NAAB-Accredited Program



Across all racial and ethnic groups, new female architects were equally or more likely to hold a degree from a NAAB-accredited program compared to their male peers. Ninety-five percent of new architects who identify as white women had a degree from an accredited program, compared to 84 percent of Hispanic or Latino men—an 11 percentage point difference.

Baseline on Belonging: Education Report

Younger Architects More Likely to Hold a Degree From an Accredited Program



Eighteen to twenty-nine-year-olds who completed the path to licensure in 2019 were more likely to hold a degree from a NAAB-accredited program compared to their 30-39 and 40+ counterparts. Ninety-seven percent of white 18-29-year-olds graduated from an accredited program, compared to 65 percent of those aged 40 or older—a 32 percentage point difference.



Baseline on Belonging: Education Report

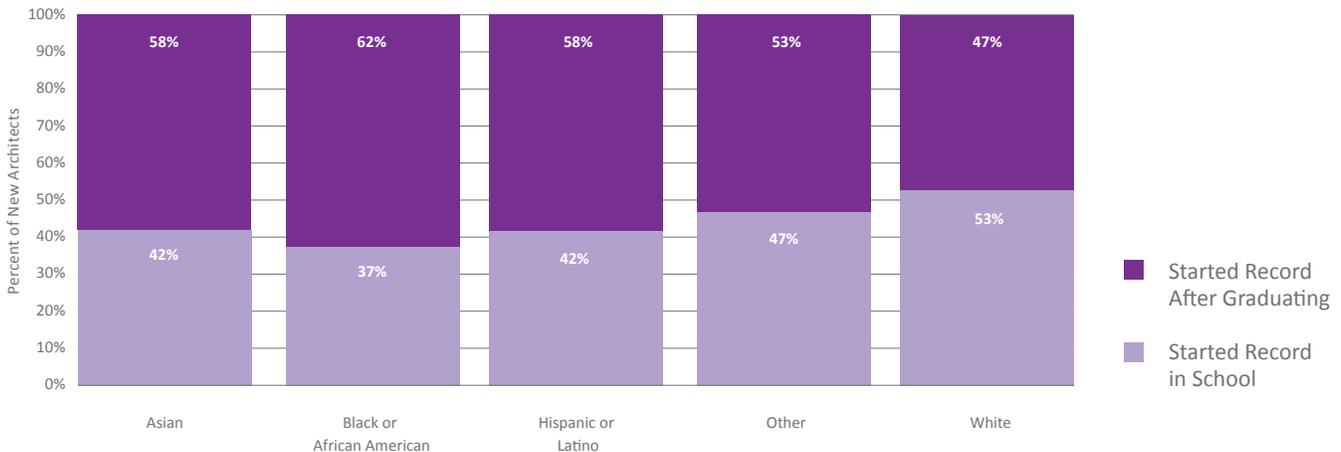
Started NCARB Record During College

Starting an NCARB Record is often viewed as the first step on the path toward licensure, as applicants for licensure will need a Record in order to verify their degree, complete the Architectural Experience Program® (AXP®), and take the Architect Registration Examination® (ARE®). NCARB's data suggests that opening an NCARB Record while in school can help streamline the licensure process, enabling candidates to make informed decisions and ensure that they earn full credit for qualifying AXP experience.

Approximately half of individuals who completed the path to licensure in 2019 began their NCARB Record while in college, with those who were white, female, or 18-29 years old more likely compared to their peers.

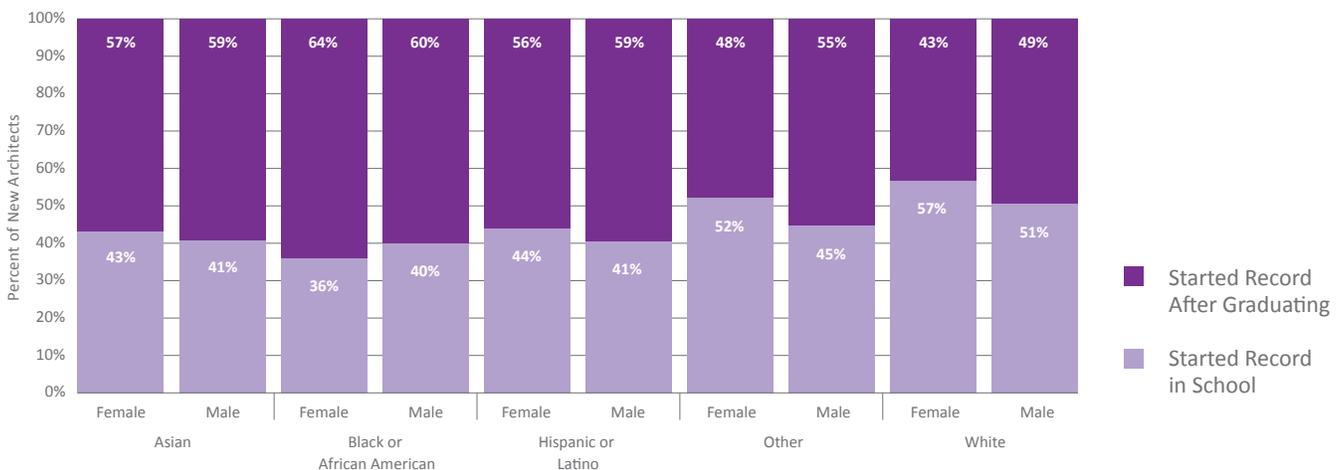
Baseline on Belonging: Education Report

Higher Proportion of White Architects Start NCARB Record in School



White individuals who completed the path to licensure in 2019 were more likely to have begun the process in school (by creating an NCARB Record) than their peers of other racial and ethnic groups. New Black or African American architects were the least likely to have started an NCARB Record in school at 38 percent—a 15 percentage point gap.

White Women Most Likely to Start NCARB Record While in School

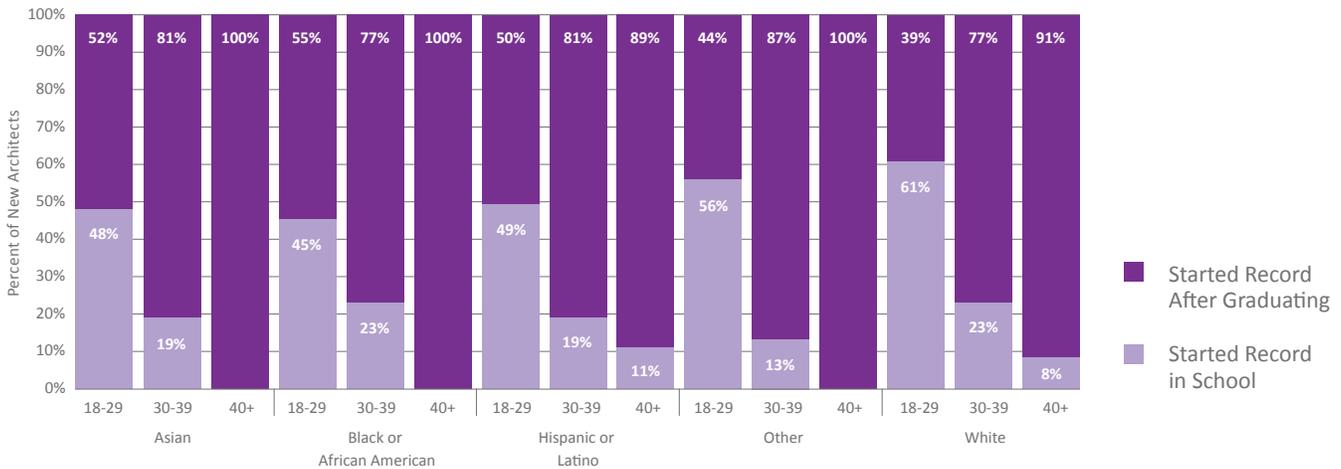


For most racial and ethnic groups, new female architects were more likely to have started an NCARB Record while in school compared to their male peers. White women were the most likely at 57 percent.

However, at 36 percent, African American women were the least likely to start the licensure process in school by opening an NCARB Record—a 21 percentage point difference.

Baseline on Belonging: Education Report

Younger Architects More Likely to Start NCARB Record in School



Of individuals who completed the path to licensure in 2019, those who were 18-29 years old at the time were more likely to have opened an NCARB Record in school than those who were 30-39 or 40+. White 18–29-year-olds were the most likely of all groups at 61 percent, compared to 0 percent of Asians and African Americans over 40.



Baseline on Belonging: Education Report

Survey Respondent Progress Toward Architecture Degree

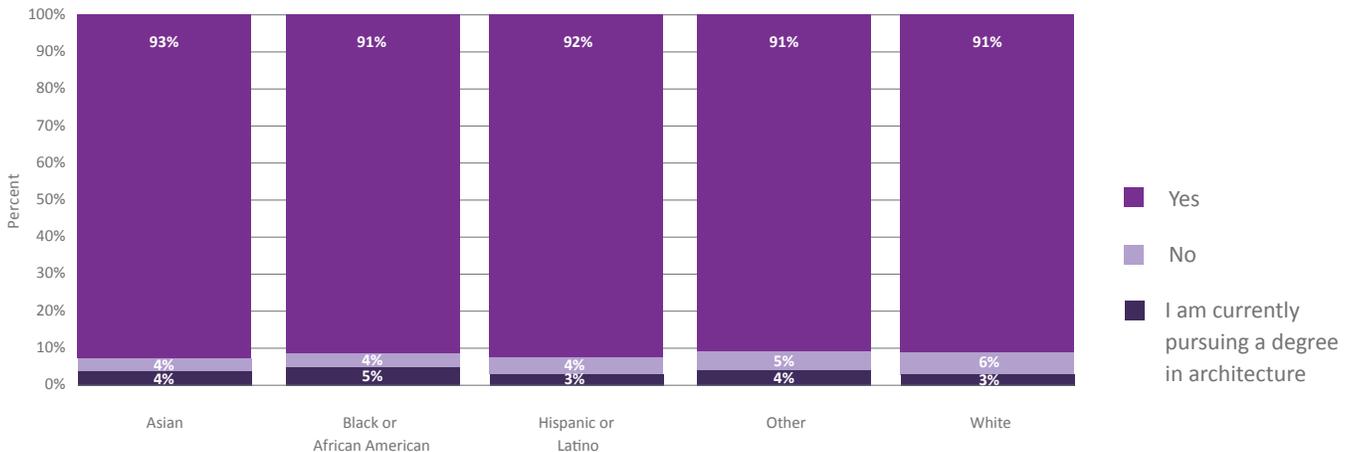
Most survey respondents hold a degree in architecture, with 91 percent of all respondents indicating they had graduated and 4 percent indicating their degree was in progress at the time of the survey.

When viewing responses through various demographic filters, the data shows that race and ethnicity have little impact on respondents' likelihood to hold an architecture degree; however, gender has a slight impact for some groups. White and Latino men were less likely to indicate they have a degree in architecture compared to their peers.

In general, respondents employed by large- or medium-sized firms were more likely to hold an architecture degree than those at small firms. Respondents who were not U.S. citizens were also more likely to hold an architecture degree compared to those who are U.S. citizens.

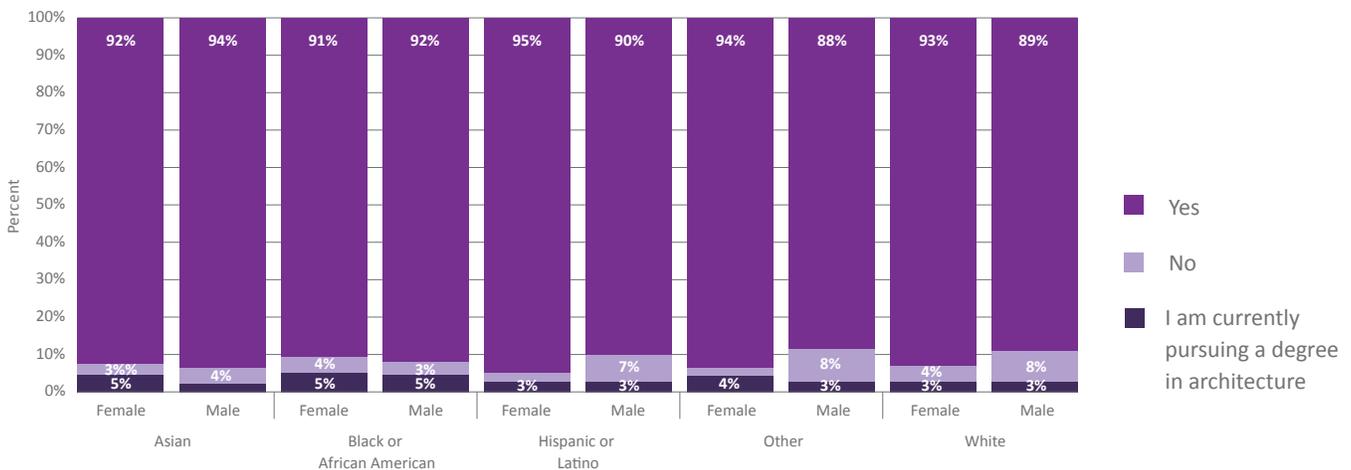
Baseline on Belonging: Education Report

Most Respondents Hold a Degree in Architecture



The majority of individuals who responded to the *Baseline on Belonging* survey hold a degree in architecture, regardless of race or ethnicity. Asian and Latino respondents were the most likely to indicate they hold a degree in architecture at 93 and 92 percent, respectively. Black or African American and white respondents were slightly less likely at 91 percent.

Latinas More Likely to Hold a Degree in Architecture

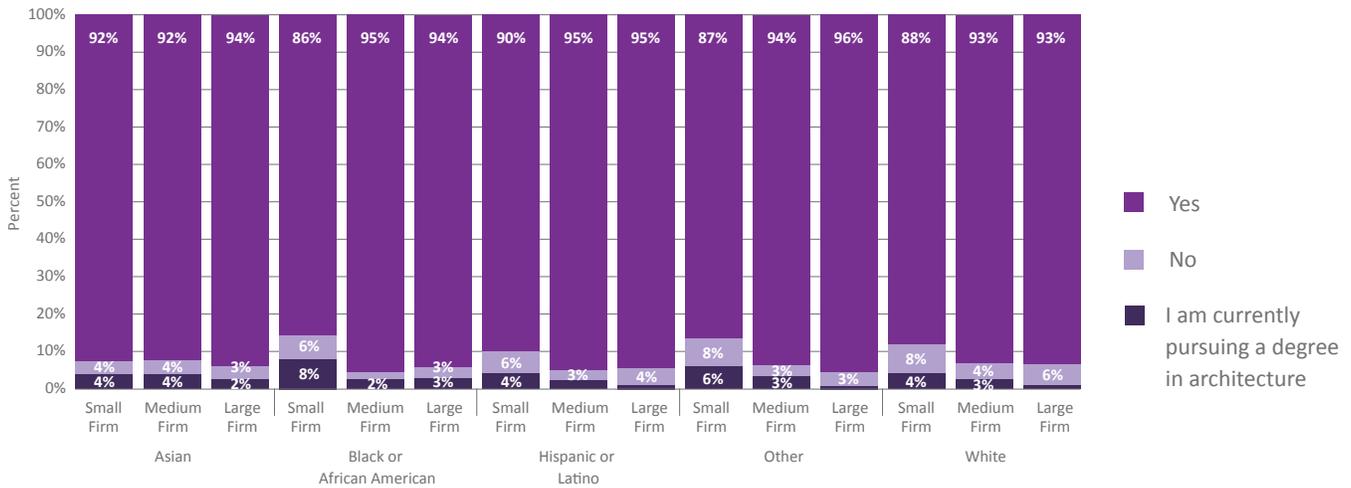


When viewed by race, ethnicity, and gender, men who identify as white or other were less likely than their peers to hold a degree in architecture at 89 and 88 percent, respectively. Latinas were the most likely to hold a degree in architecture at 95 percent.

Asian and African American men were slightly *more* likely than their female counterparts to hold an architecture degree. The reverse is true for white and Latino men, who were 4 percentage points *less* likely to hold an architecture degree than white and Latina women.

Baseline on Belonging: Education Report

Employees at Small Firms Less Likely to Hold a Degree in Architecture

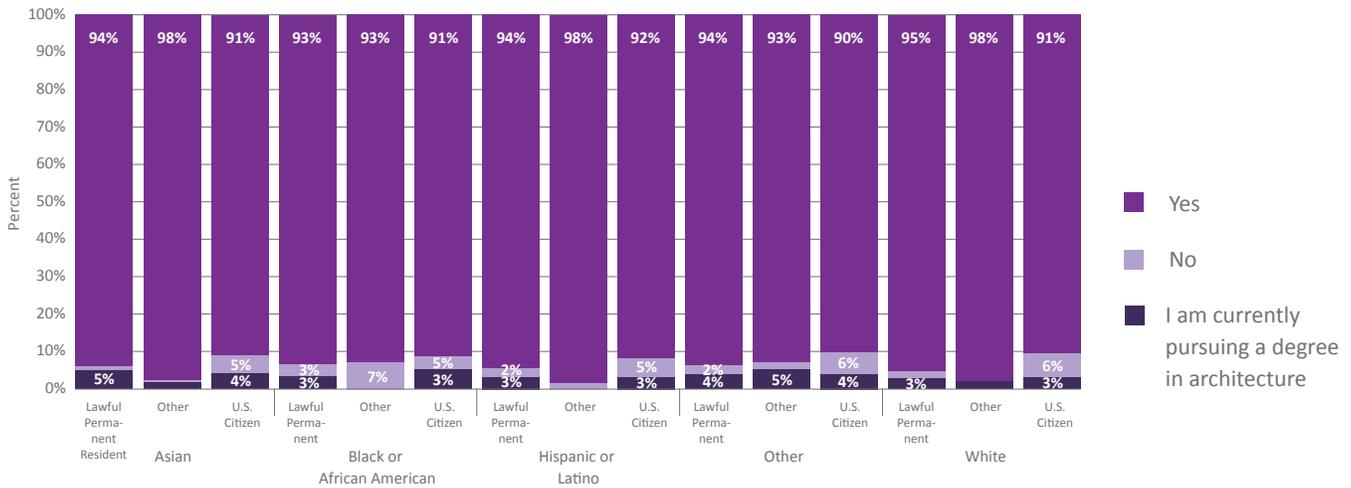


With the exception of Asians, respondents who were employed by small firms were less likely to hold a degree in architecture compared to their peers at medium and large firms.

Black or African American respondents at small firms were the *least* likely to hold a degree in architecture at 86 percent. However, Black or African American respondents at medium firms were the *most* likely at 96 percent.

Baseline on Belonging: Education Report

U.S. Citizens Least Likely to Hold a Degree in Architecture



At 90-92 percent, U.S. citizens across all races and ethnicities were less likely to report holding a degree in architecture than respondents who are lawful permanent residents or hold some other immigration status (such as a visa).

By contrast, Latino respondents with some other immigration status were the most likely to report holding a degree in architecture, at 99 percent.



Baseline on Belonging: Education Report

Respondents' Degree Type

Holding a degree from a program accredited by the NAAB is required in most U.S. jurisdictions and is often the quickest way to meet the education requirement for licensure. (Jurisdictions that accept other degrees typically require additional years of experience as an alternative.)

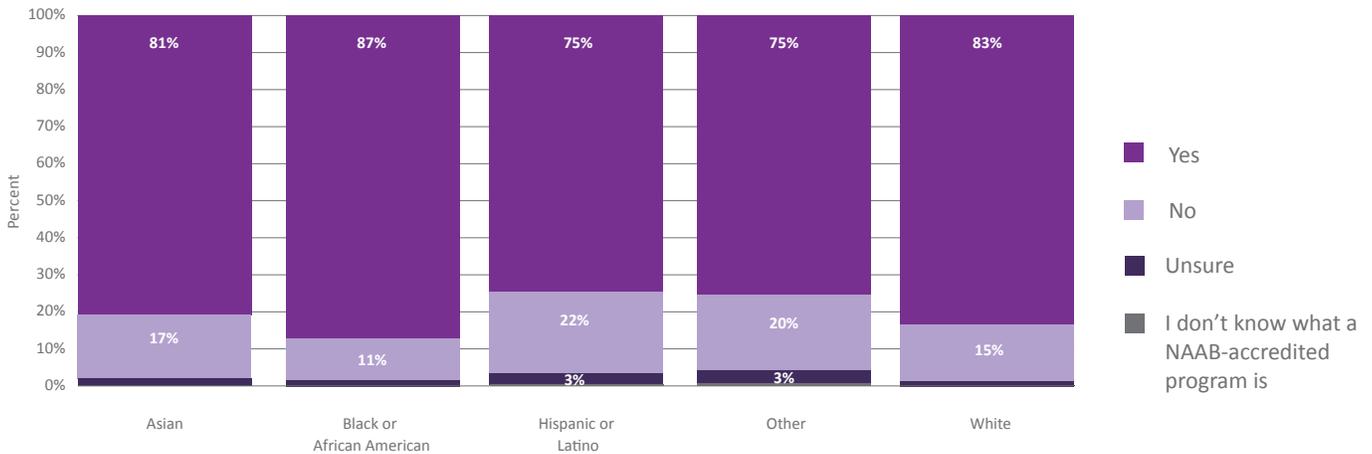
Nearly 82 percent of all survey respondents who hold an architecture degree earned it from a program accredited by the NAAB. Approximately 16 percent hold an architecture degree from a non-accredited program, and 2 percent were unsure if their degree was from an accredited program.

While little variation was seen in respondents' likelihood to hold an architecture degree, certain demographic groups are more likely to hold an *accredited* architecture degree. For example, Asian and Black or African American respondents were more likely to have a degree from a NAAB- accredited program compared to other demographic groups, as were women and U.S. citizens.

In addition, individuals with non-accredited degrees were more likely to be employed by small firms than by medium or large firms.

Baseline on Belonging: Education Report

African Americans Most Likely to Hold Degree From NAAB-Accredited Program

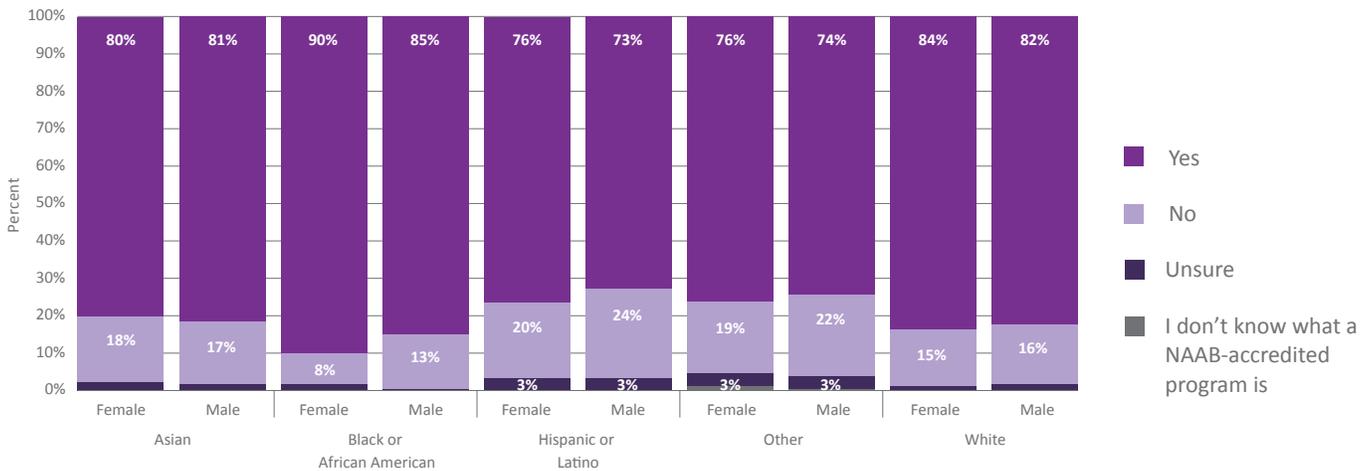


While race and ethnicity had little impact on respondents' likelihood to hold any degree in architecture, there are some disparities when it comes to the *type* of architecture degree.

Black or African American respondents were the most likely to hold a degree from a program accredited by the NAAB at 87 percent. This is 12 percentage points more likely than Latino respondents, who were the least likely to hold a degree from a NAAB-accredited program.

Baseline on Belonging: Education Report

Latino Men Least Likely to Hold a Degree From a NAAB-Accredited Program

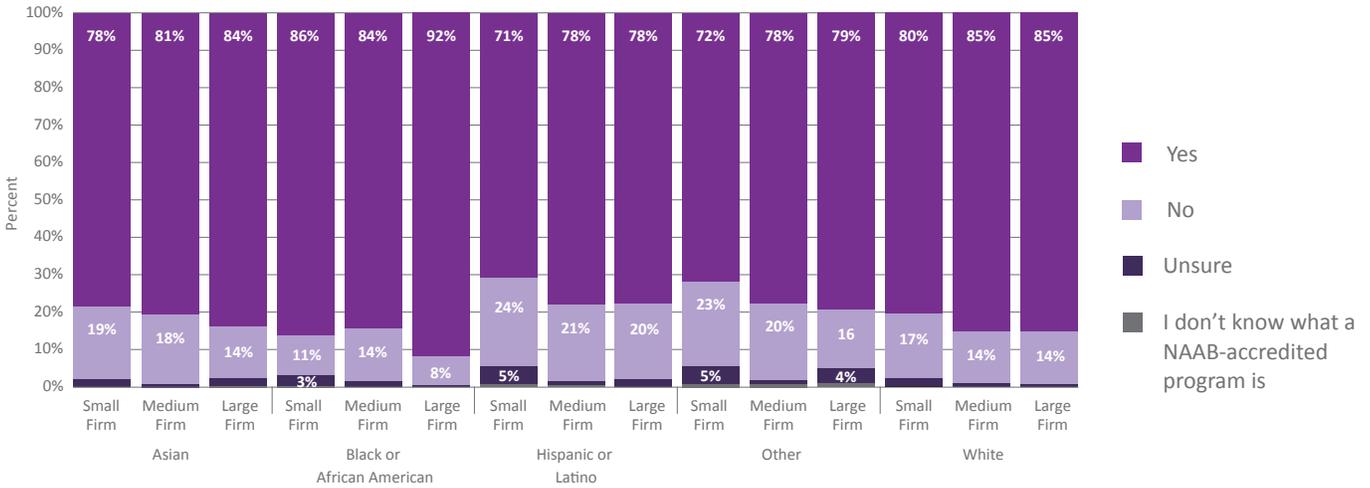


Ninety percent of Black or African American women hold a degree from a NAAB-accredited program, compared to 73 percent of Hispanic or Latino men—a 17 percentage point gap.

Women of most races and ethnicities are more likely (2-5 percentage points) than their male peers to hold a degree from a NAAB-accredited program. The exception is Asian men, who are 2 percentage points more likely to hold a degree from a NAAB-accredited program compared to Asian women.

Baseline on Belonging: Education Report

Employees at Small Firms Less Likely to Hold a Degree From a NAAB-Accredited Program



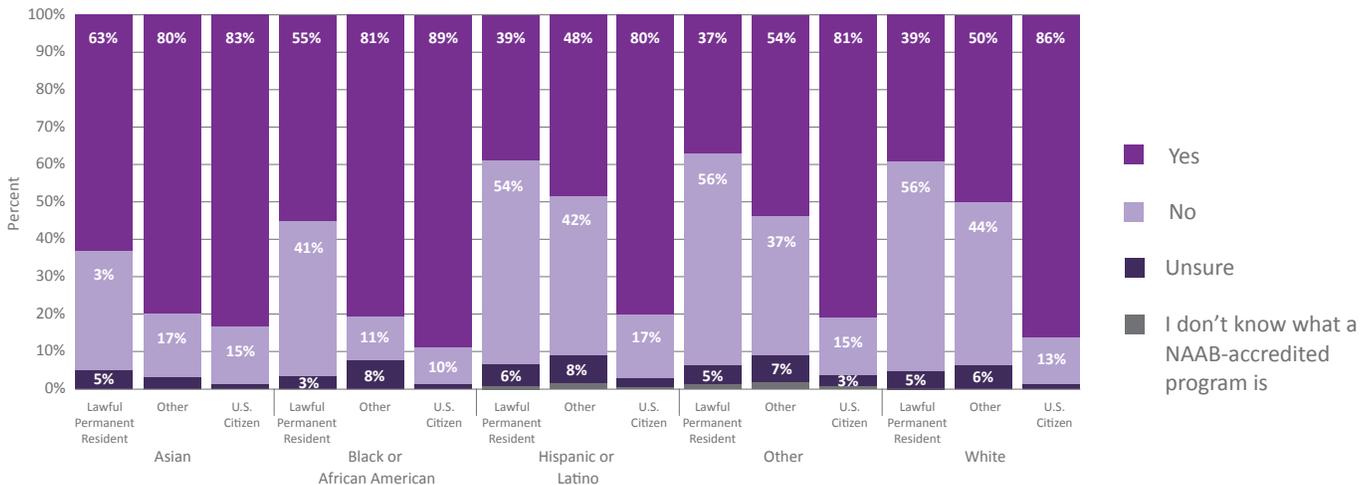
In general, individuals employed by small firms were less likely to report holding a degree from a program accredited by the NAAB compared to those at medium or large firms.

This holds true across most races and ethnicities, with the exception of African American respondents, who were the least likely to hold a degree from a NAAB-accredited program when employed by a medium-sized firm.

At 71 percent, Latinos employed by small firms were the least likely of all groups to indicate they hold a degree from an accredited program. African Americans employed by large firms were the most likely at 92 percent—a 21 percentage point gap.

Baseline on Belonging: Education Report

U.S. Citizens Most Likely to Hold a Degree From a NAAB-Accredited Program



Across all races and ethnicities, U.S. citizens were the most likely to hold a degree from a program accredited by the NAAB. The NAAB primarily accredits architecture programs in the United States.

Respondents who are lawful permanent residents of the United States were the least likely to indicate they have a degree from a NAAB-accredited program.

However, Asian (63 percent) and African American (55 percent) lawful permanent residents were much more likely than their Latino (39 percent) and white peers (39 percent) to hold a degree from a NAAB-accredited program.



Baseline on Belonging: Education Report

International Architecture Degree

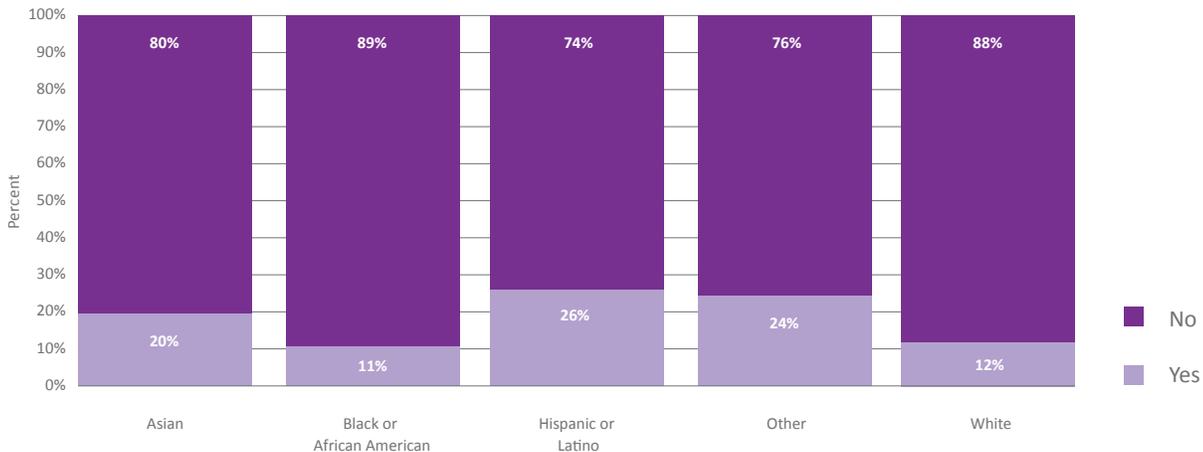
Most survey respondents (84 percent) earned their architecture degree from a program within the United States, with the remaining 16 percent earning their degree abroad.

When viewed by various demographic filters, survey responses show that Latinos are the most likely of any racial or ethnic group to hold an international degree. Gender had little impact on respondents' likelihood to hold an international degree.

Additionally, respondents who hold a degree from a program outside the United States were more likely to be employed by a small firm.

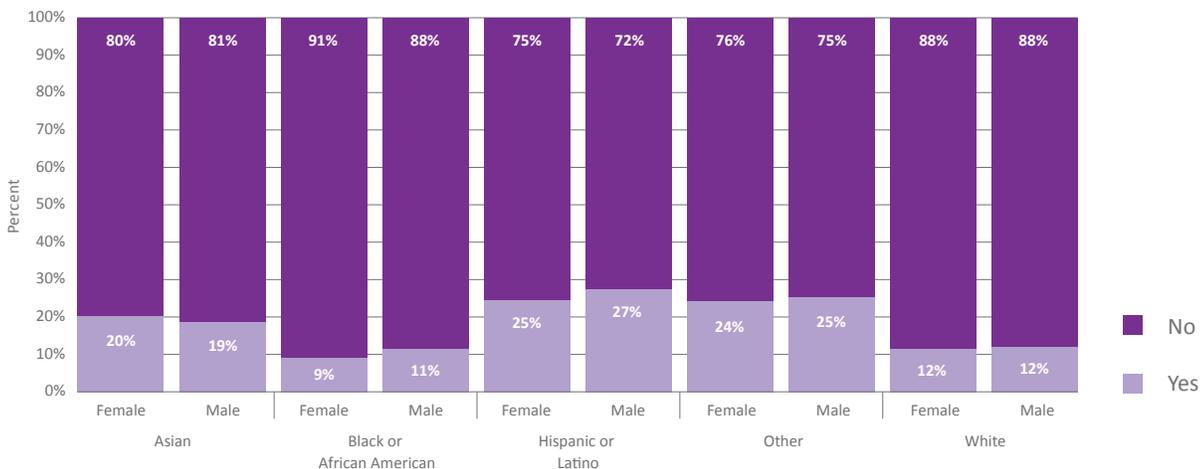
Baseline on Belonging: Education Report

Latino Respondents Most Likely to Hold an International Degree



Twenty-six percent of Latino respondents with an architecture degree indicated that their degree was from a program outside of the United States—more than double the percentage of Black or African American (11 percent) and white (12 percent) respondents with an international degree.

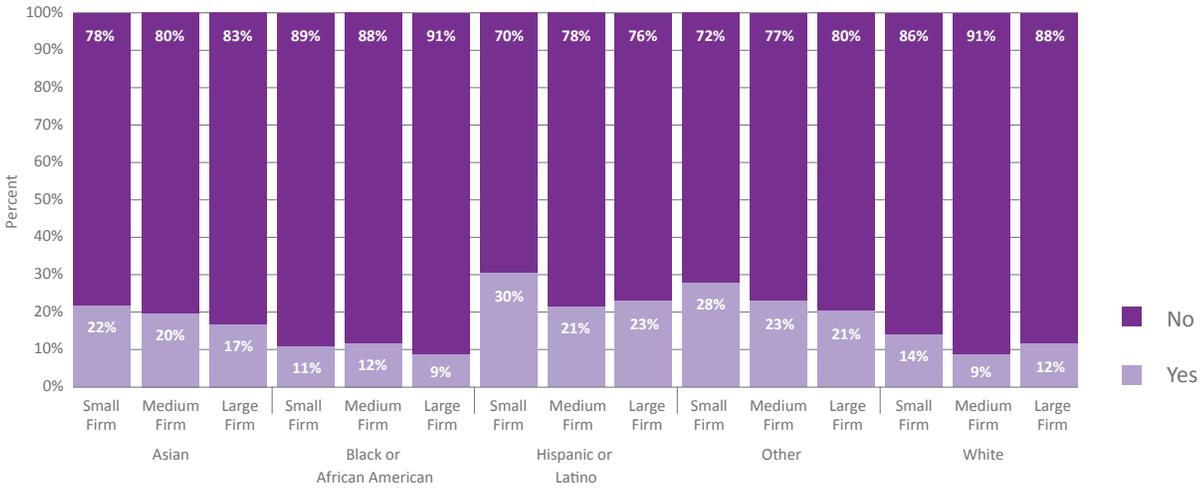
Gender Has Little Impact on Likelihood to Hold an International Degree



Respondents' likelihood to hold a degree from an international program showed little variation when viewed by gender. The largest gender difference was seen for African American and Latino respondents, with men of both groups 3 percentage points more likely to hold an international degree compared to their female peers.

Baseline on Belonging: Education Report

Respondents With International Degrees More Likely to Work at Small Firms

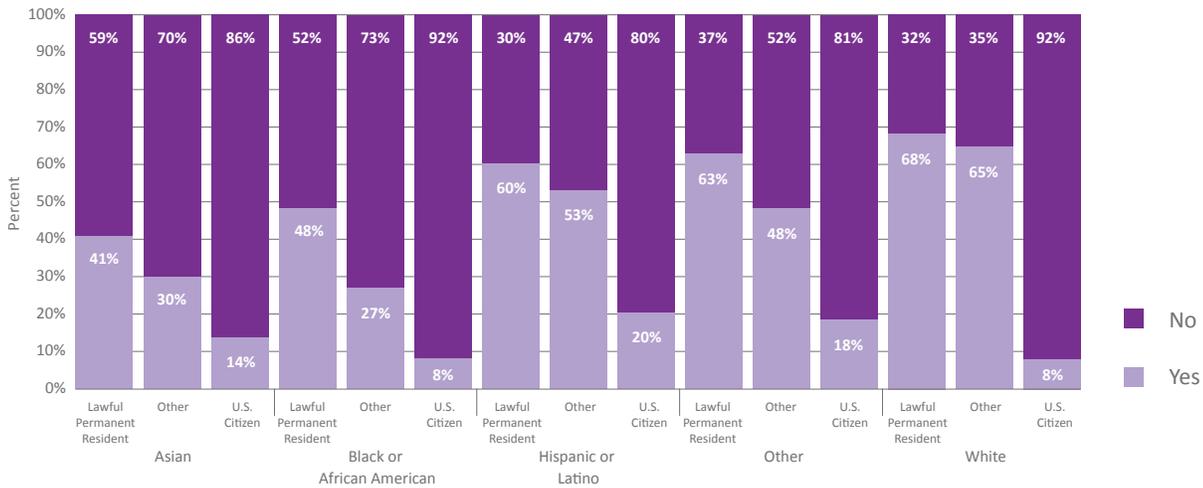


For most racial and ethnic groups, respondents with international degrees were more likely to be employed by small firms than by large- or medium-sized firms. The exception is Black or African American respondents with international degrees, who were slightly more likely to indicate they were employed by medium-sized firms.

Hispanic or Latino respondents employed by small firms were the most likely to report holding an international degree at 30 percent.

Baseline on Belonging: Education Report

Lawful Permanent Residents More Likely to Hold International Degrees



Respondents who indicated they were lawful permanent residents of the United States (e.g., a green card holder) were the most likely to report holding a degree from an international program, regardless of race or ethnicity.

U.S. citizens were the least likely to hold an international degree, though 20 percent of Latino respondents who are U.S. citizens hold a degree from a program outside the United States—the most of any racial or ethnic group.



Baseline on Belonging: Education Report

Education Prepared Me for a Career

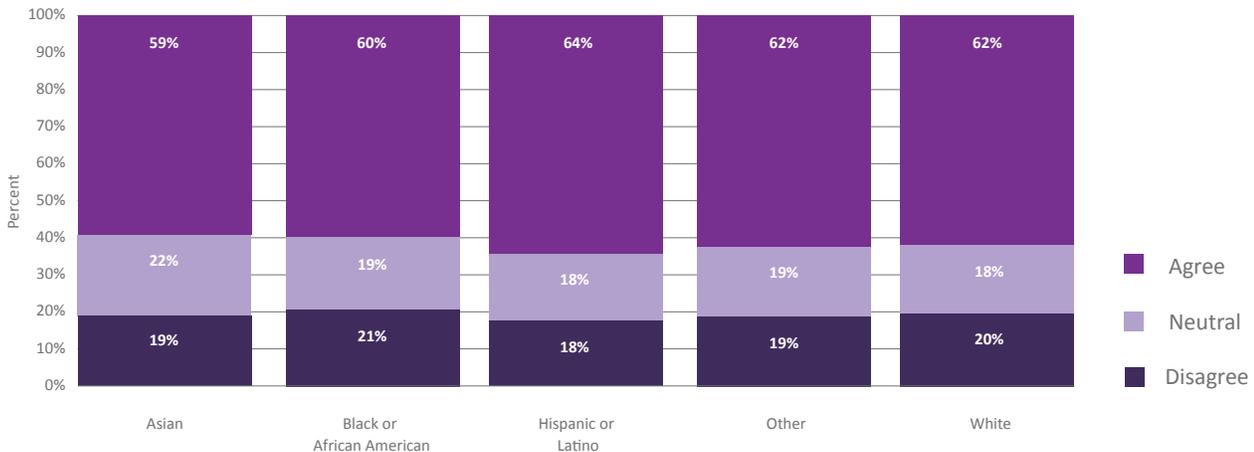
When asked to rate their level of agreement with the statement “The education I received in college prepared me for a career in architecture,” 60 percent of all survey respondents agreed.

When responses are viewed by race and ethnicity, Latino respondents are most likely to agree at 64 percent. Men are also more likely to agree compared to women, with African American women the least likely to agree that their education prepared them for a career in architecture at 52 percent.

When filtered by degree type, responses show that graduates from NAAB-accredited programs were *less* likely to agree that their education prepared them for an architecture career compared to individuals with a degree from a non-accredited program. This is a concerning gap, since graduating from a NAAB-accredited program is required for licensure in most U.S. jurisdictions.

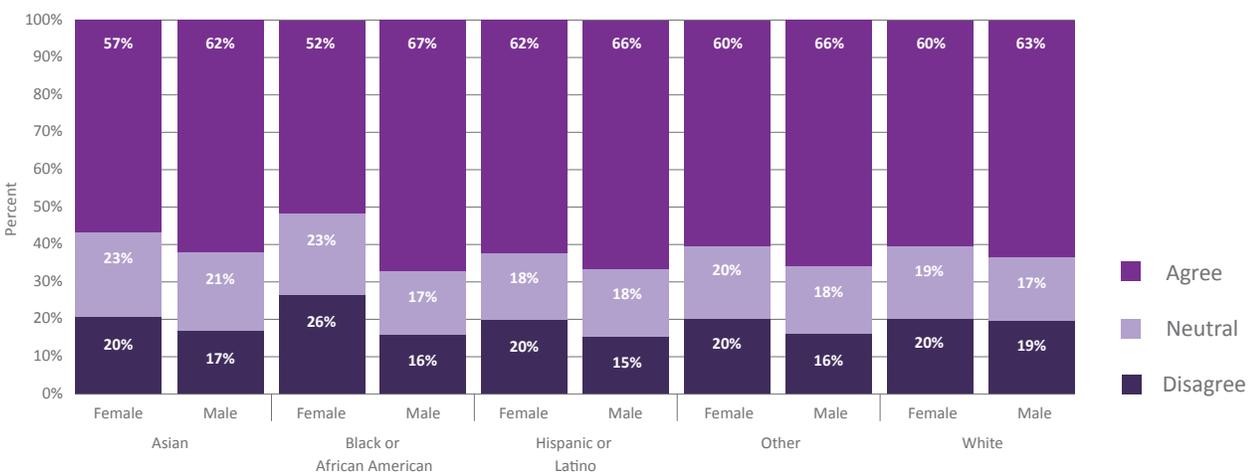
Baseline on Belonging: Education Report

Latinos Most Likely to Agree Education Prepared Them for Architecture Career



When responses are viewed by race and ethnicity, Latinos were the most likely to agree that their college education prepared them for an architecture career at 64 percent. Asian respondents were the least likely to agree at 59 percent.

African American Women Least Likely to Agree Education Prepared Them for Architecture Career

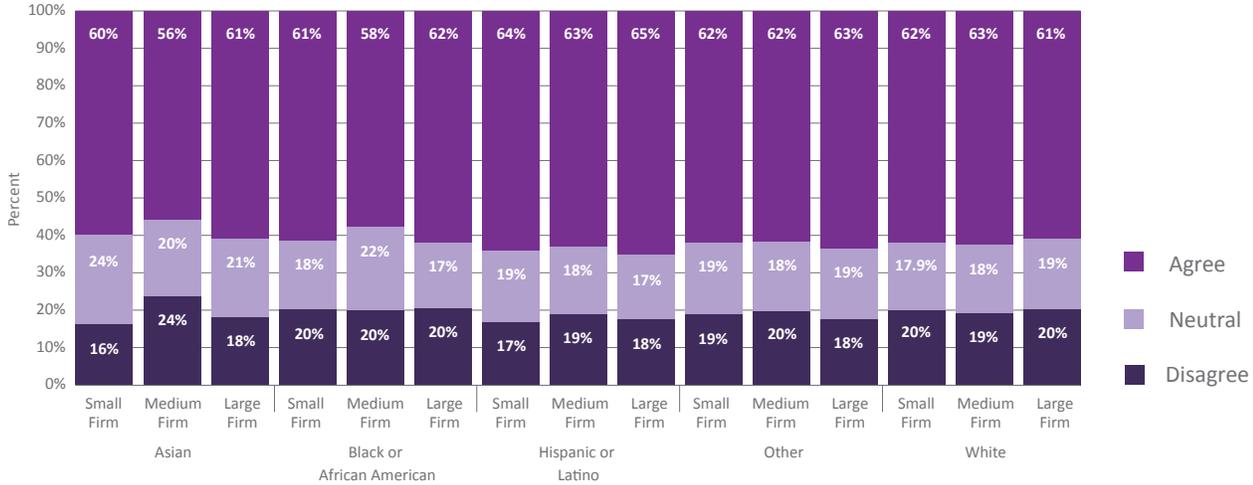


When viewed by race, ethnicity, and gender, African American women were the least likely to agree that their education prepared them for an architecture career at 52 percent. However, African American men were the *most* likely to agree at 67 percent—a 15 percentage point gap.

Additionally, women of all races and ethnicities were less likely to agree than their male peers of the same race or ethnicity.

Baseline on Belonging: Education Report

Large Firm Employees Most Likely to Agree Education Prepared Them for Architecture Career

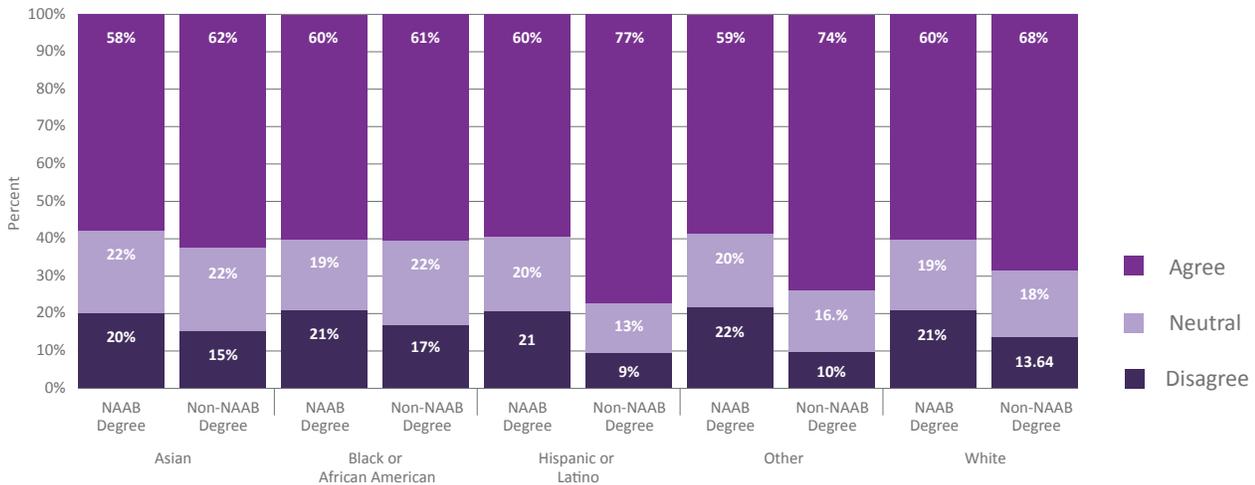


Overall, respondents employed by large firms were more likely to agree that their education prepared them for a career in architecture compared to their peers at small- and medium-sized firms. White respondents were the exception and were most likely to agree when employed by a medium firm.

Asian respondents employed by medium-sized firms were the least likely of all groups to agree at 55 percent, and Latinos employed by large firms were the most likely at 65 percent.

Baseline on Belonging: Education Report

Graduates From Non-Accredited Programs More Likely to Feel Prepared for Architecture Career

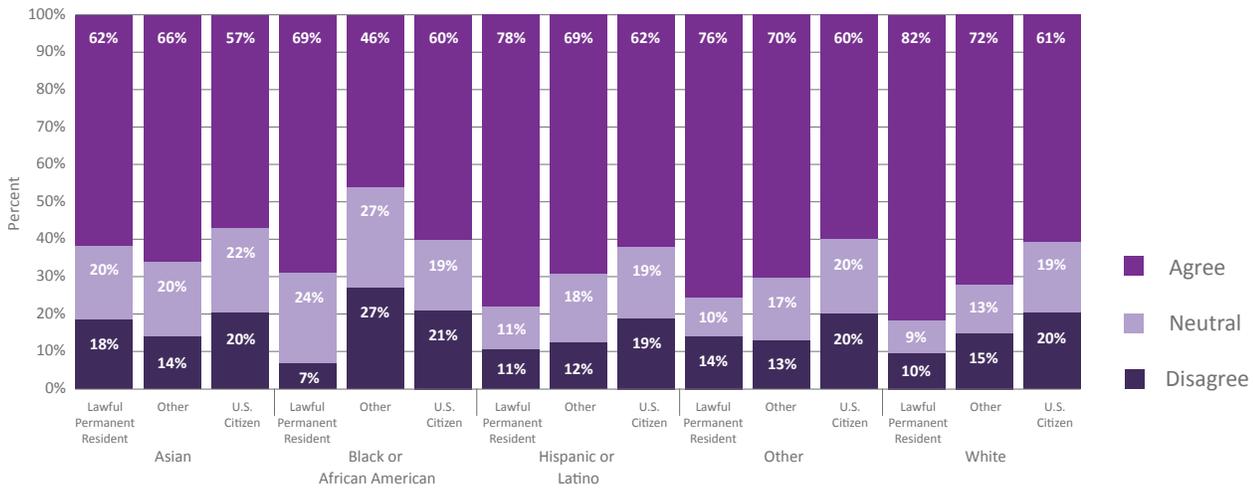


Across all races and ethnicities, individuals with a degree from a program not accredited by the NAAB were more likely to indicate their education prepared them for a career in architecture.

The largest gap was seen for Latino respondents: 60 percent of Latinos with a degree from a NAAB-accredited program agreed that their degree prepared them for a career in architecture, compared to 77 percent of Latinos with a degree from a non-accredited program.

Baseline on Belonging: Education Report

U.S. Citizens Less Likely to Agree Education Prepared Them for Architecture Career



U.S. citizens of most races and ethnicities were the least likely to agree that their education prepared them for a career in architecture compared to lawful permanent residents or other respondents of the same race or ethnicity. Black or African American respondents were the only exception, with individuals who have some other immigration status (such as a visa) the least likely of all groups to agree at 46 percent. White respondents who are lawful permanent residents of the United States were the most likely of all groups to agree at 82 percent.



Baseline on Belonging: Education Report

Professors Made Me Excited About Learning

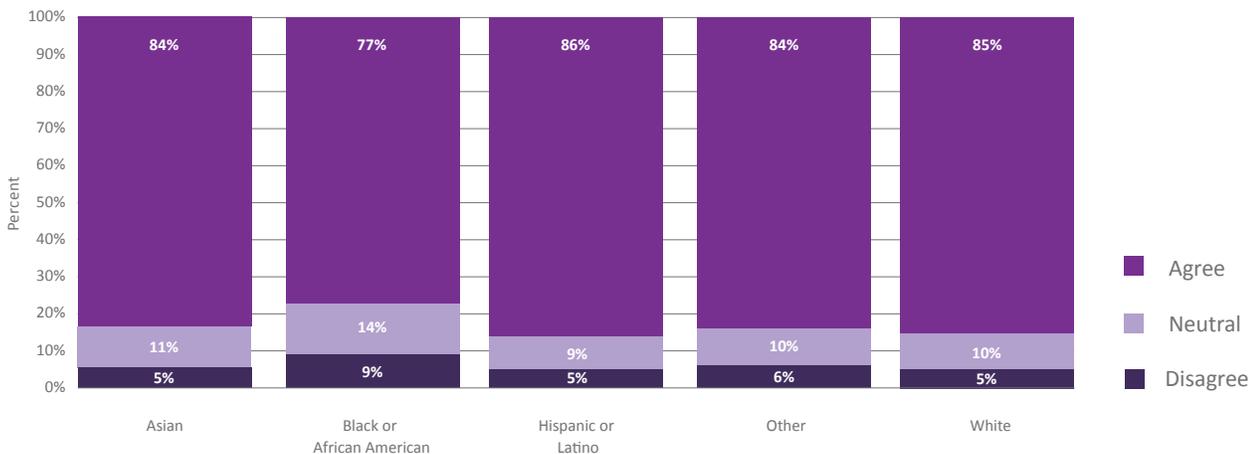
Most survey respondents agreed that their college professors made them excited about learning, with 83 percent either agreeing or strongly agreeing.

Some disparities are seen in the responses when viewed by race, ethnicity, and gender, with African American women significantly less likely to agree than their peers of other races and ethnicities. On the other hand, Latinos (especially men) were the most likely to agree that their professors made them excited about learning.

The disparity seen for African American respondents was smaller for those who attended NAAB-accredited programs, compared to those who graduated from non-accredited programs.

Baseline on Belonging: Education Report

Latinos Most Likely to Have a Professor Who Made Them Excited About Learning

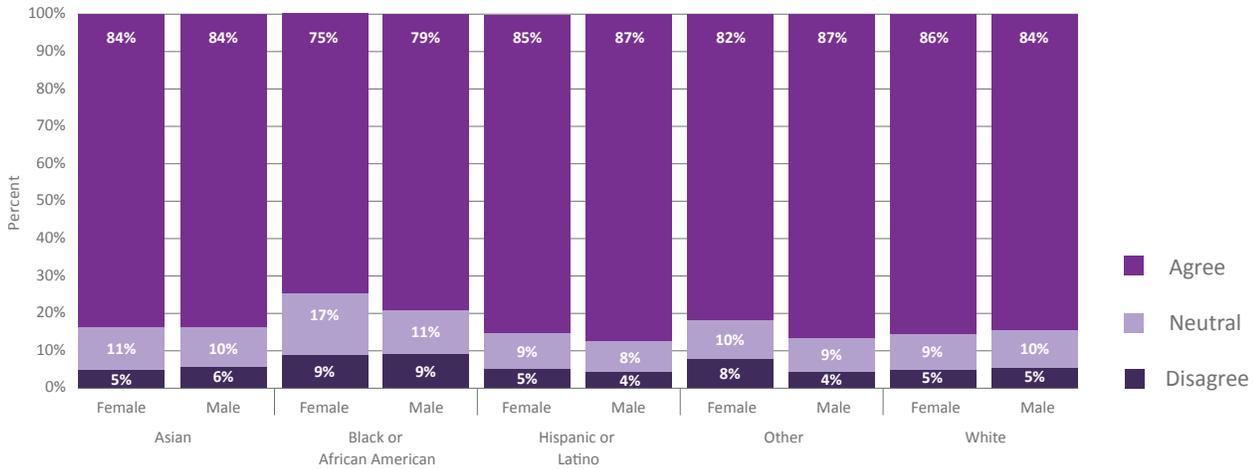


At 86 percent, Hispanic or Latino respondents were the most likely of all races and ethnicities to agree that their professors made them excited about learning, with white respondents almost equally likely at 85 percent.

By comparison, only 77 percent of Black or African American respondents agreed—a 8 percentage point difference compared to their white peers.

Baseline on Belonging: Education Report

African American Women Least Likely to Agree Professors Made Them Excited About Learning

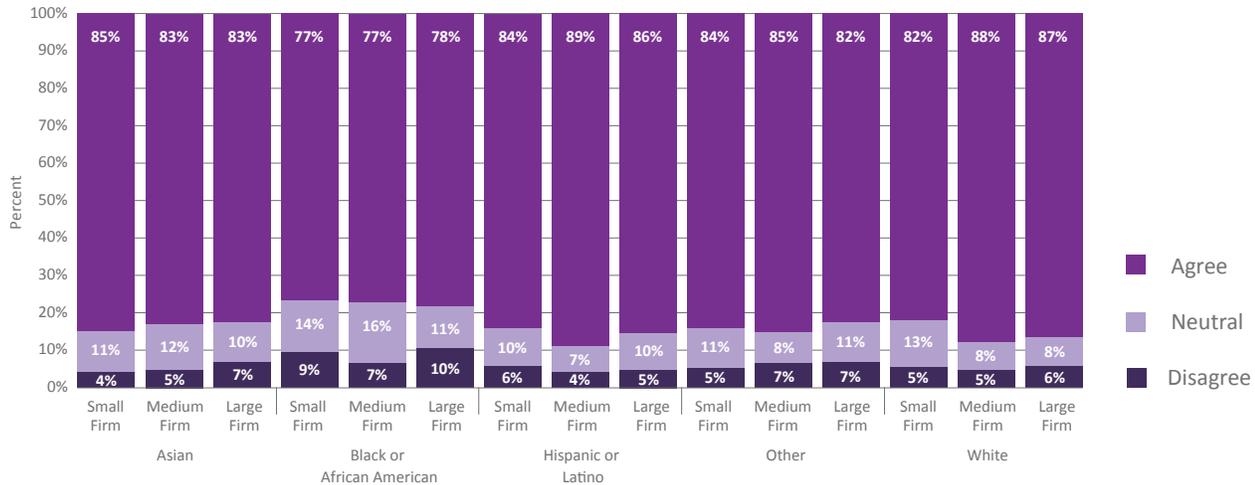


Seventy-five percent of African American women agreed that their professors made them excited about learning—12 percentage points fewer than the proportion of Latino men, who were the most likely to agree with this statement.

For most racial and ethnic groups, women were equally or less likely to agree than their male counterparts. White respondents are the exception, with white women 2 percentage points more likely to agree than white men.

Baseline on Belonging: Education Report

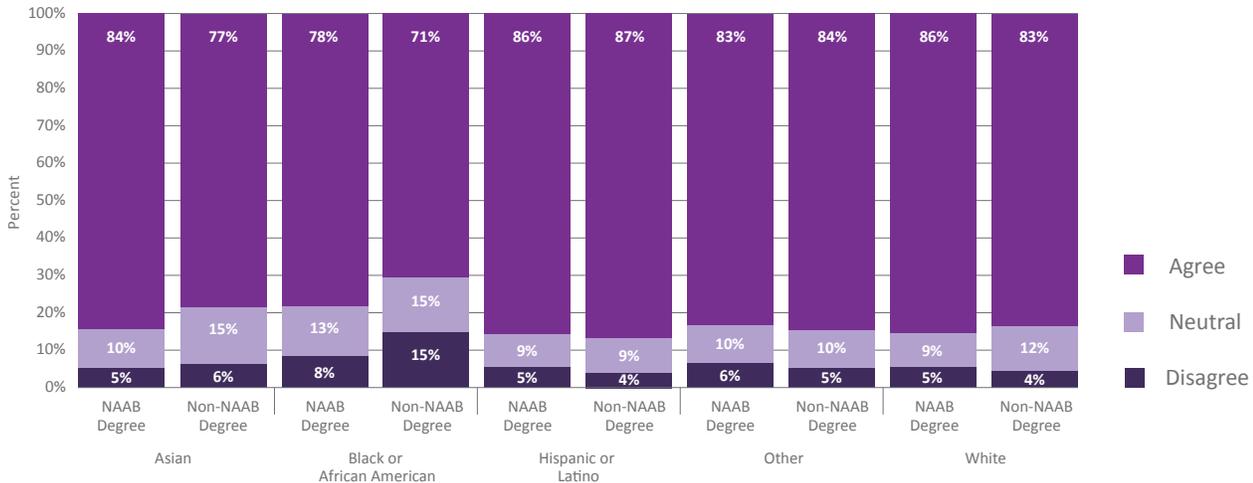
Latinos Employed by Medium-Sized Firms Slightly More Likely to Agree Professors Made Them Excited About Learning



Overall, respondents currently employed by medium-sized firms were slightly more likely to indicate that their professors made them excited about learning, with Latinos at medium-sized firms the most likely at 89 percent.

Baseline on Belonging: Education Report

Asian and African American Graduates From NAAB Programs More Likely to Indicate Professors Made Them Excited About Learning

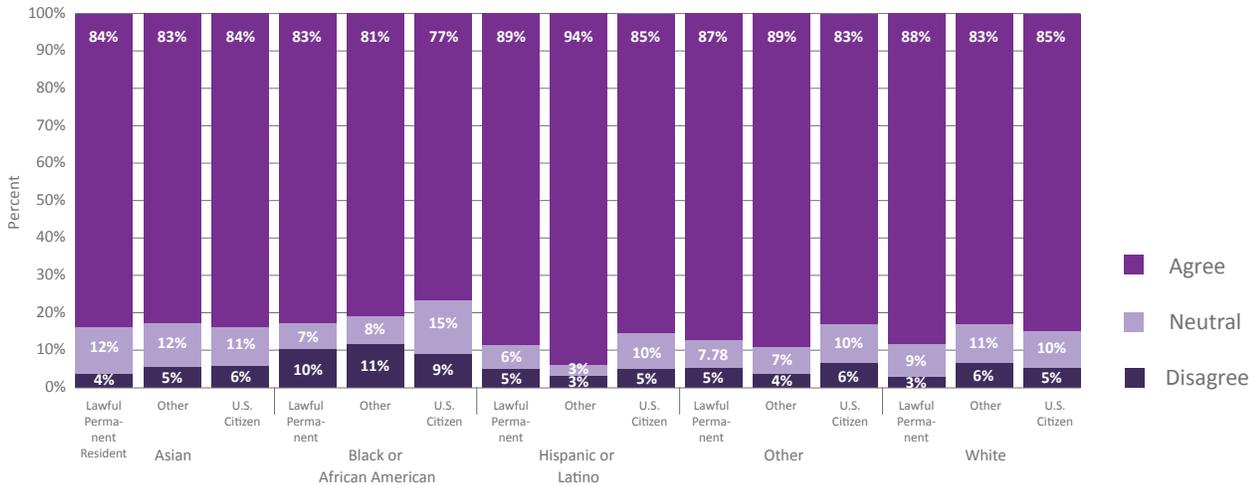


Overall, survey respondents who graduated from a NAAB-accredited program were slightly more likely to agree that their professors made them excited about learning than those who did not. This is especially true for Asian and African American respondents, who were 5 and 7 percentage points more likely, respectively.

However, Latino respondents who graduated from NAAB-accredited programs were 1 percentage point less likely to agree than those who graduated from non-accredited programs.

Baseline on Belonging: Education Report

African American Citizens Least Likely to Agree Professors Made Them Excited About Learning



Black or African American respondents who are U.S. citizens were the least likely to agree that their professors made them excited about learning at 77 percent. This is 16 percentage points less than Latino respondents with some other immigration status, who were the most likely at 94 percent.



Baseline on Belonging: Education Report

Advisor Helped Me Get the Most of My Academic Experience

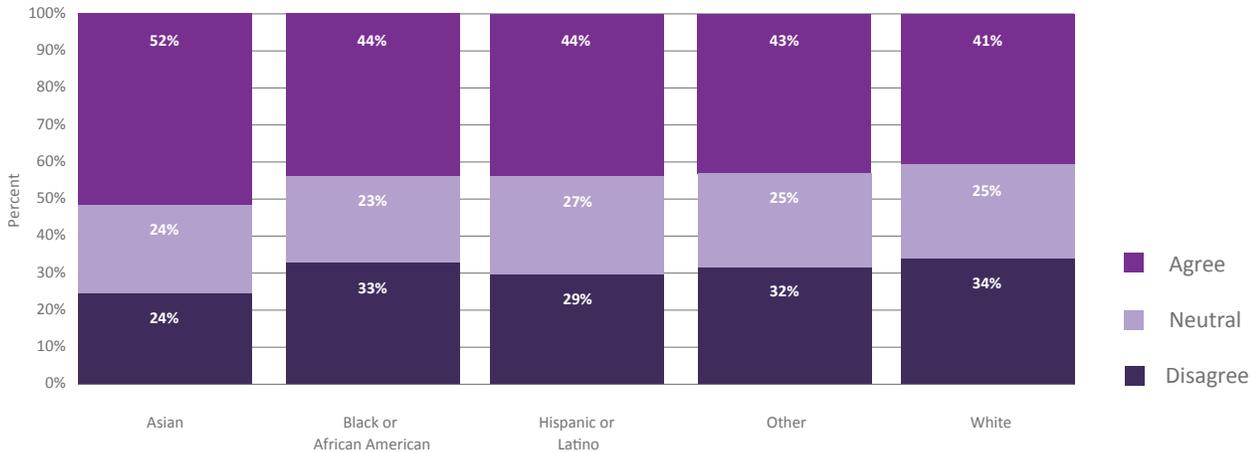
Less than half (43 percent) of all survey respondents agreed that they had an advisor who helped them get the most out of their academic experience.

Some disparities are seen when responses are filtered by race and ethnicity, with Asian respondents more likely to agree than their peers. Separating responses by gender reveals that women of all groups—especially African American women—are less likely to have had an advisor who helped them make the most of their academic experience.

Additionally, graduates of NAAB-accredited programs are less likely to agree they had supportive advisors, compared to respondents who graduated from a non-accredited architecture program.

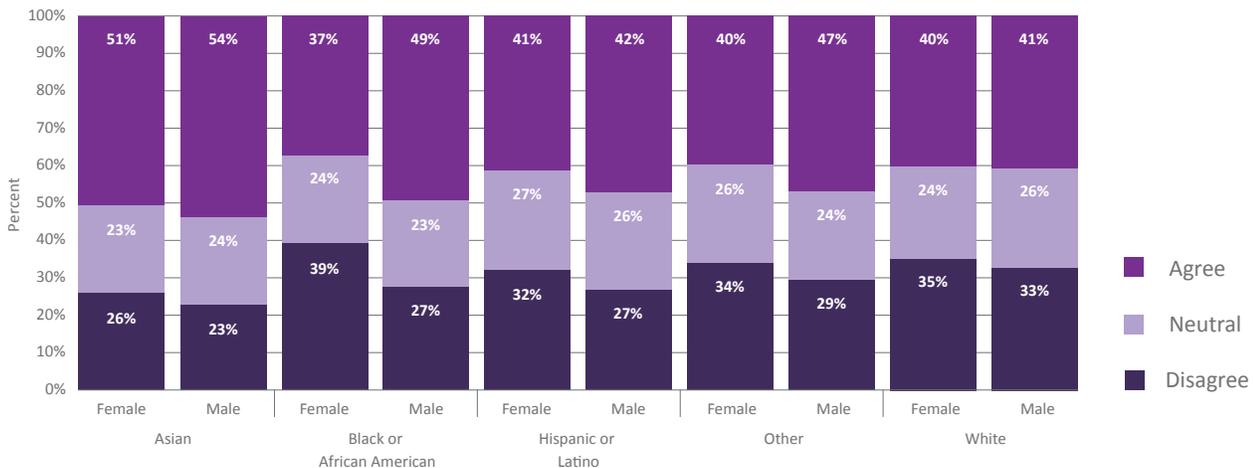
Baseline on Belonging: Education Report

Asians Most Likely to Have an Advisor Who Helped Them Make the Most of Their Academic Experience



Asian respondents were the most likely to agree that they had an advisor who helped them make the most of their academic experience at 52 percent. This is 11 percentage points more likely than white respondents, who were the least likely to agree.

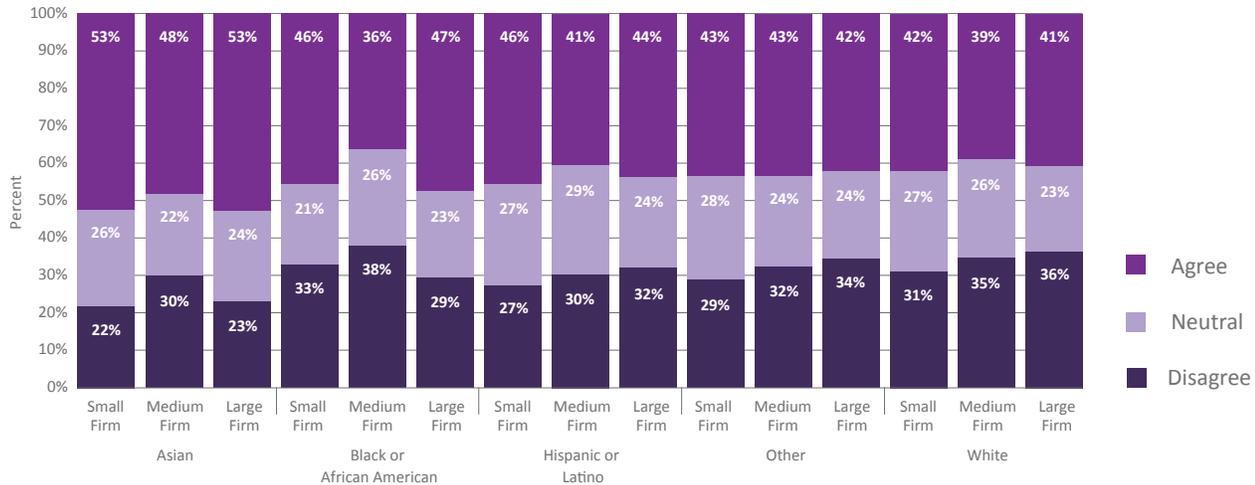
African American Women Least Likely to Have an Advisor Who Helped Them Make the Most of Their Academic Experience



Women of all racial and ethnic groups were less likely than men of the same group to agree that they had an advisor who helped make the most of their academic experience. This is especially true for Black or African American women, who were 12 percentage points less likely to agree than Black or African American men. Asian men were the most likely of all groups to agree at 54 percent.

Baseline on Belonging: Education Report

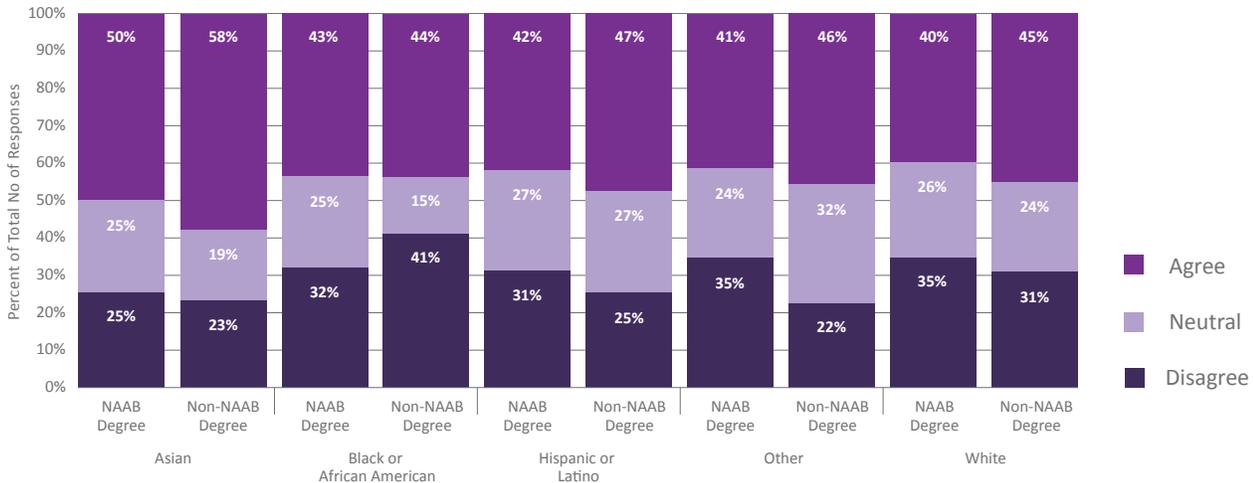
Respondents With Advisors Who Helped Them Make the Most of Academic Experience Less Likely to Work at Medium-Sized Firms



Overall, respondents who agreed that they had an advisor who helped make the most of their academic experience were less likely to be employed by a medium-sized firm. Thirty-six percent of Black or African American respondents employed by medium-sized firms agreed, compared to 47 percent of African Americans employed by large firms—an 11 percentage point gap.

Baseline on Belonging: Education Report

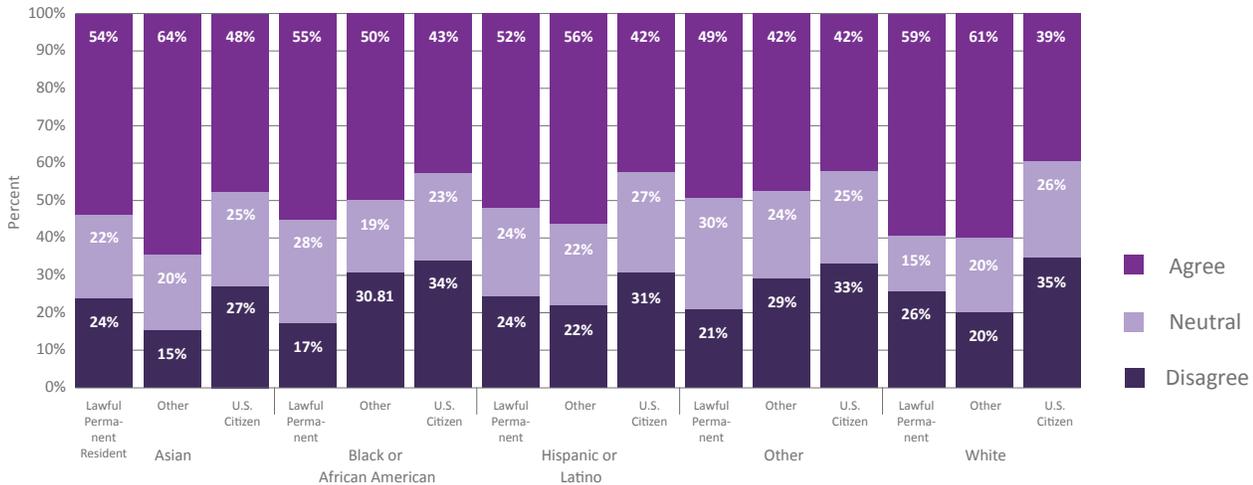
Graduates of Non-Accredited Programs More Likely to Agree Advisor Helped Them Make the Most of Their Academic Experience



Overall, respondents who graduated from a non-accredited architecture program were more likely to agree that they had an advisor who helped them make the most of their academic experience, compared to those who graduated from a NAAB-accredited program. This is especially true for Asian respondents, who were 8 percentage points more likely to agree if they graduated from a non-accredited program. Black or African American respondents were equally as likely to agree, regardless of program type.

Baseline on Belonging: Education Report

U.S. Citizens Least Likely to Agree Advisor Helped Them Make the Most of Their Academic Experience



For all racial and ethnic groups, U.S. citizens were less likely to agree that they had an advisor who helped make the most of their academic experience, compared to lawful permanent residents or other immigrants to the U.S.

White U.S. citizens were the least likely to agree at 39 percent, compared to 64 percent of Asians with some other immigration status (such as a visa).



Baseline on Belonging: Education Report

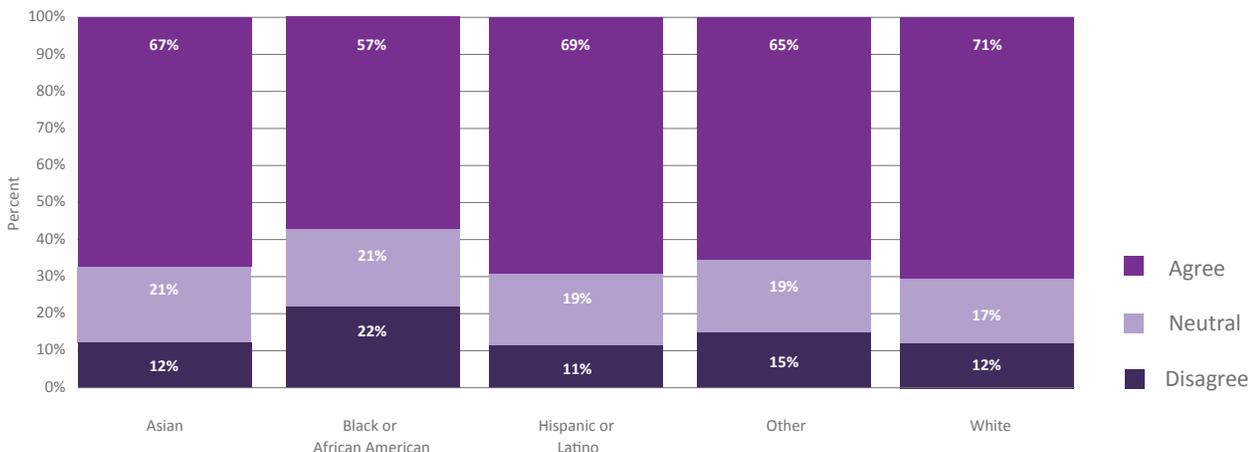
I Belonged in My Architecture School

Sixty-seven percent of all respondents agreed or strongly agreed that they felt like they belonged in their architecture school. However, viewing the responses by demographic filters like race, ethnicity, and gender reveals that men are far more likely to feel this sense of belonging—especially white, Latino, or Asian men. Black or African American respondents, and African American women in particular, were far less likely than their peers to feel they belonged in their architecture school.

A sense of belonging in architecture school had little impact on the size of the firm respondents were employed by at the time of the survey. The overall responses also revealed that non-U.S. citizens and graduates of non-accredited programs were more likely to feel like they belonged.

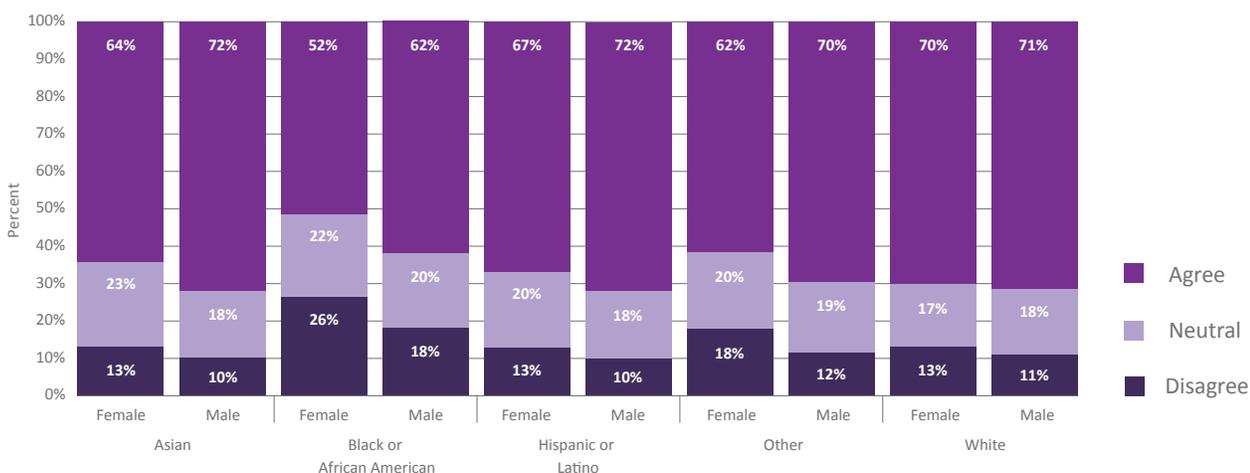
Baseline on Belonging: Education Report

African Americans Least Likely to Feel They Belong in Their Architecture School



Black or African American respondents were the least likely to feel like they belonged in their architecture school at 57 percent—14 percentage points less likely than their white peers. Asian and Hispanic or Latino respondents were slightly less likely to agree than white respondents at 67 and 69 percent, respectively.

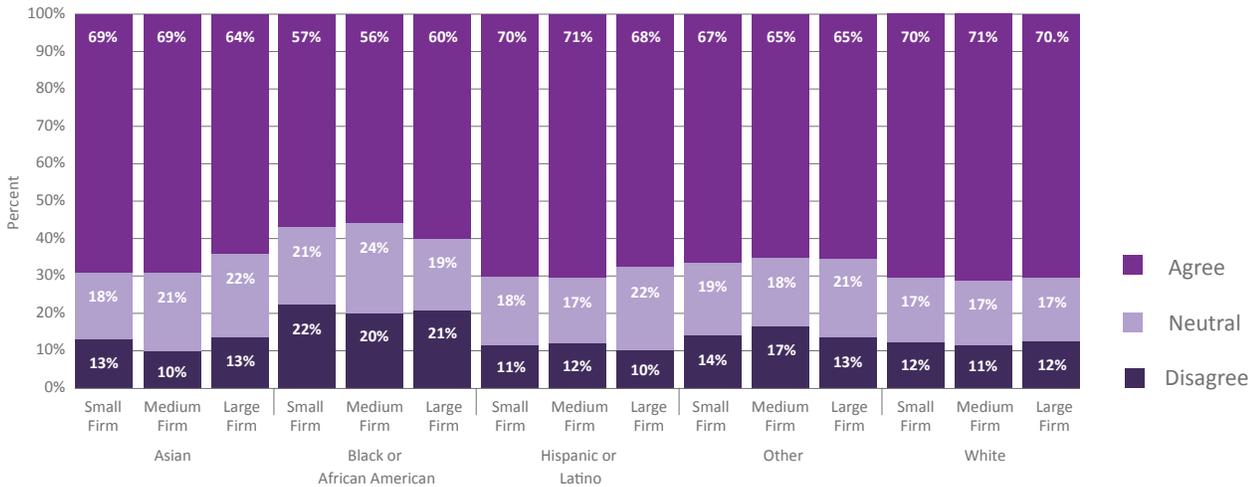
Asian, Latino, and White Men Most Likely to Feel They Belonged in Their Architecture School



Men of all races and ethnicities were more likely to agree they felt like they belonged in their architecture school compared to women of the same race or ethnicity—with Asian, Latino, and white men the most likely at 71-72 percent. African American women were significantly less likely to agree than their peers of all other races and ethnicities at 52 percent—20 percentage points less than Asian and Latino men.

Baseline on Belonging: Education Report

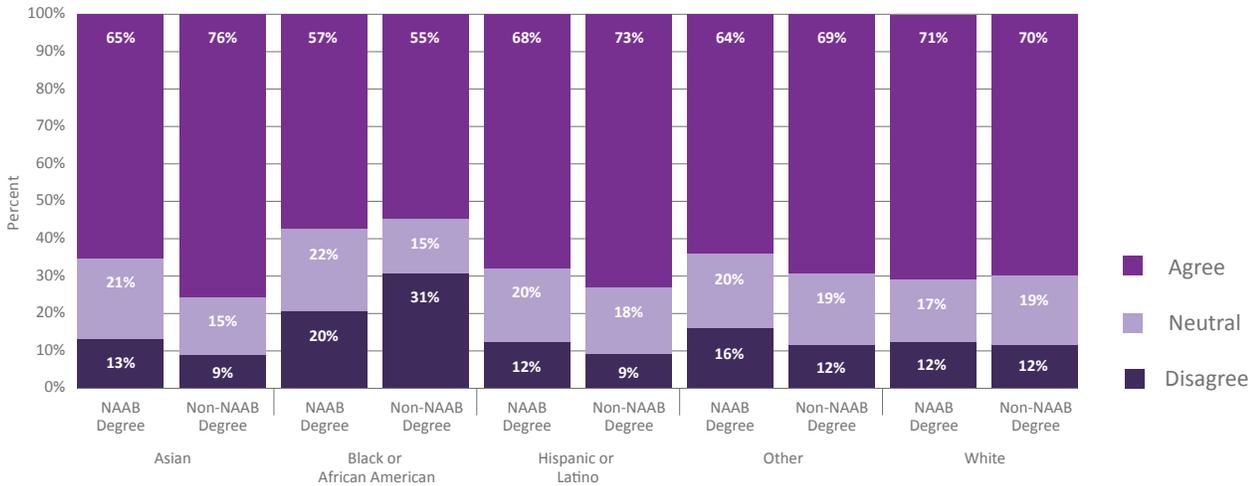
Sense of Belonging in Architecture School Has Little Impact on Firm Size



Survey respondents' sense of belonging in their architecture school had little impact on their firm's size, with no strong patterns seen across various racial and ethnic groups. Fifty-six percent of Black or African American respondents working in medium-sized firms indicated they felt like they belonged in architecture school—the smallest of any group.

Baseline on Belonging: Education Report

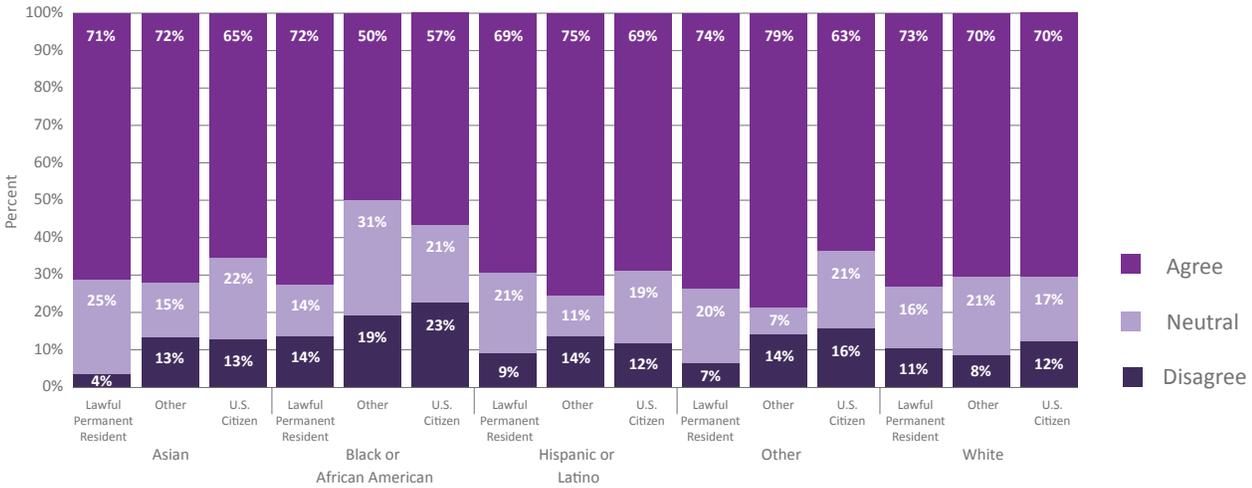
Asian Graduates of Non-Accredited Programs Most Likely to Feel They Belonged in Architecture School



Asian and Latino graduates from non-accredited programs were more likely than their peers to agree they belonged in architecture school. Asian graduates of non-accredited programs were the most likely to agree at 76 percent. In contrast, white and African American respondents were slightly more likely (1 and 2 percentage points) to agree they belonged if they graduated from a NAAB-accredited program.

Baseline on Belonging: Education Report

U.S. Citizens Least Likely to Feel They Belonged in Architecture School



Overall, U.S. citizens were less likely to feel like they belonged in architecture school compared to lawful permanent residents and respondents with other immigration statuses, although there was some variation by race and ethnicity.

Hispanic or Latino respondents with an immigration status other than U.S. citizen or lawful permanent resident were the most likely to agree they belonged at 79 percent, and Black or African American respondents of the same immigration status were the least likely to agree at 50 percent.



Baseline on Belonging: Education Report

Classmates Encouraged Me to Pursue Licensure

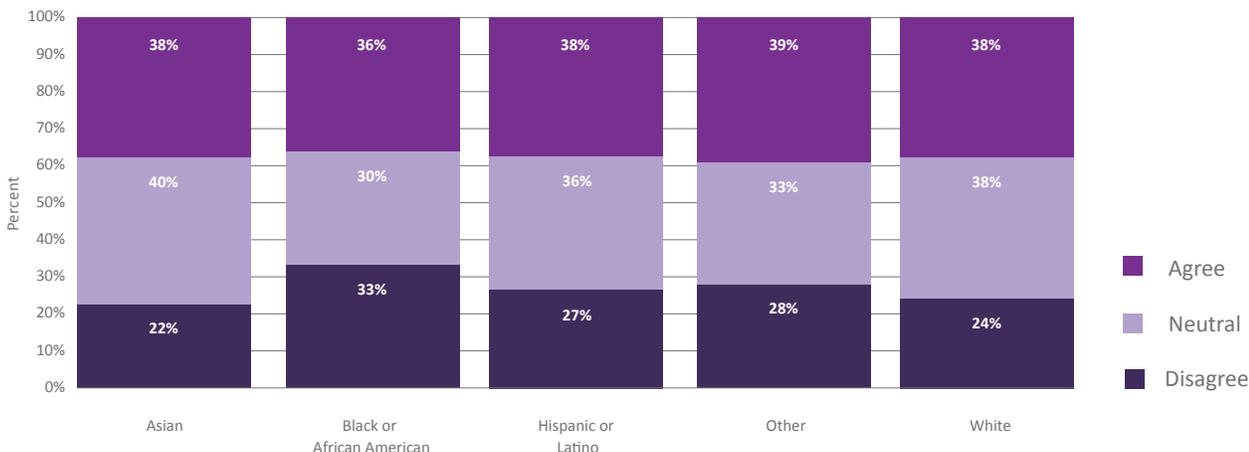
Approximately 37 percent of all respondents agreed that their classmates encouraged them to pursue licensure.

While little difference was seen among white, Asian, and Latino respondents, Black or African American respondents—especially African American women—were less likely to indicate that their classmates encouraged them to pursue licensure.

For most racial and ethnic groups, respondents whose classmates encouraged them to pursue licensure were more likely to work at large firms. However, African Americans whose classmates encouraged them to pursue licensure were more likely to work at small firms.

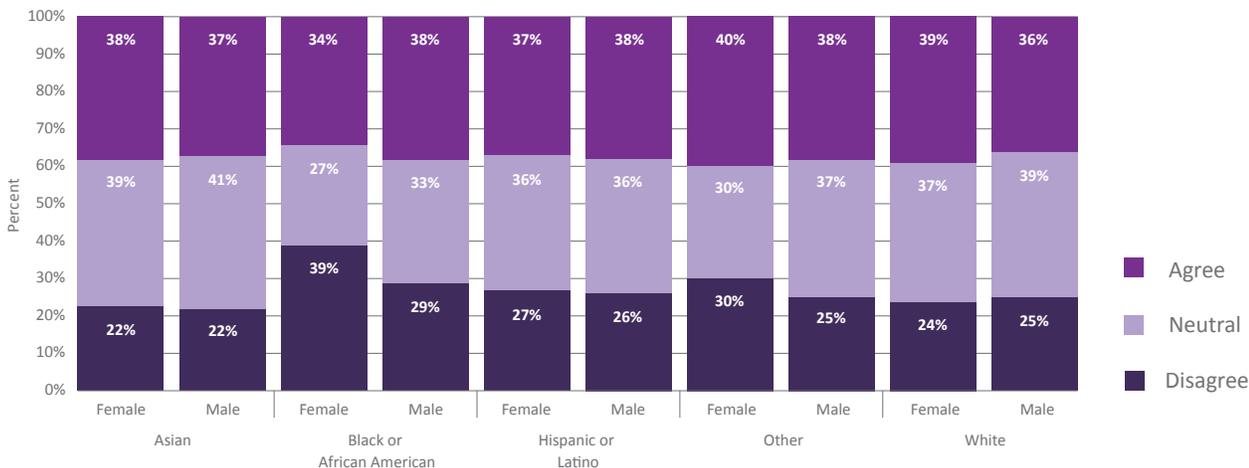
Baseline on Belonging: Education Report

Classmates Slightly Less Likely to Encourage African Americans to Pursue Licensure



Asian, Latino, and white respondents were equally likely to indicate that their classmates encouraged them to pursue licensure—38 percent of each group agreed or strongly agreed with this statement. Their Black or African American peers, on the other hand, were 2 percentage points less likely to agree.

Classmates Least Likely to Encourage African American Women to Pursue Licensure

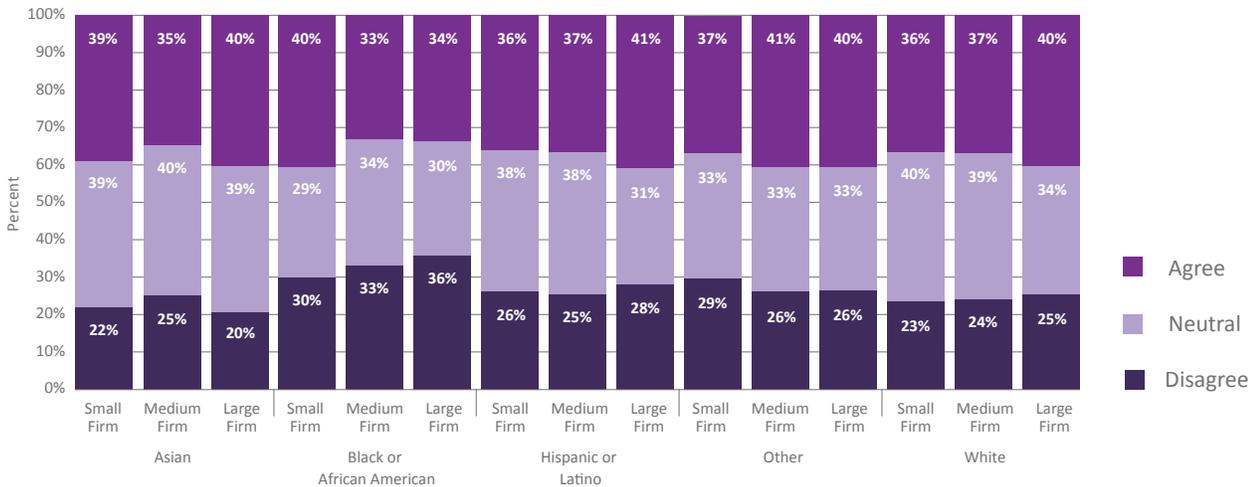


For most racial and ethnic groups, men were slightly less likely to indicate that their classmates encouraged them to pursue licensure compared to women of the same group. For example, white women are 3 percentage points more likely to agree than white men, and the most likely overall at 39 percent.

However, the opposite is true for African American and Latina women, with African American women 4 percentage points less likely to agree than African American men—and the *least* likely overall at 34 percent.

Baseline on Belonging: Education Report

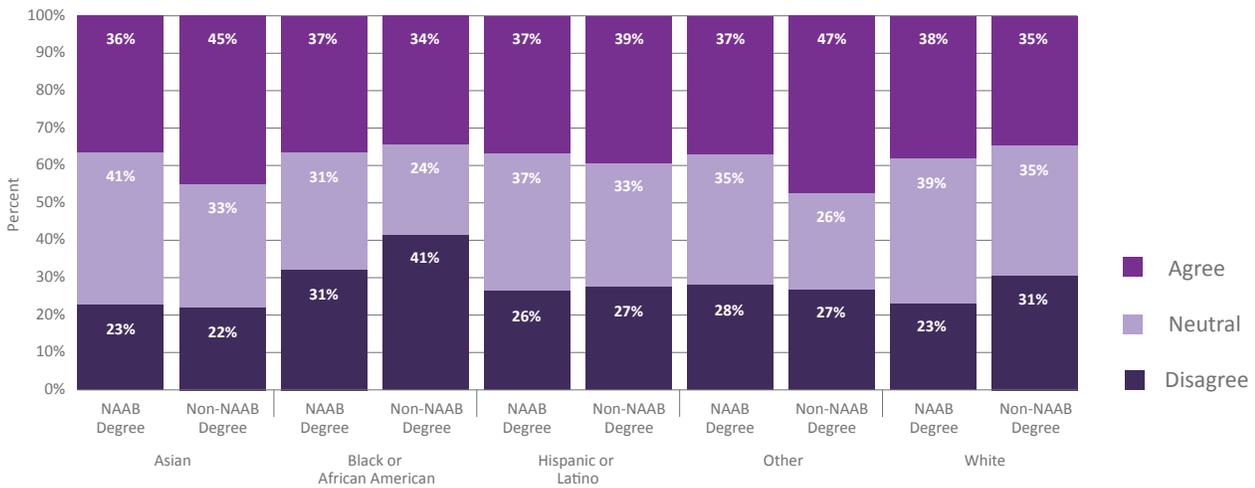
Respondents Who Were Encouraged by Classmates to Pursue Licensure More Likely to Work at Large Firms



Respondents currently employed by large firms were more likely to have reported that their classmates encouraged them to pursue licensure. This is true for Asian, Latino, and white respondents, with 40-41 percent of large firm employees agreeing that their classmates encouraged them to earn a license. However, Black or African American respondents who agreed with this statement were more likely to be employed by small firms.

Baseline on Belonging: Education Report

Program Type Has Little Impact on Classmates' Likelihood to Encourage Licensure

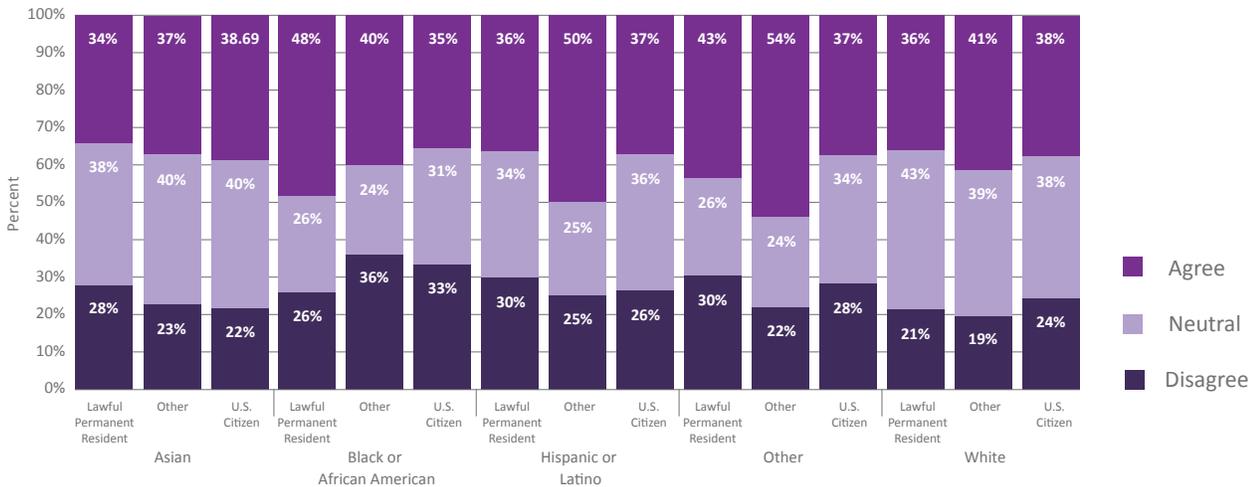


Overall, graduates from NAAB-accredited programs were 1 percentage point more likely to agree that their classmates encouraged them to pursue licensure compared to graduates of non-accredited programs, with some differences seen across racial and ethnic groups.

While African American and white respondents were more likely to agree if they attended a NAAB-accredited program, Asian and Latino respondents were more likely to agree if they attended a non-accredited program.

Baseline on Belonging: Education Report

U.S. Citizens and Lawful Permanent Residents Less Likely to Agree Classmates Encouraged Them to Pursue Licensure



In general, U.S. citizens and lawful permanent residents were less likely to agree that their classmates encouraged them to pursue licensure compared to their peers with some other immigration status. Asian lawful permanent residents and Black or African American U.S. citizens were the least likely to agree at 34 and 35 percent, respectively.



Baseline on Belonging: Education Report

Professor Encouraged Me to Pursue Licensure

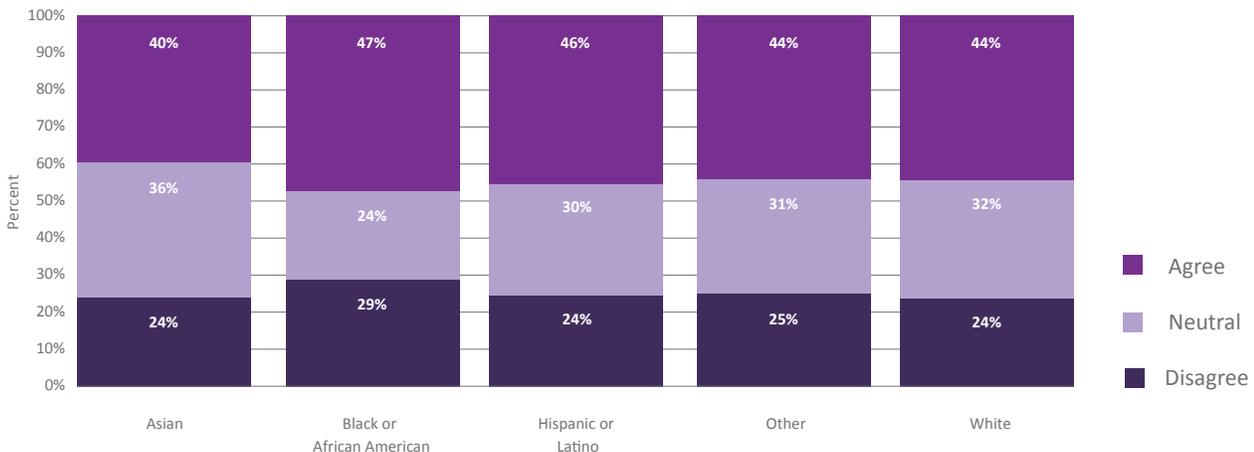
Respondents were more likely to indicate that their professors—rather than their peers—encouraged them to pursue a license, with 42 percent of all respondents agreeing or strongly agreeing.

However, some disparity was seen across demographics. Professors were more likely to encourage Black or African American respondents to pursue licensure, especially Black or African American men. Asians were the least likely to indicate that their professors encouraged them to pursue licensure.

Respondents who attended non-accredited programs, were lawful permanent residents, or were employed by large firms were slightly more likely to indicate that their professor encouraged them to pursue licensure.

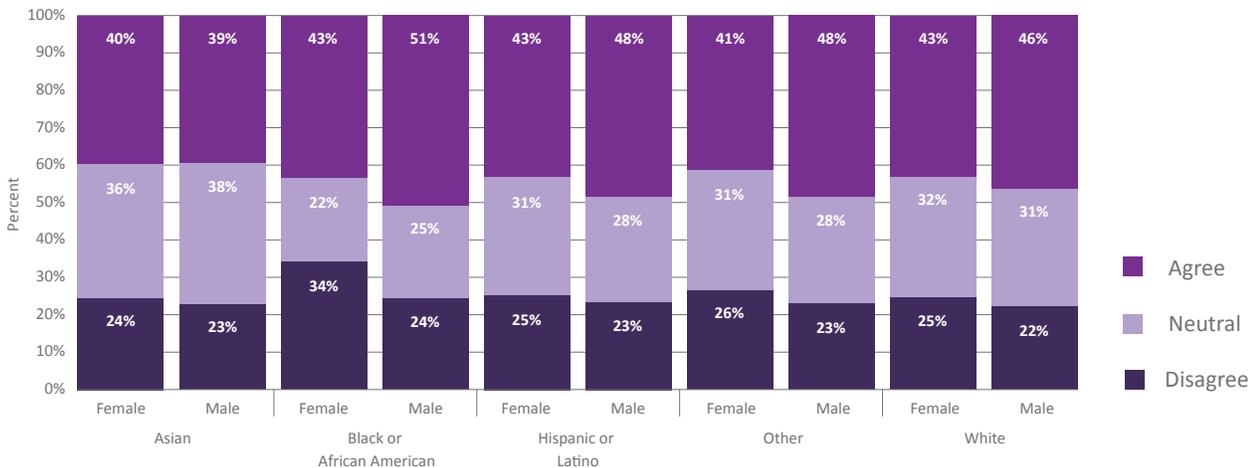
Baseline on Belonging: Education Report

Professors More Likely to Encourage African Americans to Pursue Licensure



Black or African American respondents were the most likely of all racial and ethnic groups to agree that their professors encouraged them to pursue licensure at 47 percent. This is 7 percentage points more likely than Asian respondents, who were the least likely.

Professors More Likely to Encourage Men to Pursue Licensure

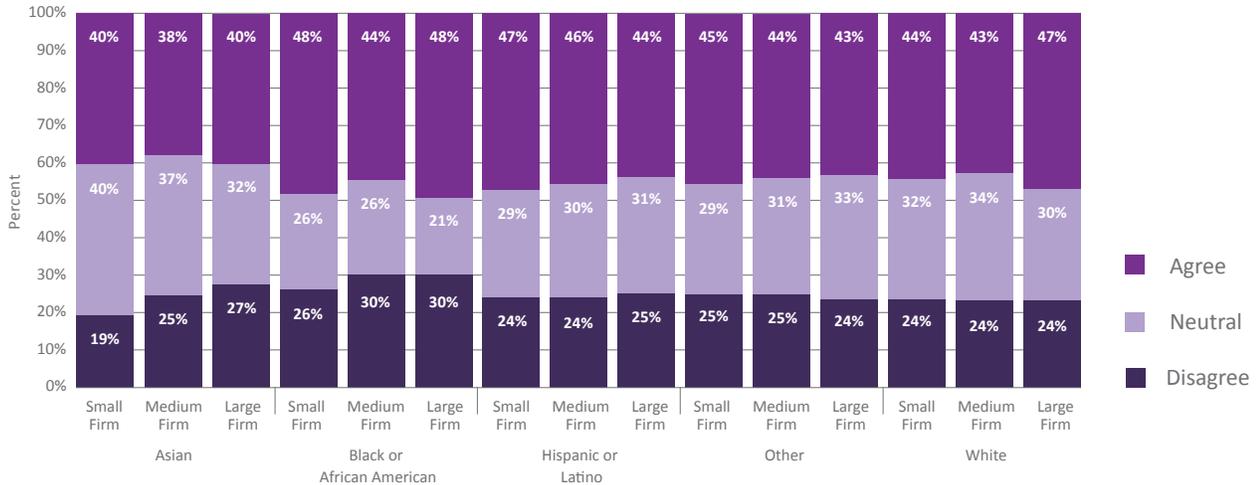


For most racial and ethnic groups, men were more likely than women to indicate that their professors encouraged them to pursue licensure. African American men were the most likely to agree at 51 percent, 8 percentage points more likely than African American women.

While Asian men and women were equally likely to agree at 40 percent, they were also the least likely of all demographic groups to indicate that their professors encouraged them to pursue licensure.

Baseline on Belonging: Education Report

Large Firm Employees Slightly More Likely to Report Being Encouraged by Professors to Pursue Licensure

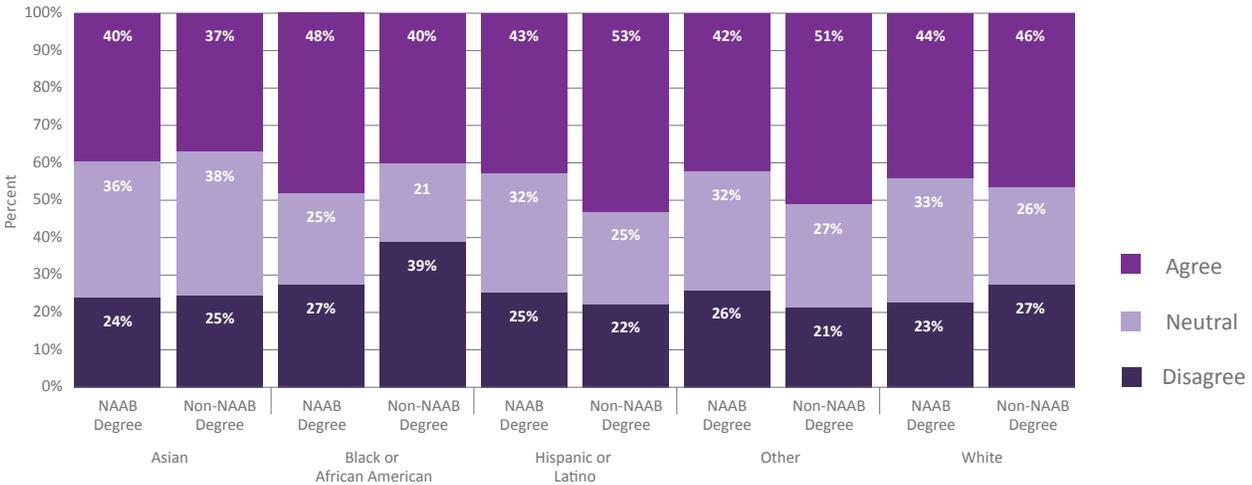


Without racial and ethnic filters, respondents at all firm sizes were nearly equally as likely to agree that their professors encouraged them to pursue licensure, with large firm employees just slightly more likely to agree than those at small or medium-sized firms. However, this pattern is not reflected in all demographic groups.

African American employees at large firms were the most likely of all groups to agree at 49 percent—11 percentage points more likely than Asian employees at medium-sized firms, who were the least likely.

Baseline on Belonging: Education Report

Professors at Non-Accredited Programs More Likely to Encourage Licensure

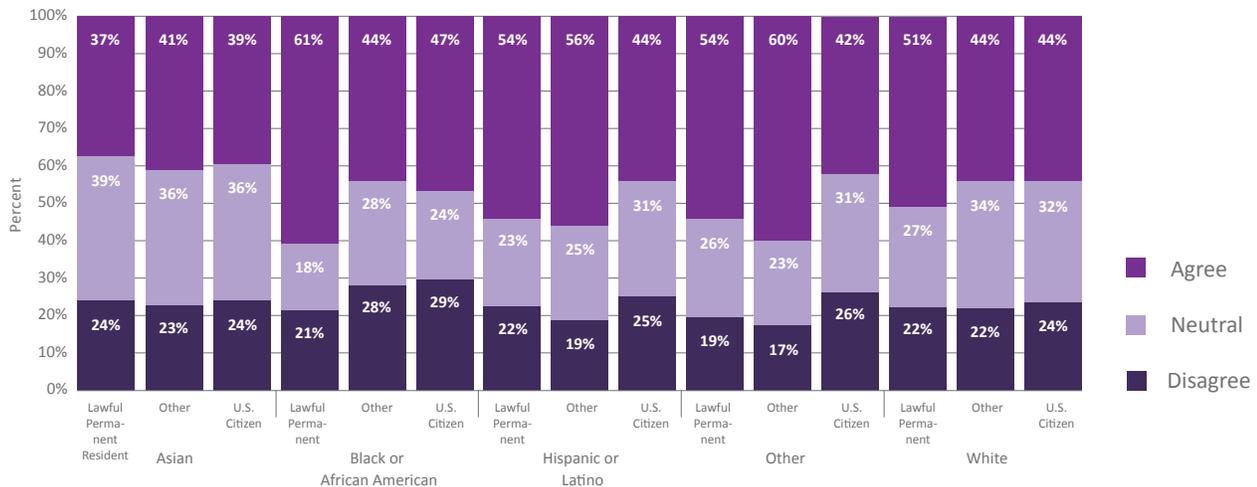


Filtered solely by program type, graduates of non-accredited programs were slightly more likely to indicate that their professors encouraged them to pursue licensure compared to graduates from NAAB-accredited programs. However, Asian and African American respondents from non-accredited programs were less likely to indicate their professors encouraged them to pursue licensure.

Hispanic or Latino graduates of non-accredited programs were the most likely of all groups to report being encouraged by a professor to pursue licensure at 53 percent—16 percentage points more than Asian graduates of non-accredited programs, who were the least likely.

Baseline on Belonging: Education Report

Lawful Permanent Residents Most Likely to Indicate Professors Encouraged Them to Pursue Licensure



Overall, lawful permanent residents were more likely than their peers of other immigration statuses to indicate that their professors encouraged them to pursue a license. However, this is not the case for all racial and ethnic groups.

African American lawful permanent residents were the most likely of all groups to indicate that their professor encouraged them to pursue licensure at 61 percent. Asian lawful permanent residents were the least likely at 37 percent.



Baseline on Belonging: Education Report

My Architecture School Values Diversity and Inclusion

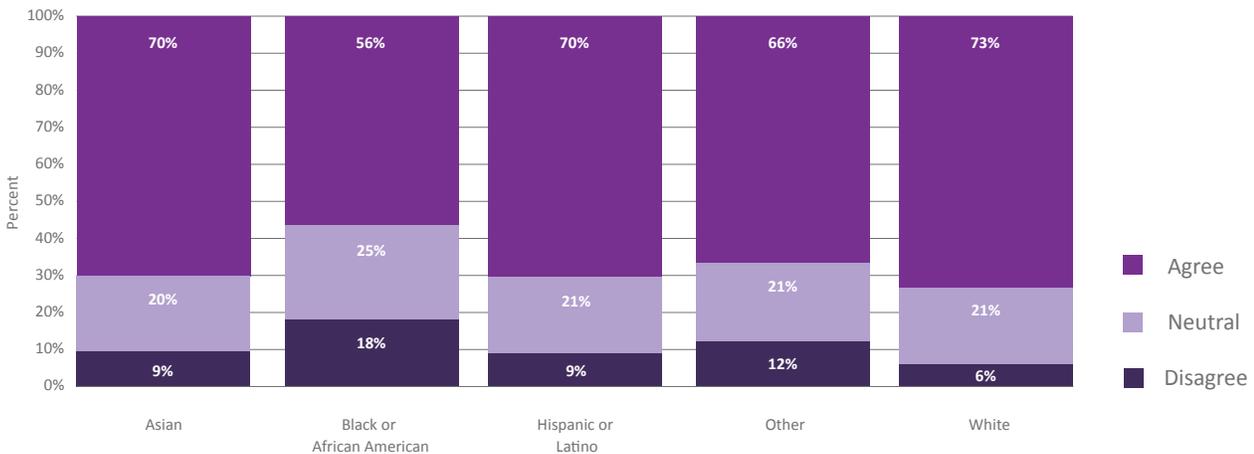
When asked to rate their level of agreement with the statement, “My architecture school values diversity and inclusion,” nearly 70 percent of all survey respondents agreed.

When factoring in race and ethnicity, white respondents are the most likely to agree at 73 percent—17 percentage points more than Black or African American respondents, who are least likely to agree. Women of all races and ethnicities were less likely to agree with the statement than their male counterparts, with African American women the least likely to indicate their architecture school valued diversity and inclusion at 50 percent.

When filtered by degree type, responses show that graduates from both NAAB-accredited degree programs and non-accredited degree programs were equally likely to agree that their school valued diversity and inclusion, at roughly 69 percent.

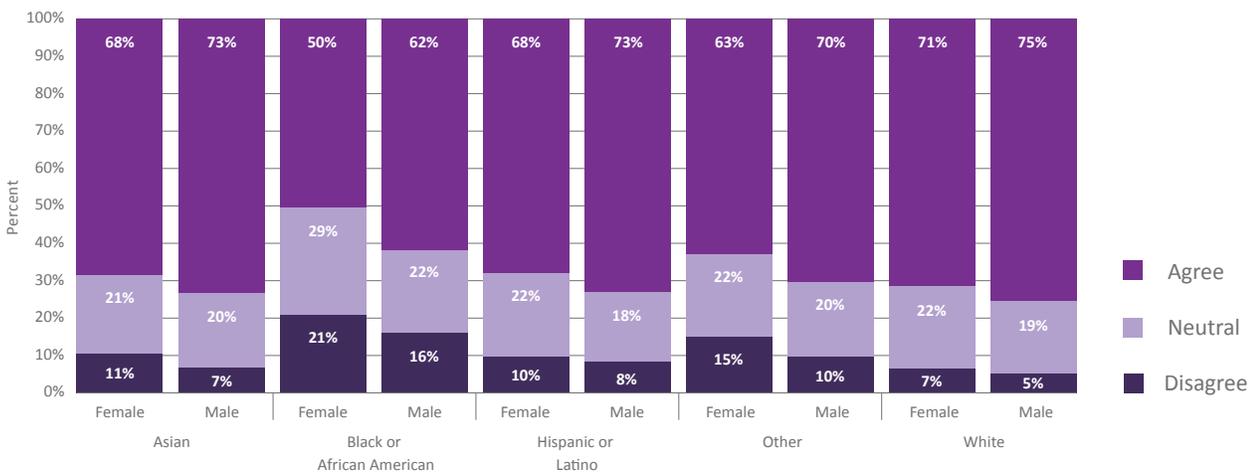
Baseline on Belonging: Education Report

White Respondents Most Likely to Agree Their School Values Diversity and Inclusion



When viewed only by race and ethnicity, white respondents were the most likely to agree their school values diversity and inclusion at 73 percent. Black or African American respondents were the least likely to agree at 56 percent, and also the most likely to have a neutral response (25 percent).

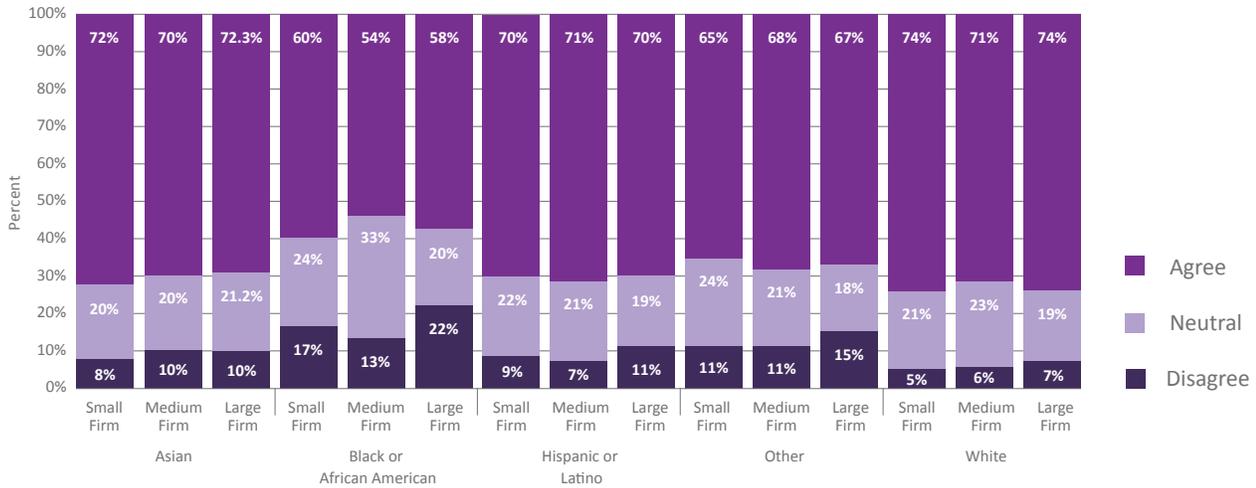
African American Women Least Likely to Agree Their School Values Diversity and Inclusion



Men of all races and ethnicities were more likely to agree their school values diversity and inclusion than their female counterparts, with white and Asian men the most likely to agree at 75 and 73 percent, respectively. Black or African American women were the least likely of all groups to agree at 50 percent.

Baseline on Belonging: Education Report

Employees of All Firm Sizes Nearly Equally Likely to Agree Their School Values Diversity and Inclusion

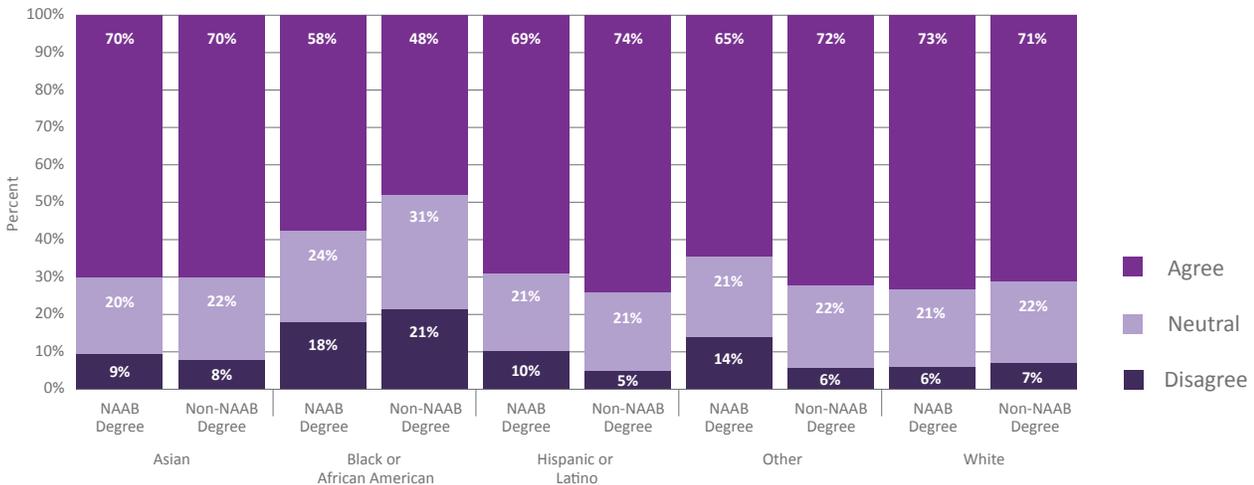


Overall, firm size had little impact on responses, with 69-70 percent of survey respondents at small, medium, and large firms agreeing that their school valued diversity and inclusion. When factoring in race and ethnicity, white respondents employed by small firms were the most likely to agree at 74 percent.

Responses from Black and African American employees varied the most by firm size—with Black or African American respondents at large firms the most likely of all groups to indicate disagreeing with the statement, “My architecture school values diversity and inclusion,” at 22 percent.

Baseline on Belonging: Education Report

Latino Graduates of Non-Accredited Programs Most Likely to Agree Their School Values Diversity and Inclusion

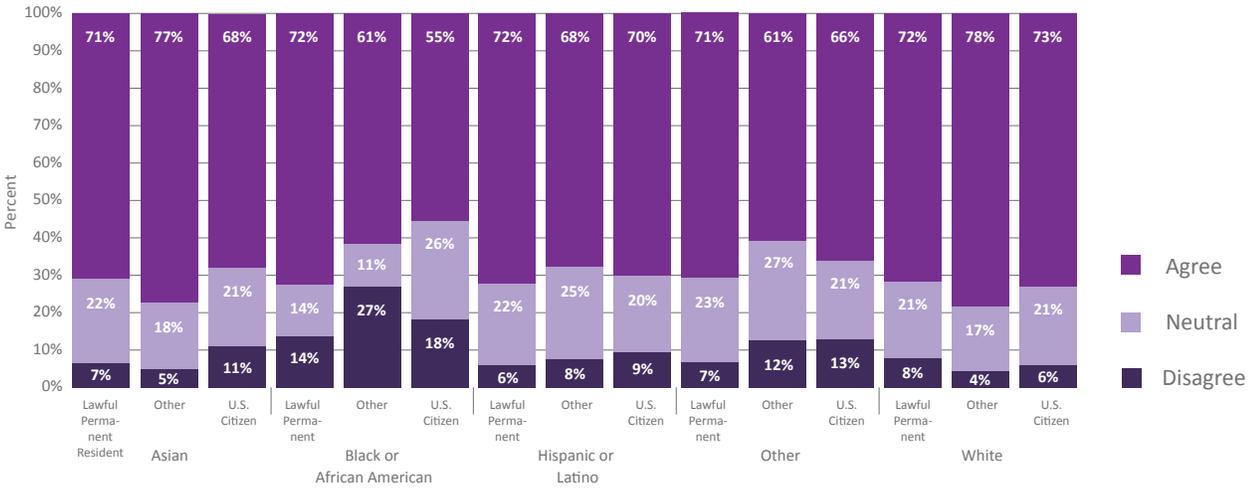


Overall, the accreditation status of respondents' architecture school had little effect on whether they felt their school valued diversity and inclusion.

When filtered by race and ethnicity, however, Latino graduates from non-accredited programs were more likely than their peers to agree their school values diversity and inclusion, at 74 percent. In contrast, only 48 percent of Black or African American graduates from non-accredited programs agreed—a 26 percentage point gap.

Baseline on Belonging: Education Report

U.S. Citizens Least Likely to Agree Their School Values Diversity and Inclusion



In general, U.S. citizens were less likely to agree that their school values diversity and inclusion compared to lawful permanent residents and those with some other immigration status.

Lawful permanent residents of all races and ethnicities agreed at similar rates (70-72 percent), with Black or African American and Hispanic or Latino residents slightly more likely than their peers to agree. In contrast, Black or African American U.S. citizens are the least likely of all groups to agree their school values diversity, at 55 percent.



Baseline on Belonging: Education Report

Positive Impacts: Access to Professors, Peers, and School Culture

When asked to indicate the factors that positively impacted them while pursuing an architecture degree, survey respondents were asked to select all that apply out of the following options:

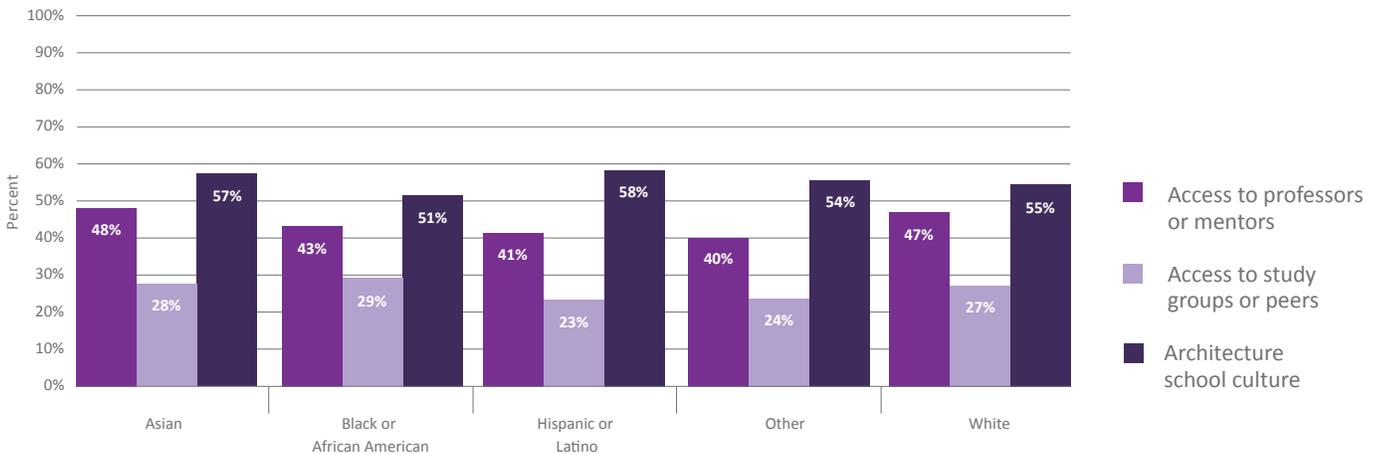
- Access to professors and mentors
- Access to study groups and peers
- Architecture school culture
- Diversity and/or representation in class
- Financial support from family
- Quality of education
- Scholarships
- Support from family and friends

These responses have been split into three separate sections to ensure all positive effects are assessed equally.

Women—especially African American women—were less likely than men to cite their school’s culture as a positive impact. In addition, graduates of non-NAAB-accredited programs were less likely to report that professors and mentors positively impacted their education, but more likely to cite study groups and peers as a positive impact.

Baseline on Belonging: Education Report

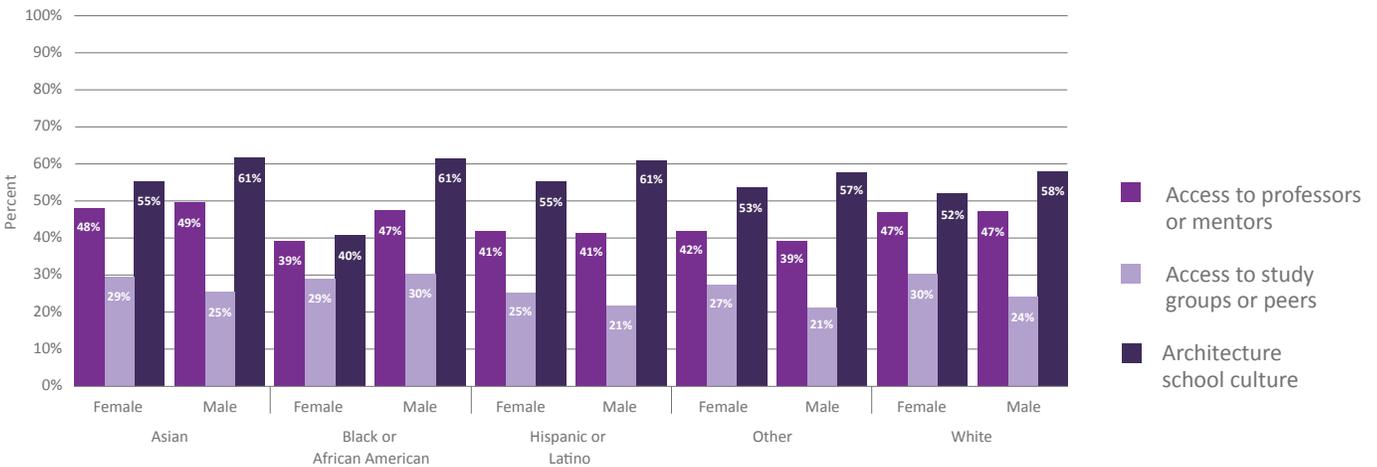
Latinos Less Likely to Cite Access to Professors, Peers as Positive Impact



At 48 percent, Asian respondents were the most likely to indicate that access to professors and mentors had a positive impact on them in architecture school, followed by white respondents at 47 percent. In contrast, Hispanic or Latino respondents were much less likely to cite professors as a positive impact (41 percent) and were also the least likely of all racial and ethnic groups to cite study groups or peers. They were, however, the most likely to indicate their architecture school’s culture as positively impacting their education experience, at 58 percent.

Baseline on Belonging: Education Report

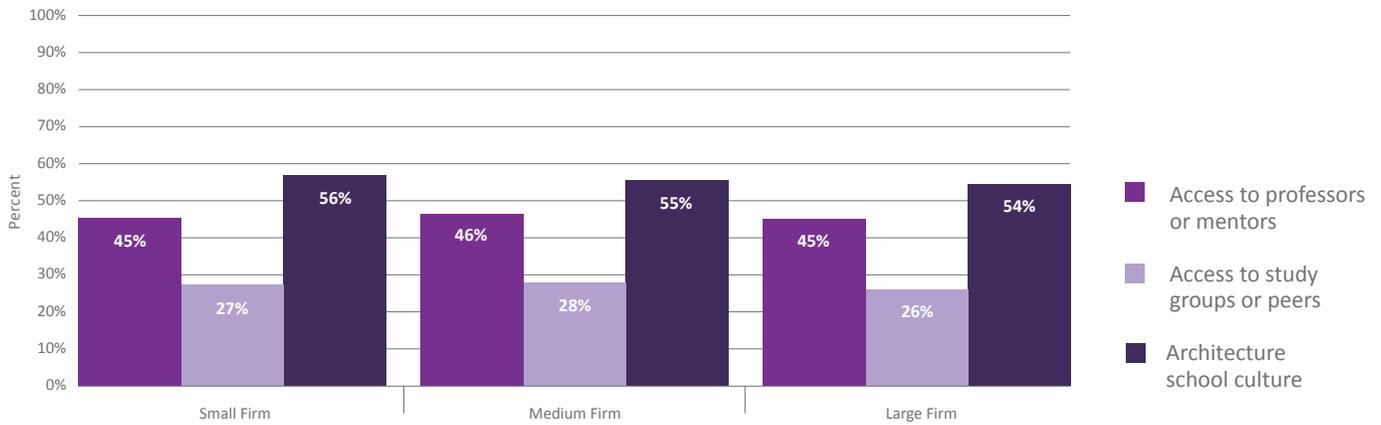
African American Women Least Likely to Cite Professors, School Culture as Positive Impact



Though women were generally more likely than men to cite study groups and peers as positively impacting their education, African American women were slightly less likely than their male counterparts to cite study groups as a positive impact. African American women were also 20 percentage points less likely than African American men to cite their school’s culture as a positive impact, and 8 percent less likely to cite professors and mentors as a positive impact.

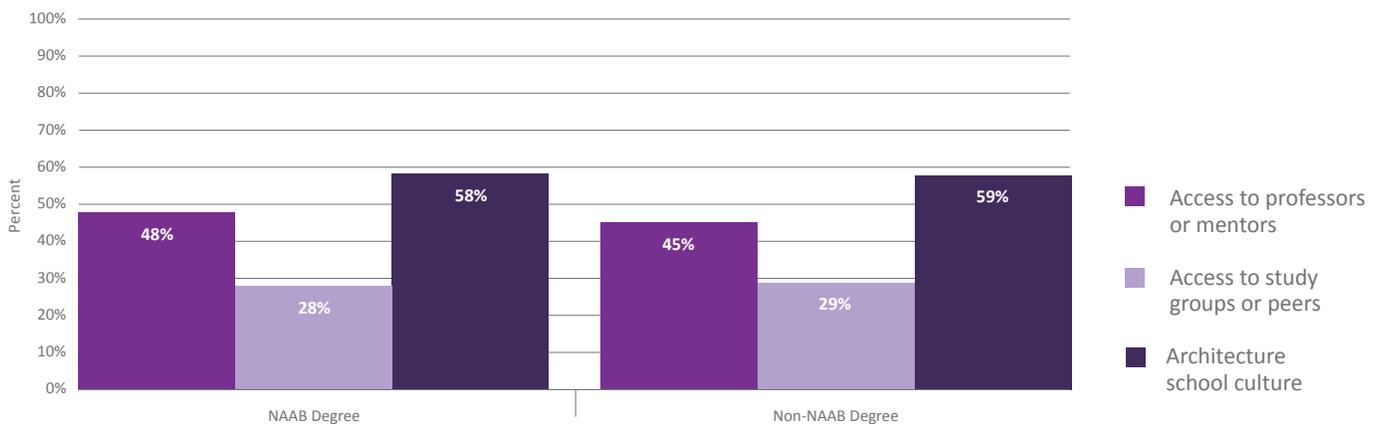
Baseline on Belonging: Education Report

Large Firm Employees Less Likely to Cite Professors, Study Groups, School Culture as Positive Impact



Respondents employed by large firms were slightly less likely to cite access to professors and mentors, access to study groups or peers, and their program’s culture as positive impacts on their education. At 57 percent, small firm employees were slightly more likely than individuals at medium and large firms to indicate their program’s culture as a positive impact—3 percentage points more likely than large firm employees.

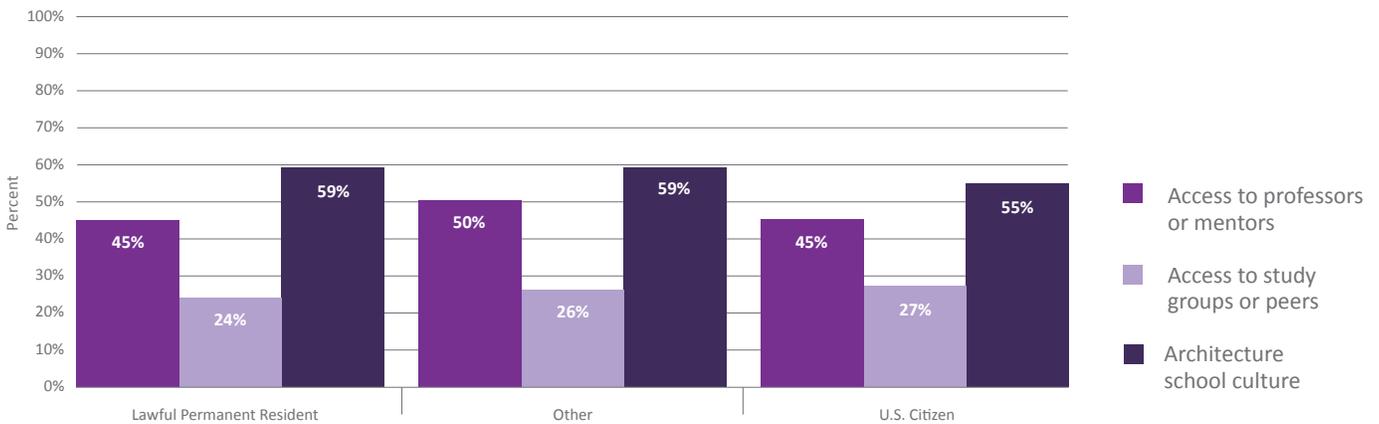
Graduates of NAAB Programs More Likely to Cite Professors as Positive Impact



Graduates of NAAB-accredited programs were slightly more likely than students of non-accredited programs to cite access to professors and mentors as positive impacts and equally as likely to cite their program’s culture. They were slightly less likely, however, to cite access to study groups or mentors as positively impacting their education.

Baseline on Belonging: Education Report

U.S. Citizens Less Likely to Cite School Culture as Positive Impact



While lawful permanent residents and individuals with other immigration statuses were nearly equally likely to report their program’s culture as positive impacts, U.S. citizens were significantly less likely to indicate their program’s culture as a positive impact.

Individuals who were not lawful permanent residents or U.S. citizens were the most likely to report that professors and mentors had a positive impact on their education. Lawful permanent residents, on the other hand, were the least likely to indicate access to study groups or peers as a positive impact.



Baseline on Belonging: Education Report

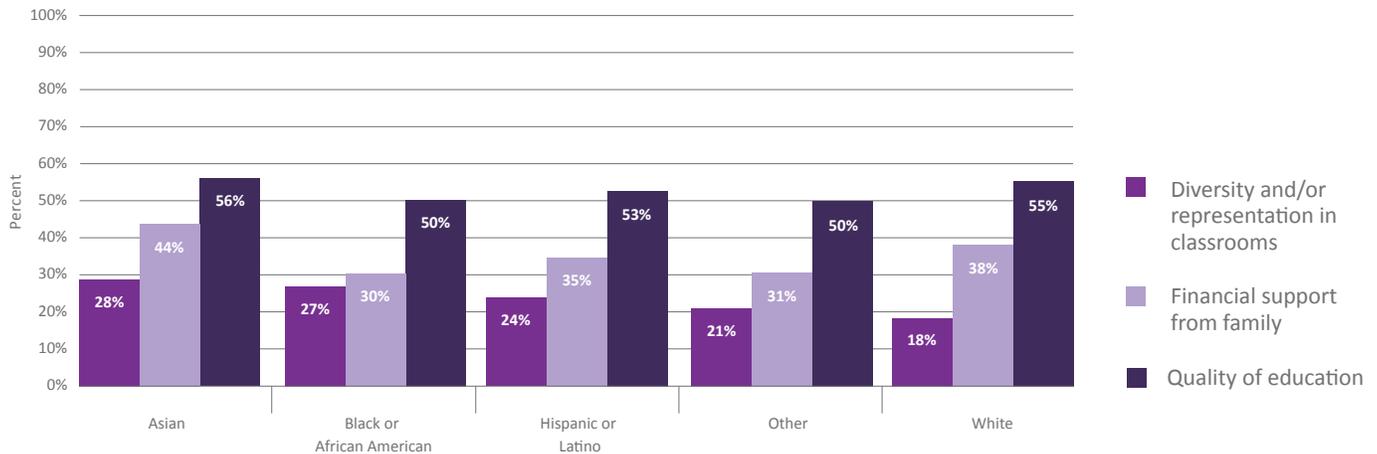
Positive Impacts: Diversity, Family Financial Support, Education Quality

African American respondents were less likely to cite family financial support and education quality as positive impacts on their education. African American women, in particular, were the least likely group to cite the quality of their education as a positive impact—10 percentage points less than white women.

U.S. citizens were less likely than lawful permanent residents and those with other immigration statuses to indicate being positively impacted by diversity, family financial support, and the quality of their education. The same pattern was seen for respondents employed by small firms.

Baseline on Belonging: Education Report

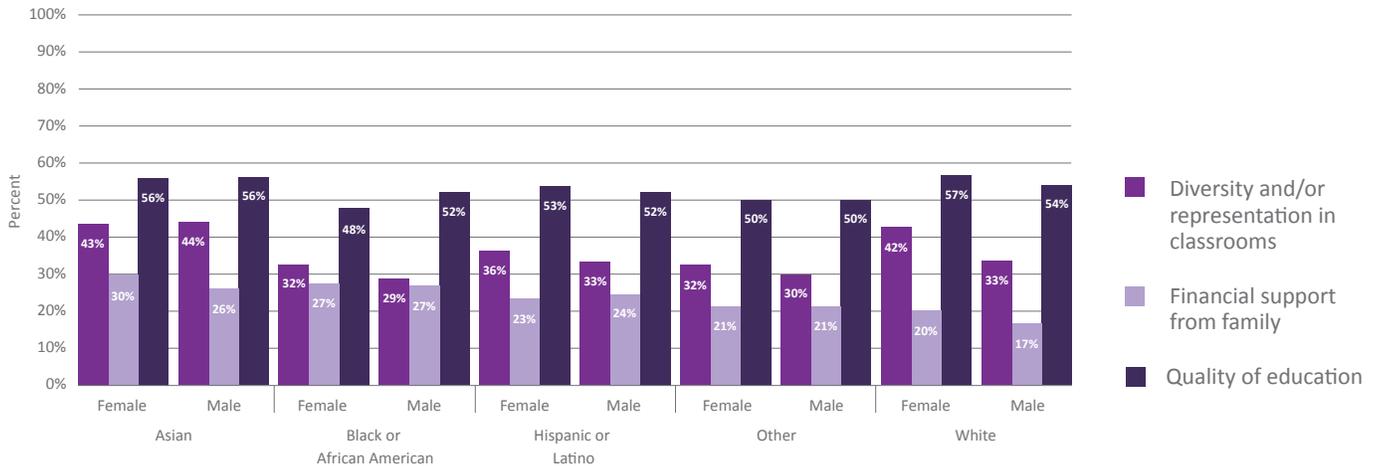
Black or African American Respondents Less Likely to Cite Family Financial Support, Education Quality as Positive Impact



Asian respondents were more likely than their peers to indicate they were positively impacted by diversity and/or representation in the classroom and the quality of their architecture school education. Asians were also far more likely to cite financial support from family as a positive impact at 44 percent, 13 percentage points more than the least likely group, Black or African American respondents. Additionally, only half of Black or African American respondents cited the quality of their education as a positive impact, the least likely of all racial and ethnic groups.

Baseline on Belonging: Education Report

Black or African American Women Least Likely to Cite Education Quality as Positive Impact

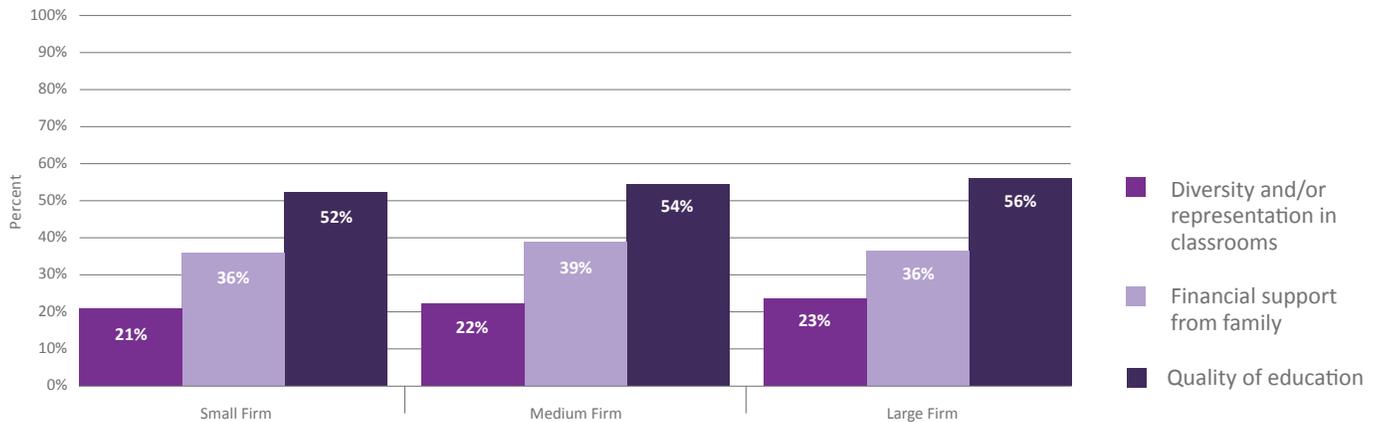


Except for Asians, women of all races and ethnicities were more likely than men to cite family financial support as a positive impact. Additionally, white women selected all three options at a higher rate than white men, with the most notable gap seen for family financial support (10 percentage points).

Overall, women and men cited education quality at similar rates. African American women, however, were 4 percentage points less likely than African American men (and almost 10 percentage points less likely than white women) to cite the quality of their education as a positive impact. In contrast, African American women were slightly more likely than African American men to indicate family financial support and their program’s diversity as a positive impact.

Baseline on Belonging: Education Report

Small Firm Respondents Least Likely to Cite Diversity, Family Financial Support, Education Quality as Positive Impact

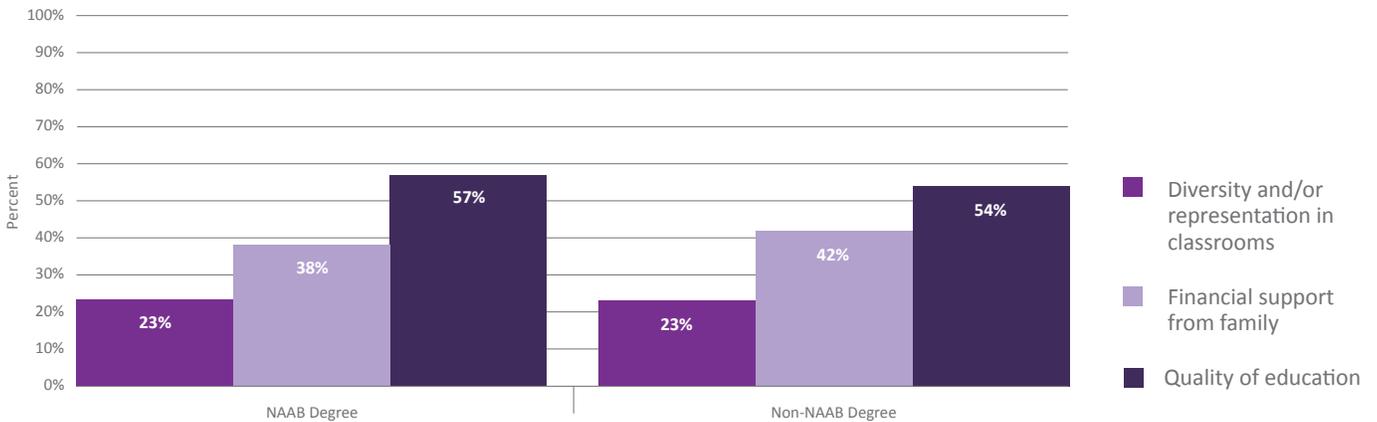


Respondents employed by small firms were 3-4 percentage points less likely than those employed by large firms to cite diversity and the quality of their education as a positive impact. They were also the least likely to cite family financial support as a positive impact at 36 percent.

On the other hand, large firm respondents were the most likely to indicate being positively impacted by the quality of their education at 56 percent.

Baseline on Belonging: Education Report

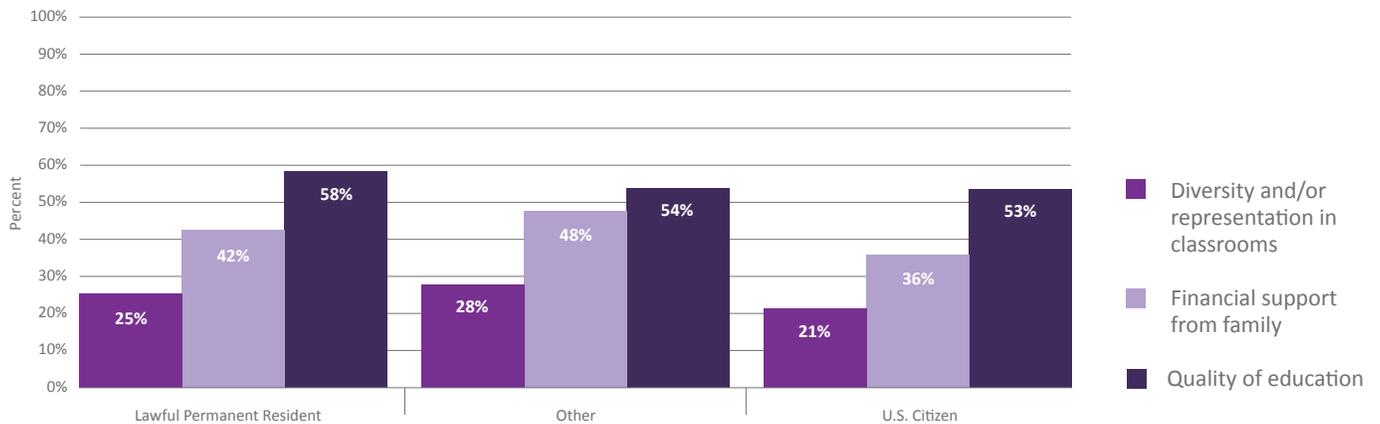
Graduates of Non-Accredited Programs Slightly Less Likely to Cite Education Quality as Positive Impact



Graduates of non-accredited programs were 3 percentage points less likely than graduates of NAAB-accredited programs to indicate being positively impacted by the quality of their education. They were equally as likely to cite diversity and/or representation in classrooms and 4 percentage points more likely than graduates of accredited programs to cite family financial support as a positive impact.

Baseline on Belonging: Education Report

U.S. Citizens Less Likely to Cite Diversity, Family Financial Support, Education Quality as Positive Impact



U.S. citizens were 7 percentage points less likely than individuals who selected “other” for immigration status to report that diversity positively impacted them in school. U.S. citizens were also 11 percentage points less likely to cite family financial support than those with other immigration statuses.

At 58 percent, lawful permanent residents were the most likely to cite education quality as a positive impact, 4 percentage points more than those with other immigration statuses and U.S. citizens.



Baseline on Belonging: Education Report

Positive Impacts: Scholarships, Support From Family and Friends

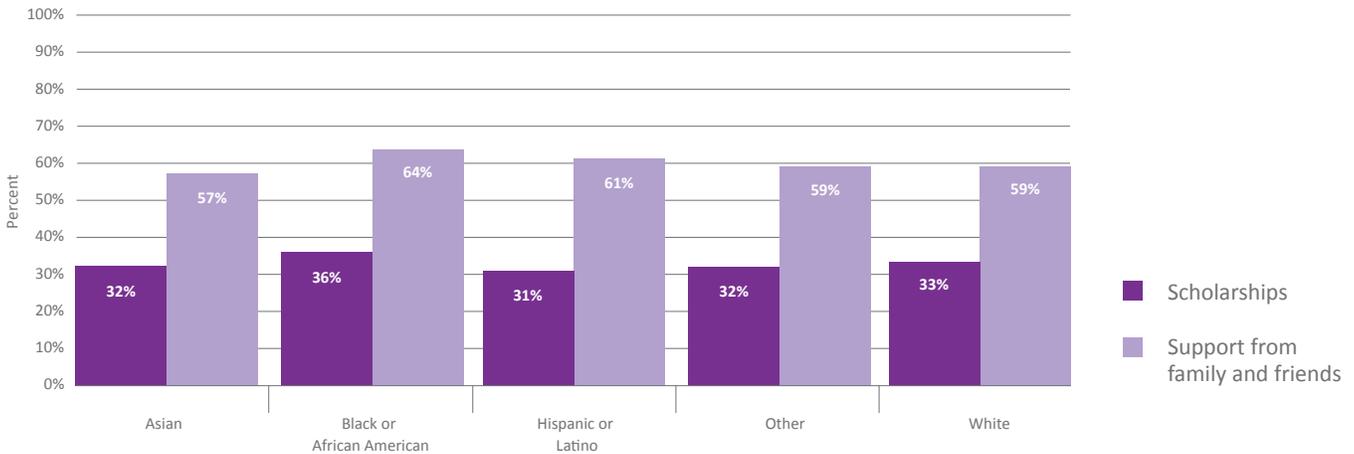
Men—especially Asian and Latino men—were less likely to cite scholarships as positively impacting them in school.

In addition, graduates of non-accredited programs were less likely to report being positively impacted by both scholarships and support from family and friends.

Respondents employed by small firms were also less likely than those at medium and large firms to cite scholarships as positively impacting their educational experience.

Baseline on Belonging: Education Report

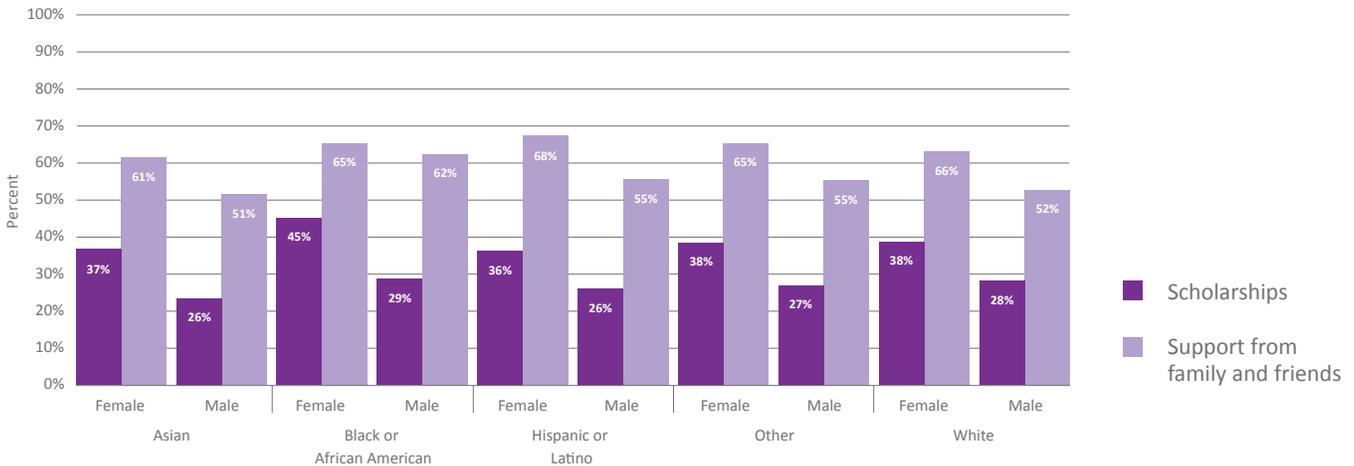
Latinos Less Likely to Cite Scholarships as Positive Impact



Thirty-six percent of Black or African American respondents cited scholarships as a positive impact on their education—5 percentage points more than the least likely group, Hispanic or Latino respondents. Black or African American respondents were also the most likely to indicate being positively impacted by the support of family and friends at 64 percent. Asians, on the other hand, were the least likely to cite support from family and friends at 57 percent.

Baseline on Belonging: Education Report

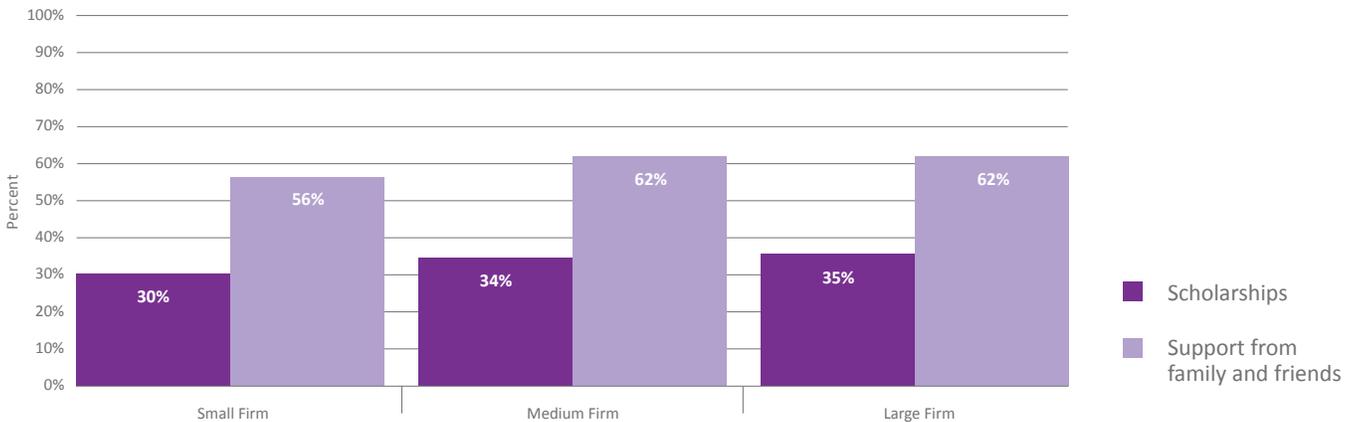
Asian Men Less Likely to Cite Scholarships, Support From Family and Friends as Positive Impact



Men of all races and ethnicities were less likely to cite scholarships and support from family and friends as positive impacts during school. Only 26 percent of Asian and Latino men cited scholarships as a positive impact—19 percentage points less than the most likely group to cite scholarships, African American women. At 51 percent, Asian men were also the least likely to cite support from friends and family as a positive impact.

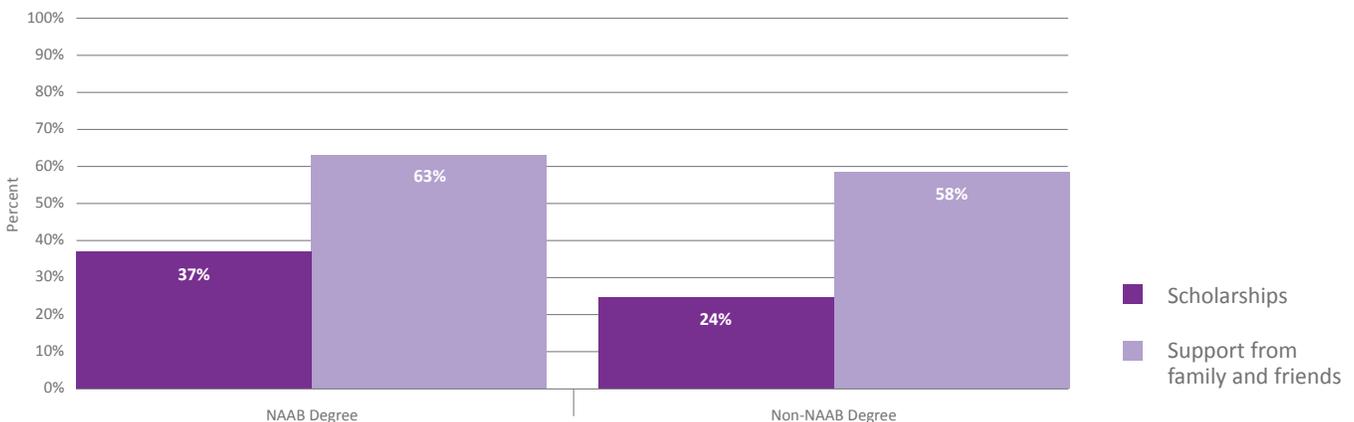
Baseline on Belonging: Education Report

Small Firm Employees Less Likely to Cite Scholarships, Support From Family and Friends as Positive Impact



At 30 percent, small firm employees were 6 percentage points less likely than large firm employees to report that scholarships positively impacted their education. Small firm employees were also less likely to cite support from family and friends as a positive impact.

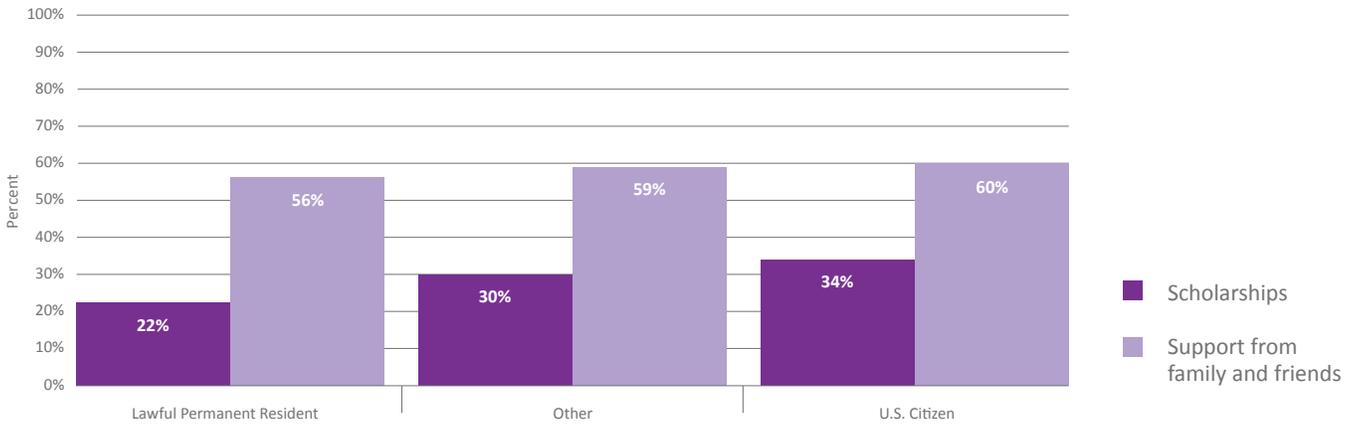
Graduates of Non-Accredited Programs Less Likely to Cite Scholarships, Support From Family and Friends



Graduates of non-accredited programs were 12 percentage points less likely to report that scholarships positively impacted their education, compared to graduates of NAAB-accredited programs. At 58 percent, they were also 5 percentage points less likely than graduates of accredited programs to cite support from friends and family as a positive impact.

Baseline on Belonging: Education Report

Lawful Permanent Residents Less Likely to Cite Scholarships, Support From Family and Friends



Lawful permanent residents were less likely to report that scholarships and support from family and friends positively impacted their education—including being 12 percentage points less likely than U.S. citizens to report scholarships as a positive impact.



Baseline on Belonging: Education Report

Negative Impacts: Access to Professors, Access to Study Groups, Architecture School Culture

Respondents were asked to indicate factors that had a negative impact on them while earning their degree, with options including:

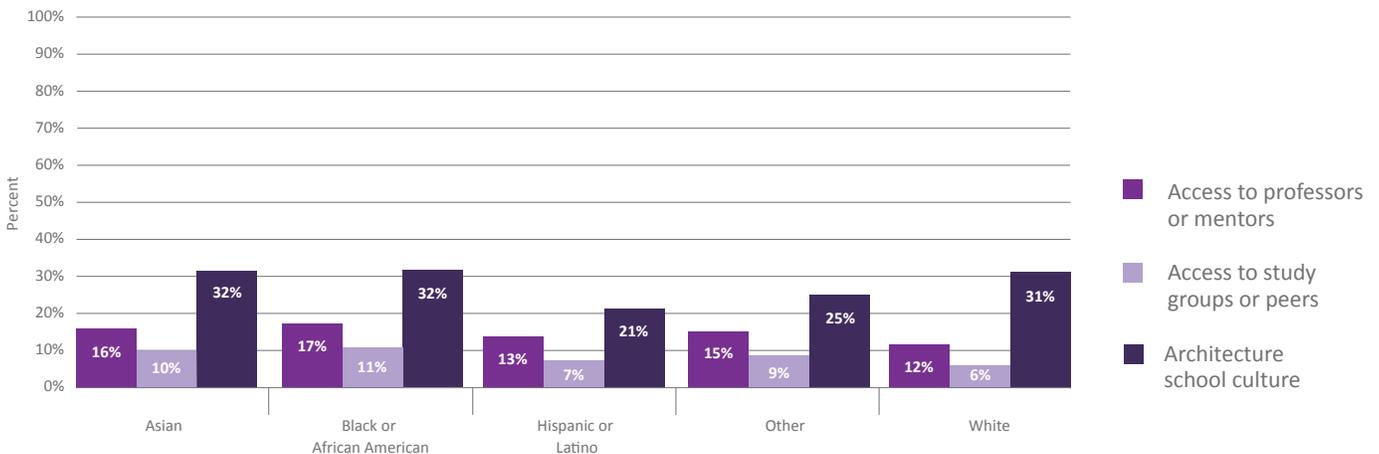
- Access to professors and mentors
- Access to study groups or peers
- Architecture school culture
- Cost of tuition
- Cost of books and study materials
- Cost of studio class materials
- Lack of diversity or representation in the classroom
- Personal obligations
- Speaking English as a second language

The responses have been split into three sections to ensure all negative impacts are assessed equally.

Black or African American students—especially African American women—were more likely to report problems related to access to professors and peers, as well as problems related to school culture. Additionally, graduates of NAAB-accredited programs were more likely to report school culture as a negative impact.

Baseline on Belonging: Education Report

African Americans More Likely to Cite Access to Professors, Peers as Negative Impact

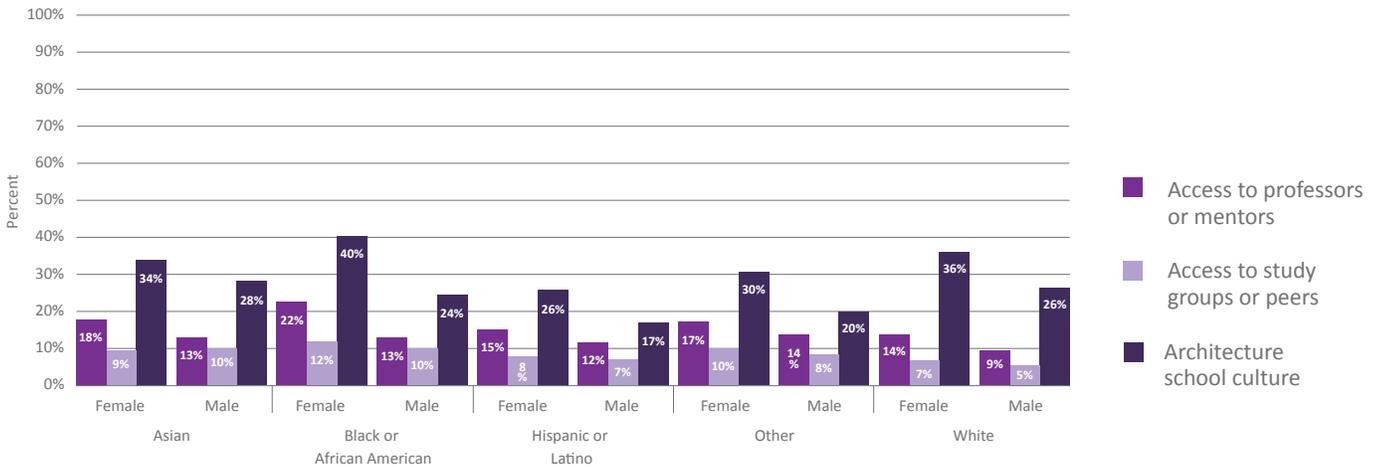


Black or African American respondents were 5 percentage points more likely to indicate that access to professors/mentors and access to study groups/peers had a negative impact on them while in architecture school compared to white respondents.

Asian (32 percent), African American (32 percent), and white respondents (31 percent) were nearly equally likely to indicate that architecture school culture had a negative impact—11 and 10 percentage points higher than Latino respondents.

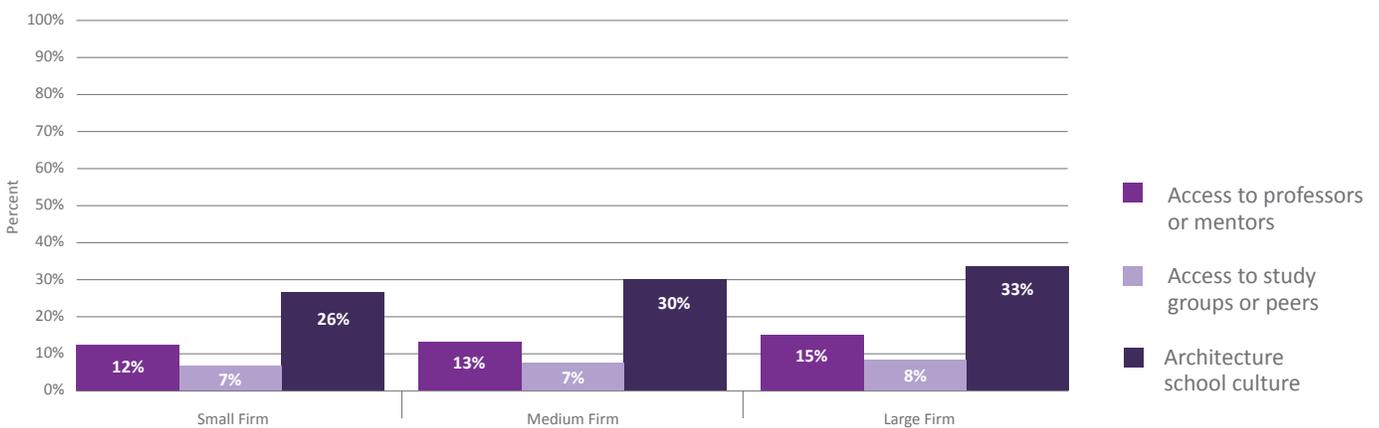
Baseline on Belonging: Education Report

African American Women Most Likely to Cite School Culture as Negative Impact



Black or African American women were the most likely to indicate that access to professors/mentors, access to study groups/peers, and architecture school culture had a negative impact on them compared to their peers. At 40 percent, they were especially likely to cite their program’s culture—a gap of 17 percentage points compared to Latino men, who were the least likely.

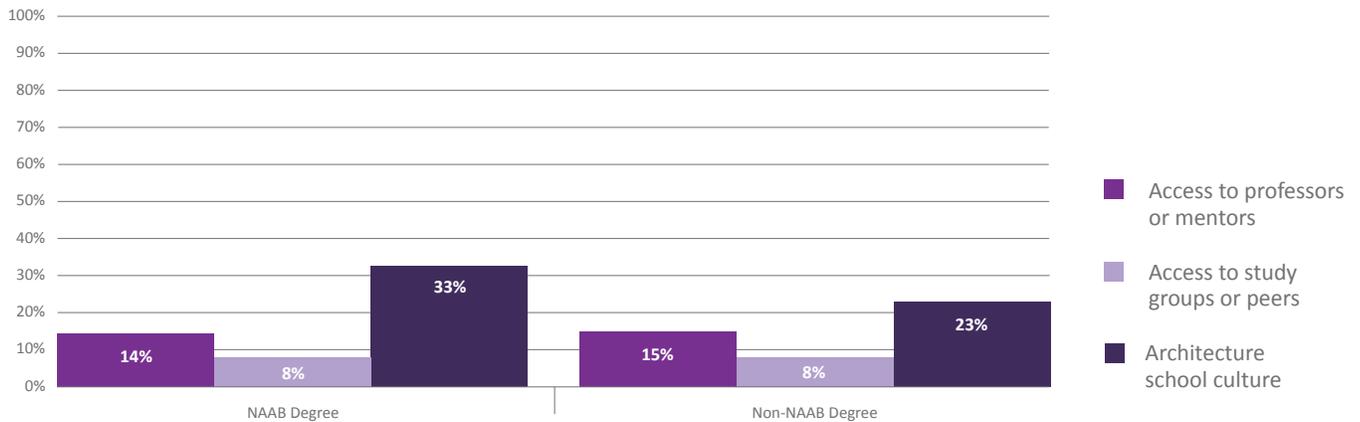
Large Firm Employees Most Likely to Cite Culture, Access as Negative Impacts



Respondents employed by large firms were slightly more likely to select access to professors/mentors and access to study groups/peers as negative impacts while in school compared to individuals employed by small and medium-sized firms. Additionally, large firm employees were 7 percentage points more likely to report that their program’s culture had a negative impact on them.

Baseline on Belonging: Education Report

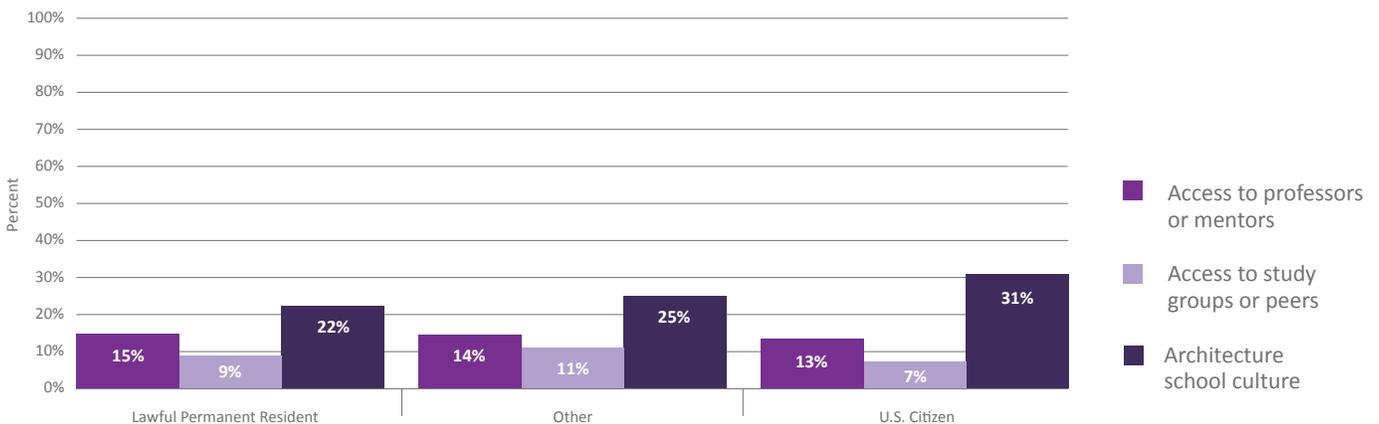
Graduates of NAAB Programs More Likely to Cite Program Culture as Negative Impact



Graduates of NAAB-accredited programs and graduates of non-accredited programs were equally likely to report access to professors/mentors and access to study groups/peers as negative impacts.

However, graduates of NAAB-accredited programs were 10 percentage points more likely than graduates of non-accredited programs to say that their program’s culture had a negative impact on them while in school.

U.S. Citizens Most Likely to Cite Program Culture as Negative Impact



While U.S. citizens, lawful permanent residents, and individuals with other immigration statuses were nearly equally likely to report access to professors and access to peers as negative impacts, U.S. citizens were significantly more likely to indicate that their program’s culture had a negative impact on them.



Baseline on Belonging: Education Report

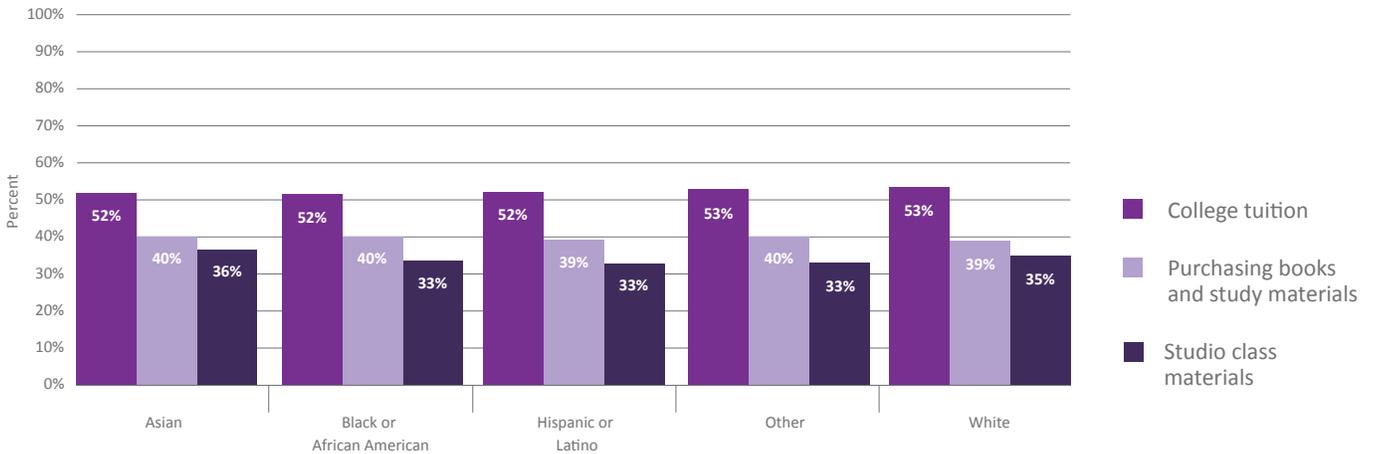
Negative Impacts: College Tuition, Books and Study Materials, Studio Class Materials

More than half of all respondents indicated that the cost of college tuition had a negative impact on them while in school—with only slight variations seen by race, ethnicity, and gender. Women of all races and ethnicities were more likely to report that the additional cost of studio class materials had a negative impact on them.

Graduates of NAAB-accredited programs were significantly more likely to report negative impacts related to cost, especially the cost of tuition. This is likely related to the additional years of schooling required for most NAAB-accredited programs.

Baseline on Belonging: Education Report

Respondents of All Races Nearly Equally Likely to Report Negative Impacts Related to Cost

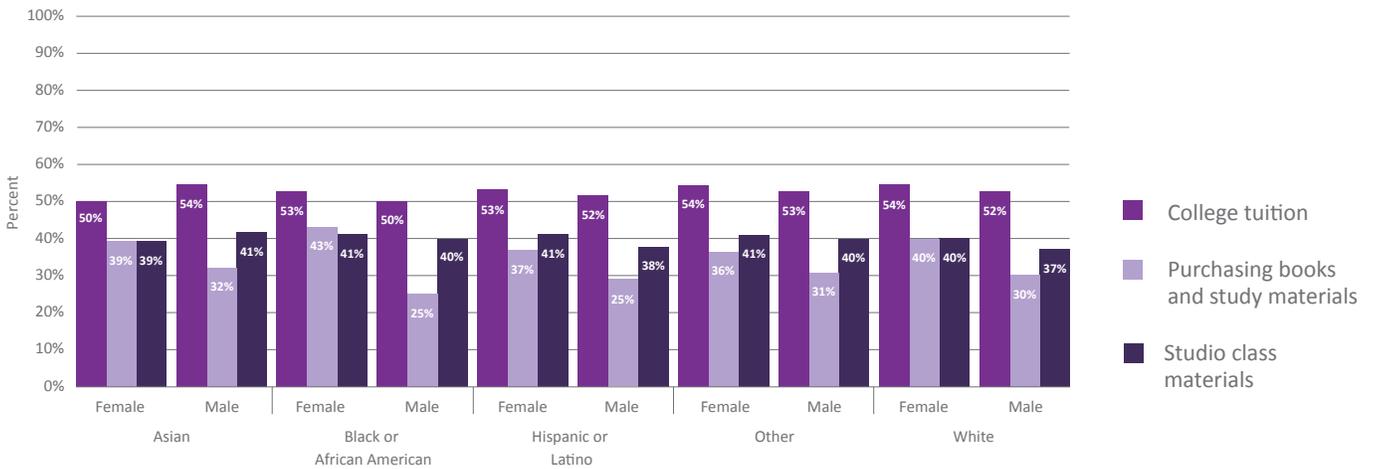


Viewed by race and ethnicity, respondents were nearly equally as likely to report negative impacts related to the cost of tuition, books, and studio class materials.

White respondents were 2 percentage points more likely to select tuition than their African American peers, who were the least likely at 52 percent. Over half of all demographic groups indicated that tuition had a negative impact on them while in school.

Baseline on Belonging: Education Report

Women More Likely to Cite Tuition, Studio Class Materials as Negative Impacts

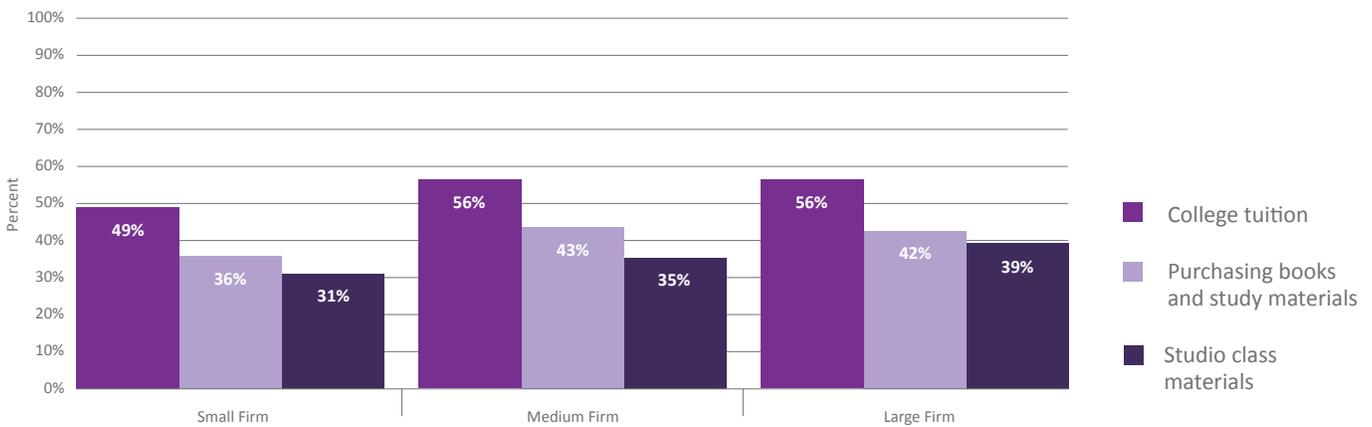


For most racial and ethnic groups, women were more likely than their male peers to cite tuition as a negative impact. Asians were the only exception, with Asian men 4 percentage points more likely to select this option than Asian women.

Additionally, women were also more likely to report that the cost of studio class materials had a negative impact on them. African American women were the most likely of all groups at 43 percent, and African American men were the least likely at 25 percent.

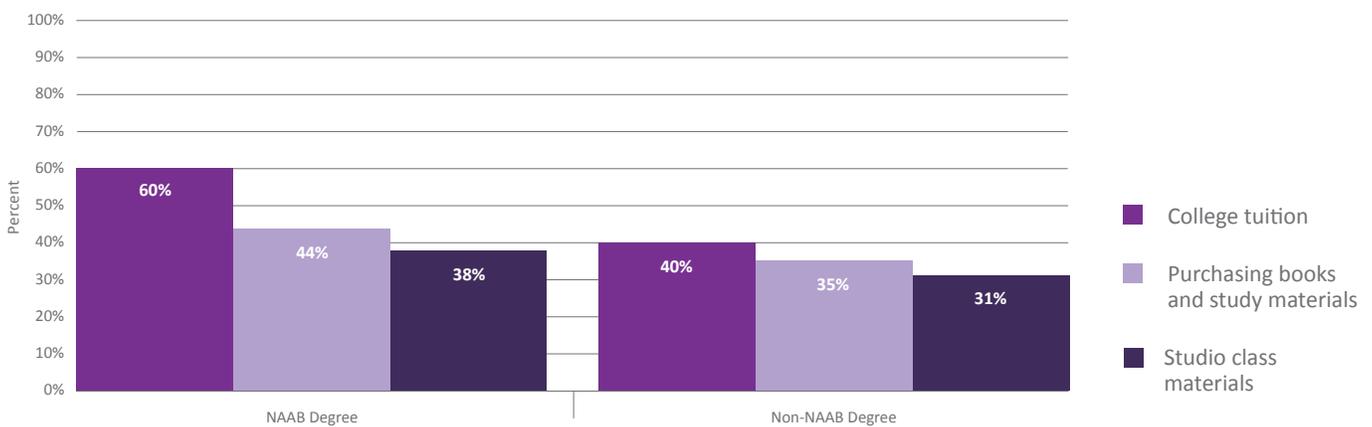
Baseline on Belonging: Education Report

Small Firm Employees Less Likely to Report Negative Impacts Related to Cost



Small firm employees were 7 percentage points less likely to report that the cost of tuition and books/study materials had a negative impact on them while in architecture school compared to large firm employees. They were also 8 percentage points less likely to cite the cost of studio class materials as a negative impact.

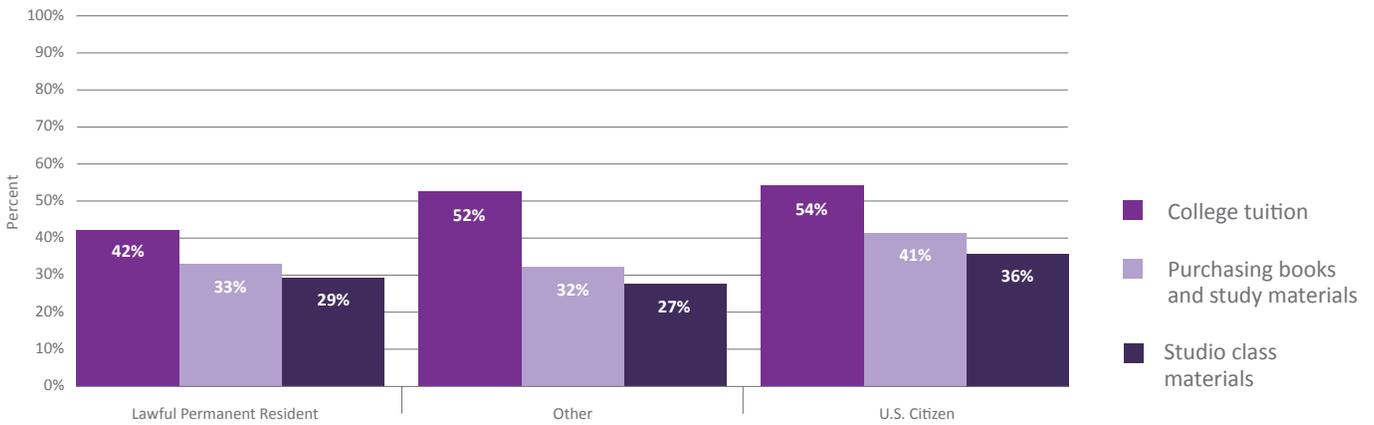
Graduates of NAAB-Accredited Programs Significantly More Likely to Cite Negative Impacts Related to Cost



Graduates of NAAB-accredited programs were 20 percentage points more likely to indicate that the cost of tuition had a negative impact on them, compared to graduates of non-accredited programs. Graduates of accredited programs were also 8 percentage points less likely to report the cost of books and the cost of studio class materials, respectively, as negative impacts.

Baseline on Belonging: Education Report

U.S. Citizens More Likely to Report Negative Impacts Related to Cost



U.S. citizens were more likely to indicate that they faced negative impacts related to cost while in school—including being 12 percentage points more likely to report tuition as a negative impact.



Baseline on Belonging: Education Report

Negative Impacts: Diversity, Personal Obligations, ESL

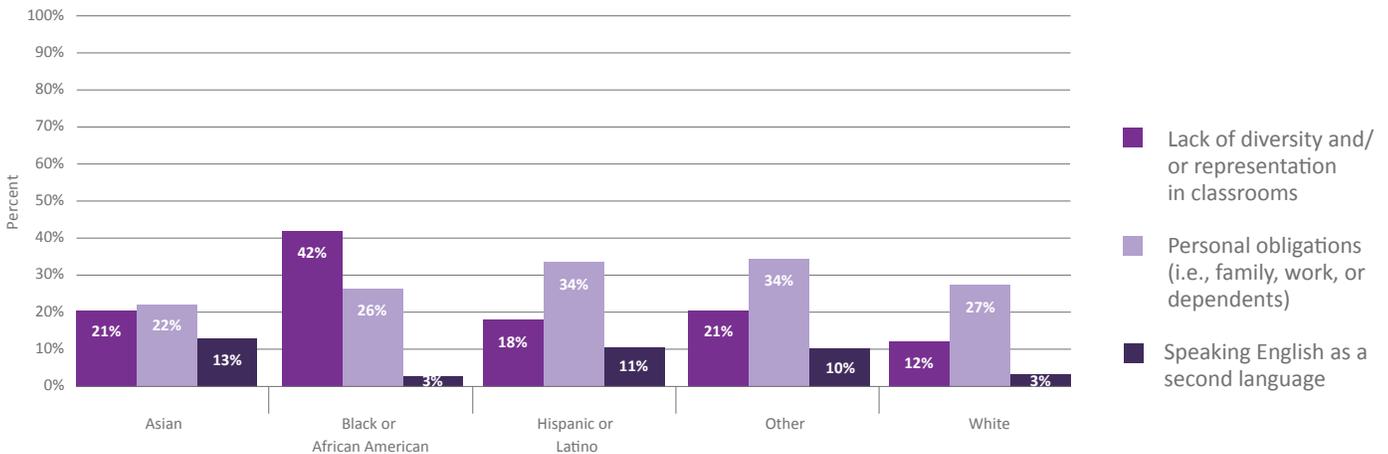
African American respondents, especially African American women, were more likely to report that a lack of diversity had a negative impact on them while in architecture school—a nearly 40 percentage point gap between African American women and white men.

Additionally, graduates of NAAB-accredited programs were more likely to report that a lack of diversity had a negative impact on them while in school.

Asian respondents were the most likely to report that speaking English as a second language had a negative impact on them.

Baseline on Belonging: Education Report

African Americans Most Likely to Cite Lack of Diversity as Negative Impact

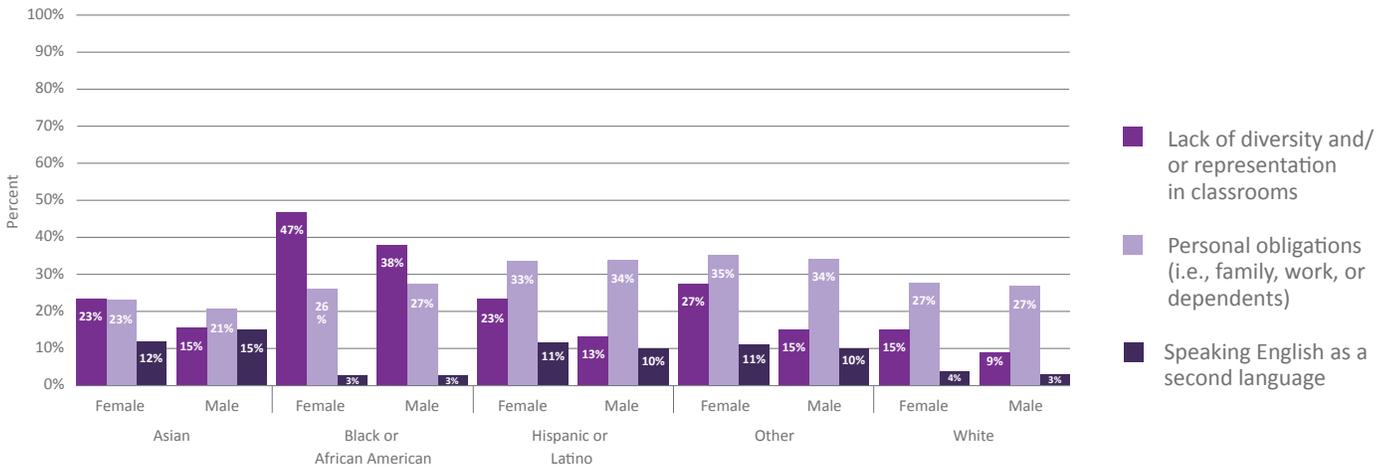


African American respondents were 30 percentage points more likely than white respondents to indicate that a lack of diversity or representation in the classroom had a negative impact on them while in school, with more than two out of every five African American respondents selecting this option.

Asians were the most likely to report that speaking English as a second language had a negative impact, and Latinos were the most likely to report personal obligations.

Baseline on Belonging: Education Report

Nearly Half of African American Women Indicate Lack of Diversity Had a Negative Impact

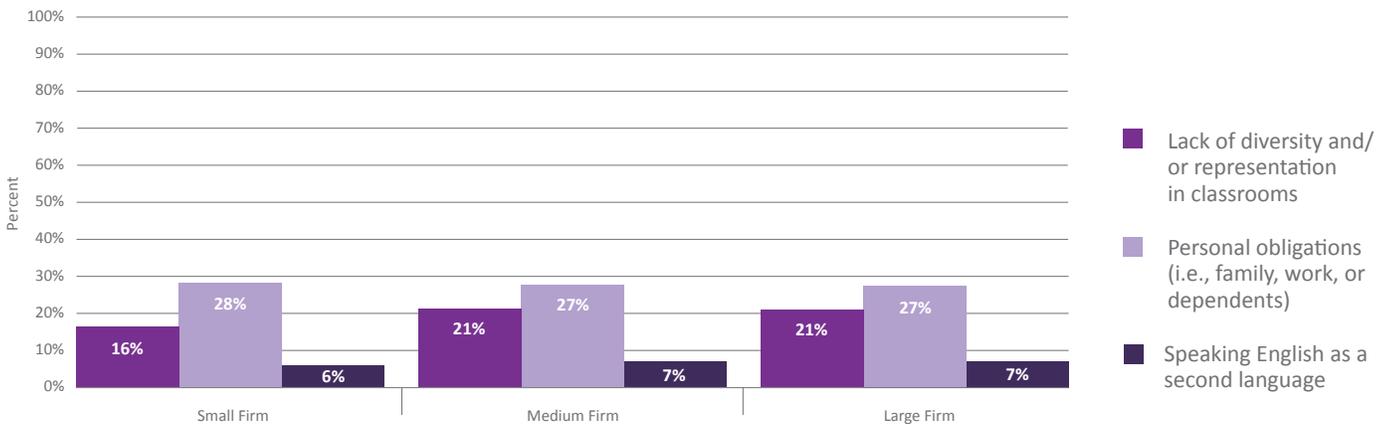


Nearly half of all African American women (47 percent) reported that a lack of diversity or representation at their school had a negative impact on them while earning their degree. This is nearly 40 percentage points higher than white men (9 percent). Additionally, women of all races and ethnicities were more likely to select this option.

Asian men were the most likely of all groups to indicate that speaking English as a second language had a negative impact at 15 percent.

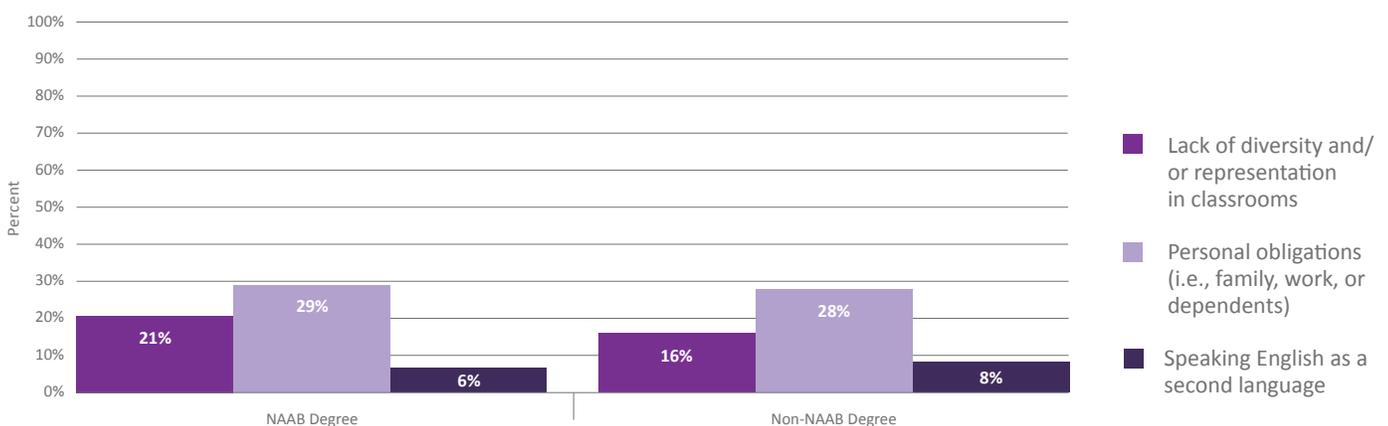
Baseline on Belonging: Education Report

Small Firm Employees Less Likely to Report Diversity, ESL as Negative Impacts



Individuals employed by small firms were less likely to report a lack of diversity and speaking English as a second language as negative impacts during their education, compared to employees at large and medium-sized firms. Firm size had little impact on respondents' likelihood to report personal obligations as a negative impact.

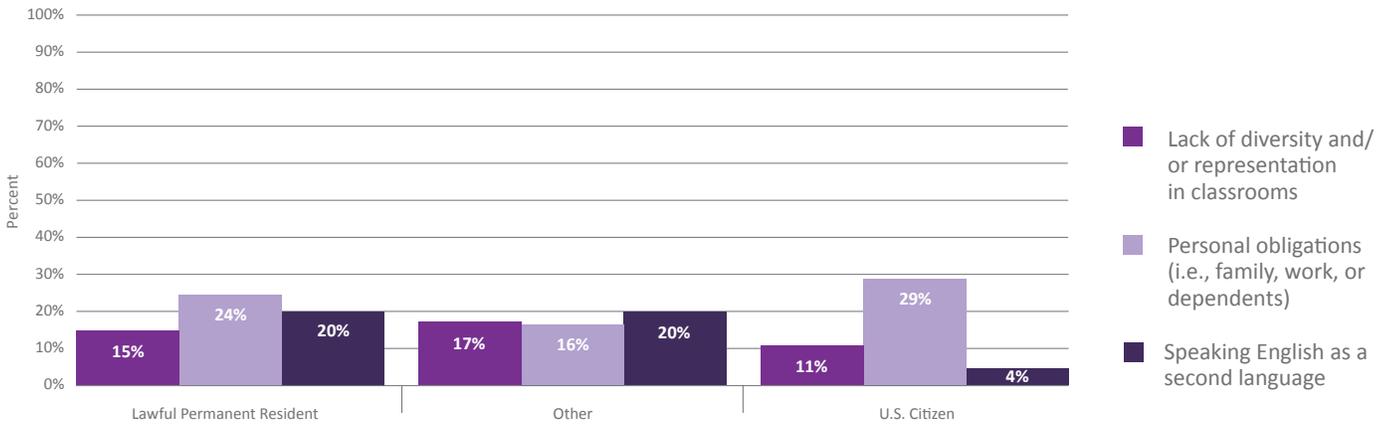
Graduates of NAAB-Accredited Programs More Likely to Cite Diversity as a Negative Impact



Graduates of NAAB-accredited programs were 6 percentage points more likely to report that a lack of diversity had a negative impact on them while in school compared to graduates of non-accredited programs. Graduates of both program types were nearly equally as likely to report that personal obligations and speaking English as a second language had a negative impact on them.

Baseline on Belonging: Education Report

U.S. Citizens More Likely to Cite Diversity, Personal Obligations as Negative Impacts



U.S. citizens were 6 percentage points more likely to report that a lack of diversity had a negative impact on them while in school compared to lawful permanent residents. They were also 12 percentage points more likely to indicate that personal obligations had a negative impact. At 20 percent, lawful permanent residents and individuals with other immigration statuses were equally as likely to report issues related to speaking English as second language.



Baseline on Belonging: Education Report

Considering Leaving Architecture

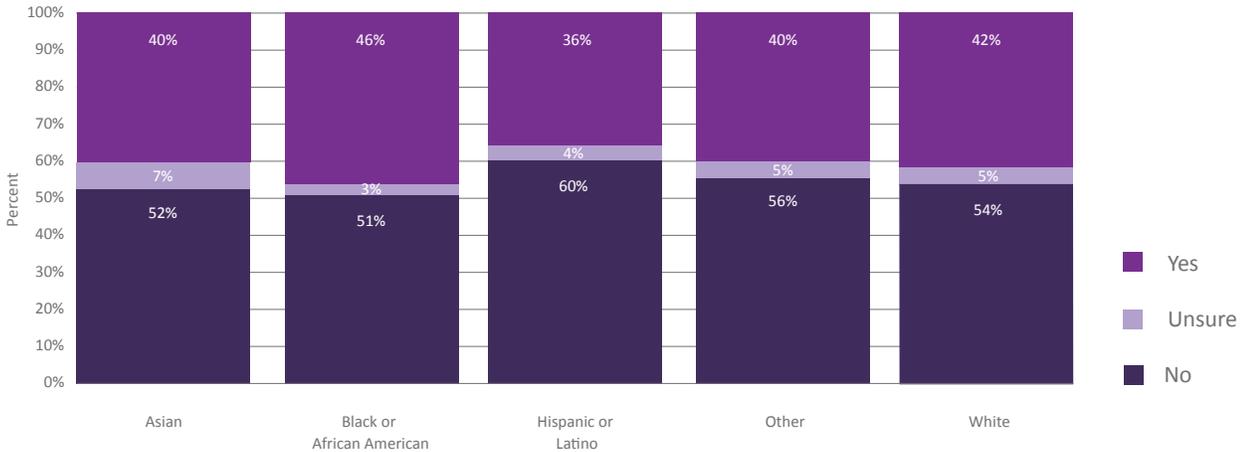
Forty-one percent of respondents who indicated they earned a degree in architecture reported that they had considered not pursuing a career in architecture while in college. This percentage increased for African Americans and women, with 51 percent of African American women indicating they'd considered leaving architecture—10 percentage points higher than the overall average.

While respondents' likelihood to have rethought an architecture career didn't significantly impact their employers' firm size, large firm employees were slightly more likely to have considered leaving architecture than their peers.

Additionally, graduates of NAAB-accredited programs were more likely to have considered leaving architecture, as were U.S. citizens.

Baseline on Belonging: Education Report

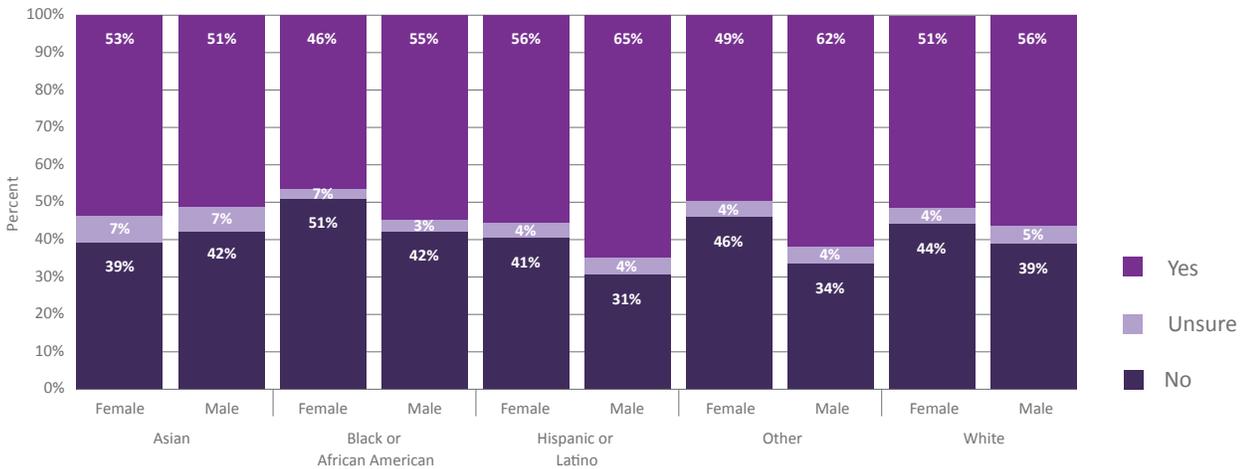
African Americans More Likely to Consider Leaving Architecture While in College



When asked if they'd considered not pursuing a career in architecture while in college, 46 percent of Black or African American respondents said they had. This is in comparison to 42 percent of white, 40 percent of Asian, and 36 percent of Hispanic or Latino respondents. Asian respondents were the most likely to report that they were "unsure" at 7 percent.

Baseline on Belonging: Education Report

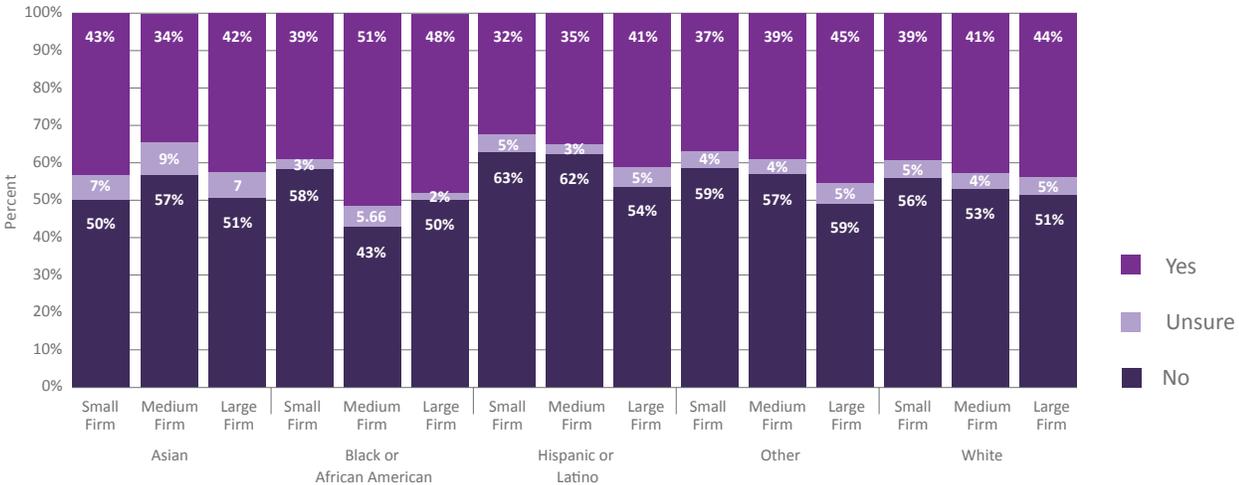
African American Women Most Likely to Consider Leaving Architecture While in College



With the exception of Asians, women of all racial and ethnic groups were more likely than their male peers to report that they'd considered leaving architecture while in college. African American women were the most likely, with over 50 percent of respondents indicating that they'd thought about not pursuing an architecture career. Hispanic or Latino men were the least likely, with 31 percent of respondents indicating that they'd considered leaving architecture.

Baseline on Belonging: Education Report

Respondents at Large Firms Slightly More Likely to Have Considered Leaving Architecture While in School

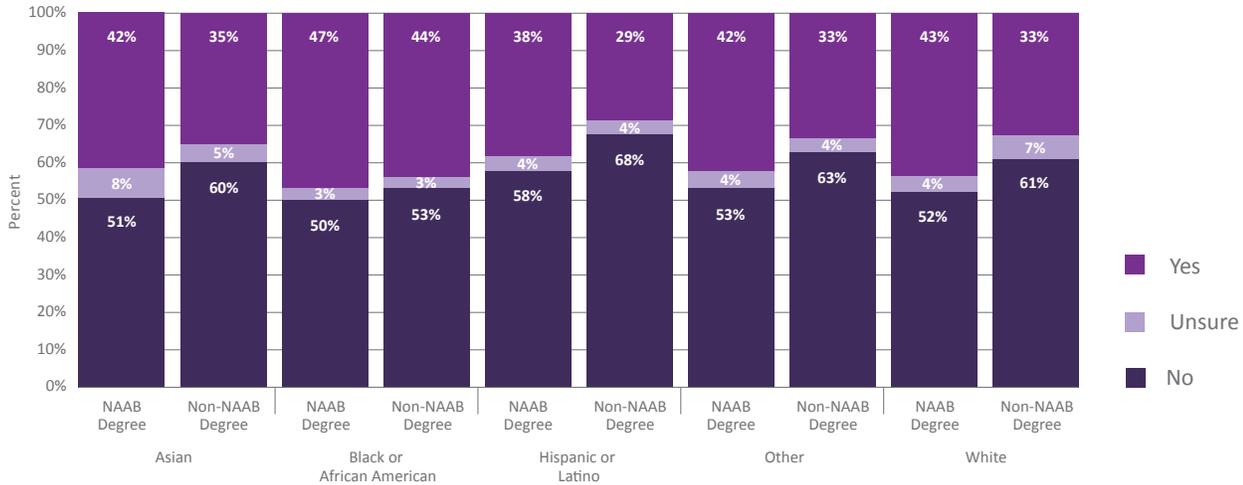


Overall, respondents employed by large firms were slightly more likely to report that they'd considered leaving the architecture profession while earning their degree. However, there is some variation when viewed by race and ethnicity.

White, Latino, and other respondents maintained the overall pattern, with large firm employees more likely to report having reconsidered architecture. However, Asians were more likely to indicate they'd considered leaving architecture when employed by small firms, and African Americans were more likely when employed by medium-sized firms.

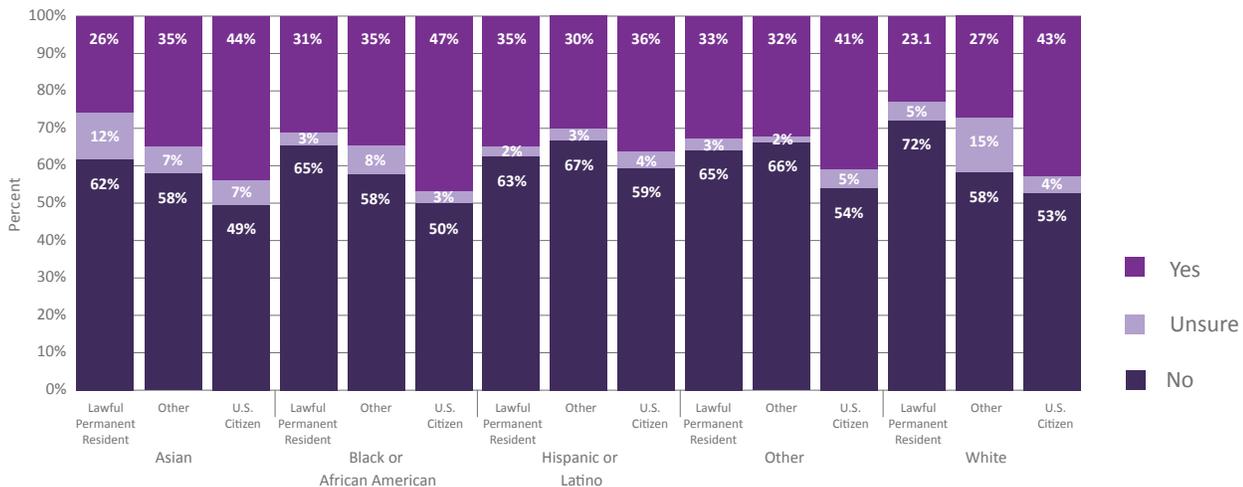
Baseline on Belonging: Education Report

Graduates of NAAB-Accredited Programs More Likely to Consider Leaving Architecture While in School



For all racial and ethnic groups, respondents were more likely to report having reconsidered an architecture career if they graduated from a NAAB-accredited program. African American graduates of NAAB-accredited programs were the most likely of all groups at 47 percent, and Latino graduates of non-accredited programs were the least likely at 29 percent.

U.S. Citizens More Likely to Consider Leaving Architecture While in School



Across all racial and ethnic groups, U.S. citizens were more likely to consider leaving architecture while earning a degree. African American U.S. citizens were the most likely at 47 percent, and white lawful permanent residents of the U.S. were the least likely at 23 percent.



Baseline on Belonging: Education Report

Factors Impacting Decision to Reconsider an Architecture Career

Respondents who indicated that they had considered not pursuing an architecture career while in college were given the option to write in what had made them reconsider.

Of the factors impacting this reconsideration, the most commonly cited were:

- Long hours required, both in school and in the profession
- Low return on investment—high cost for education compared to relatively low salaries for licensed architects
- Studio critiques and program culture
- Lack of passion or encouragement

Additionally, respondents of color and women were likely to cite the profession's lack of diversity, or that professors treated them differently due to their race, ethnicity, or gender.

Example responses include:

"As an African American female, I always felt like a double minority in architecture school. There were times when I felt like I was being mistreated or disrespected because of the color of my skin. ... Once the architecture community becomes more diversified, more minority students will likely feel valued and appreciated."

"When I was in school, the lack of respect shown to the female students was so blatant. I wanted to change the attitude toward women and minorities in the school program."

"As a minority student, I did not feel comfortable with my mostly white peers. I had a difficult time integrating into the studio culture or finding guidance from mostly white professors."

"The lack of academic support, the high cost of tuition, the low pay rates in architecture, the long hours required of school, long hours of professional work, and how long it takes to work my way up the corporate ladder."

"I wasn't sure my pay would ever compensate me for the student loans I had to take. Advancement seems reserved for the privileged who both look the part and are comfortable navigating cultures largely foreign to people of color. I was always unable to participate in image or social career-enhancing activities due to being the sole provider of my family during most of my time developing professionally."



Baseline on Belonging: Education Report

Employment After Graduation

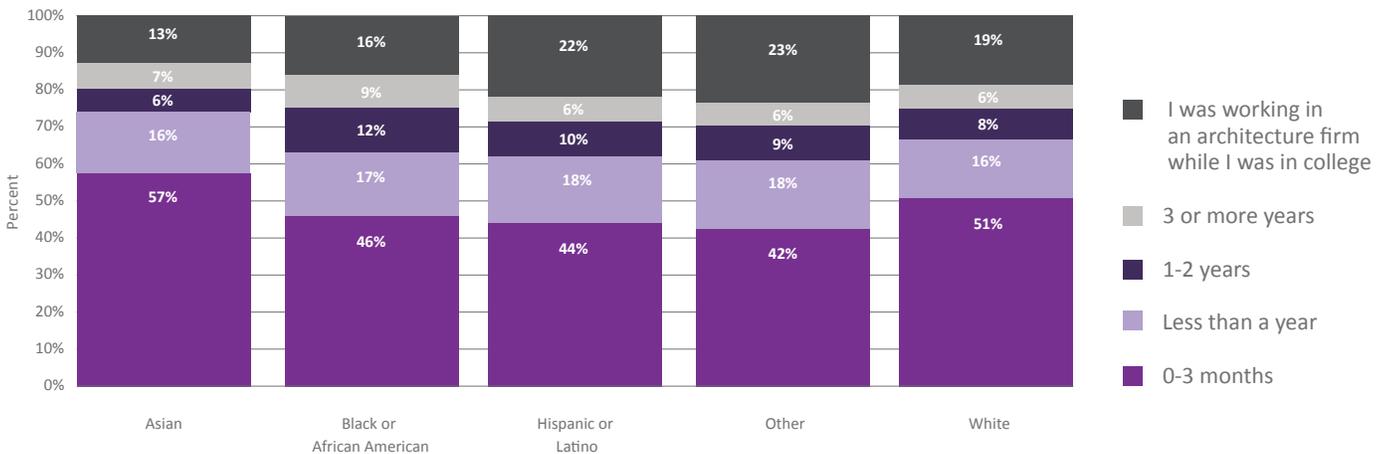
Half of all respondents working in architecture were employed within three months of graduating. When viewed by racial and ethnic filters, Asian respondents were the most likely to report being employed within three months of graduation at 57 percent—over 10 percentage points more likely than African Americans and Latinos.

Women were slightly more likely than men to find employment within three months of graduating; however, men were more likely to be employed while in school.

Additionally, graduates from NAAB-accredited programs and graduates who were neither U.S. citizens nor lawful permanent residents were more likely to be employed within three months of graduation.

Baseline on Belonging: Education Report

Asians Employed Sooner After Graduation

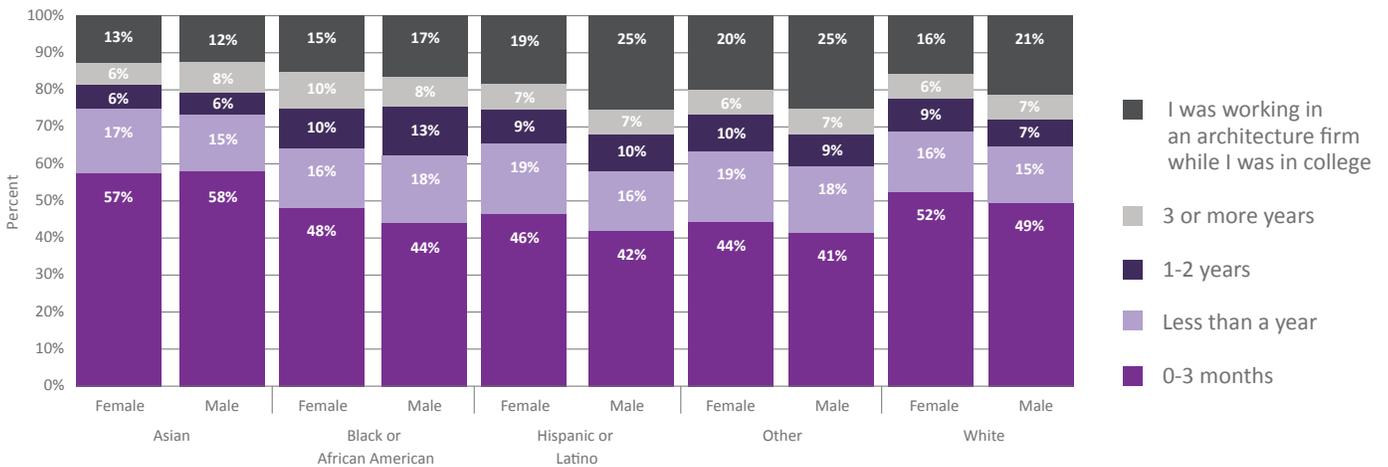


When asked how quickly after graduating they were employed by an architecture firm, Asian respondents were the most likely to indicate they had a job within 0-3 months at 57 percent. This is compared to 46 and 44 percent of their African American and Latino peers, respectively.

African Americans were the most likely to indicate that it took several years to gain employment, with 12 percent taking 1-2 years and 9 percent taking three or more.

Baseline on Belonging: Education Report

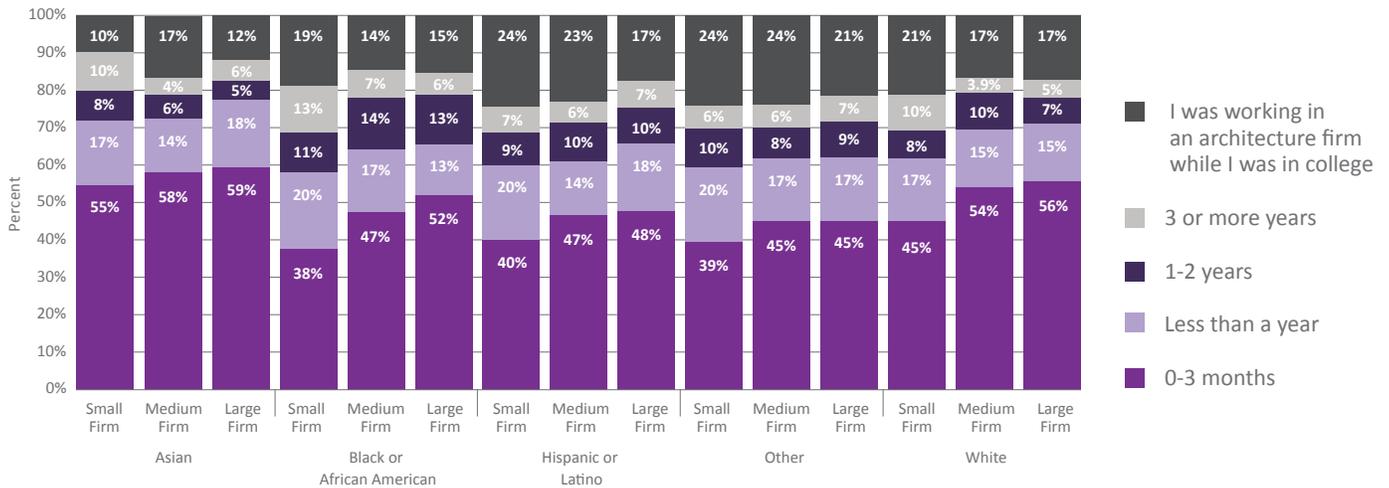
Women More Likely to Be Employed Within 3 Months of Graduation



With the exception of Asians, women of all racial and ethnic groups were more likely to be employed within three months of graduation compared to men of the same race or ethnicity. Meanwhile, men were more likely to report being employed while in school.

Baseline on Belonging: Education Report

Large Firm Employees More Likely to Find Job Within 3 Months of Graduation



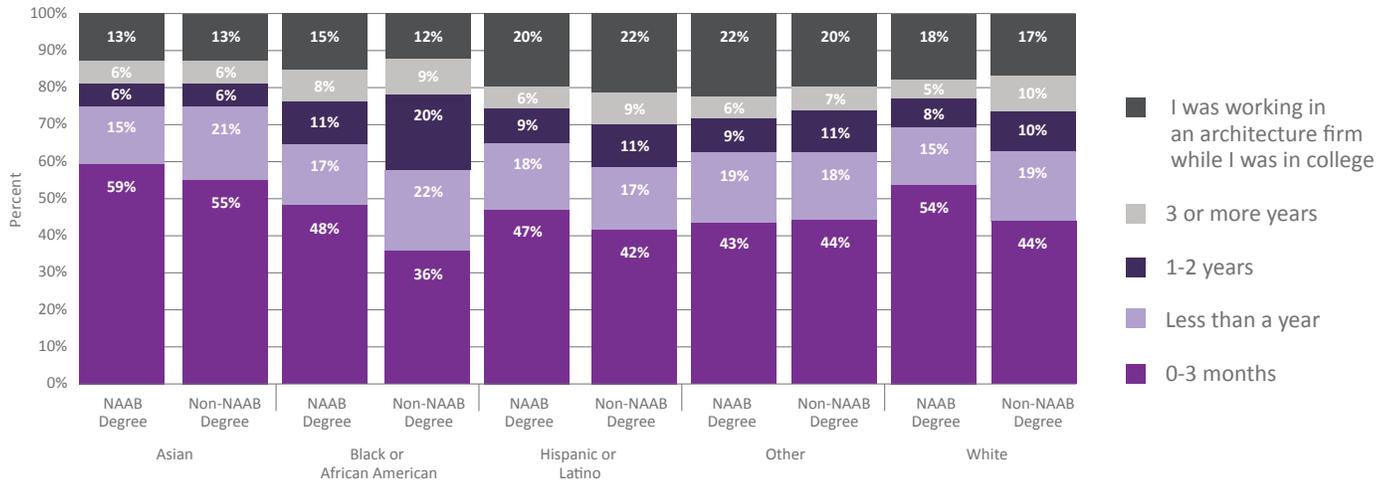
Overall, respondents employed by large firms were more likely to indicate that they found a job at an architecture firm within three months of graduation than their peers at small or medium-sized firms. At 60 percent, Asian respondents at small firms were the most likely to be employed within 0-3 months of graduation.

However, respondents employed by small firms were more likely to indicate that they were employed while in school.

At 13 percent, African Americans employed by small firms were the most likely to report that it took three or more years to find a job at an architecture firm.

Baseline on Belonging: Education Report

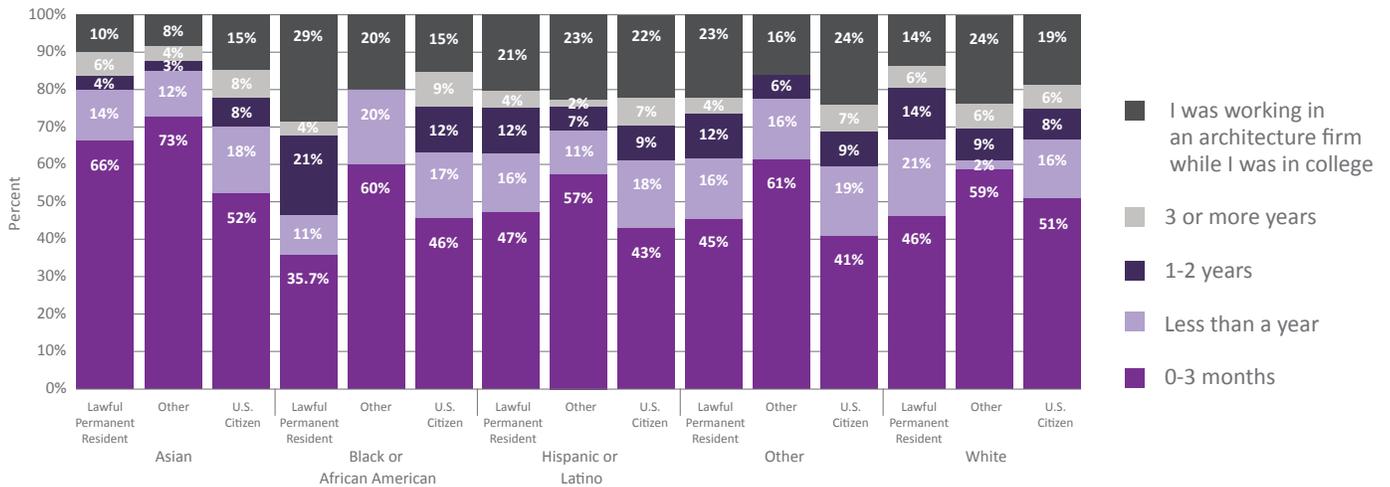
Graduates of NAAB-Accredited Programs More Likely to Find Job Within 3 Months of Graduation



For all races and ethnicities (with the exception of respondents who identify as “other”), graduates of NAAB-accredited programs were more likely to report finding a job within 0-3 months of graduating. The gap was largest for African American and white respondents, who were 12 percentage points more likely to select 0-3 months if they graduated from a NAAB-accredited program.

Baseline on Belonging: Education Report

U.S. Citizens Least Likely to Find a Job Within 3 Months of Graduation



Overall, respondents of some other immigration status (such as a student visa) were the most likely to indicate that they were employed within 0-3 months of graduation, compared to U.S. citizens and lawful permanent residents. However, U.S. citizens were the most likely to report working while in architecture school. Asian respondents with an “other” immigration status were the most likely of all respondents to report being employed within three months at 73 percent.



Baseline on Belonging: Education Report

Next Steps

Findings from this initial Baseline on Belonging survey highlight the impact that program type, program culture, and professors can have on students pursuing an architecture license—especially for Black or African American women. The results underscore the need for additional study and align with existing discussions in the profession around the high cost and additional time burden of attending NAAB-accredited programs. Areas for ongoing research and discussion within the broader community of architectural education include:

- Do prospective students have the resources to choose a program that suits their long-term goals and minimizes barriers later in the licensure process?
 - o What proportion of the licensure candidate population had to return for an additional degree/course load they weren't expecting in order to earn a license?
 - Are candidates of color more likely to face this barrier?
- How is the “return on investment” of an architecture degree impacting the diversity of the candidate pool?
 - o Are candidates of color more likely to fall off the path due to affordability?
- How does the student experience at U.S. architecture programs compare to the student experience at programs outside the U.S.?
 - o Are culture issues like lack of diversity, high pressure/workload, etc., unique to U.S. programs?
 - o Do U.S. architecture programs face higher levels of attrition than international programs?
- How does the culture of non-accredited architecture programs compare to the culture of accredited programs?
 - o Are the disparities seen in the education report a result of the additional cost/curriculum requirements of NAAB-accredited programs, or are there additional causes?
 - o Do NAAB-accredited programs face higher levels of attrition than non-accredited programs?
 - o Why do graduates of non-accredited programs feel more prepared for their careers?
 - o NAAB's data suggests that NAAB-accredited programs are more diverse than non-accredited programs (at the same schools)—but graduates of NAAB programs selected “lack of diversity” as a negative impact more frequently. Why might this be the case?
- Do professors at architecture programs reflect the diversity of their student body?
 - o Are there formal structures in place at architecture schools to help students progress, or is this responsibility placed on professors? Do schools with formal programs see less disparity by race and gender than schools without a formal structure?



Baseline on Belonging: Education Report

- How can the architecture community better support candidates of color, particularly Black or African American women, in school?
 - o Do architecture programs require that their faculty complete DEI training?

Going forward, NCARB and NOMA will work with related organizations in architectural education to understand and address these disparities. Additionally, NCARB and NOMA will conduct focus groups to dig deeper into the underlying causes and propose solutions to help create a more equitable profession.



Baseline on Belonging: Education Report

Appendix: Baseline on Belonging Survey

Summary

NCARB partnered with NOMA to obtain information from licensed architects, licensure candidates actively working toward licensure, and professionals no longer interested in obtaining a license. The appendix provides an overview of the project methodology, survey structure, participant demographics, and data collected by NCARB to provide further insight on the path to licensure.

A total of 5,341 participants completed the online survey answering a series of multiple choice, open-ended, and Likert-scale questions developed jointly by NCARB and NOMA to identify and understand areas where minority professionals and other underrepresented groups experience obstacles on the path to licensure.

Methodology

Audience

The *Baseline on Belonging* survey was distributed via email by both NCARB and NOMA from February 19 – March 4, 2020, to approximately 70,000 targeted NCARB Record holders and all NOMA members. NCARB and NOMA publicly distributed the survey through channels such as Facebook, Twitter, and Instagram. Recipients were also strongly encouraged to share the survey with their peers.

The survey was intentionally shared to a large pool of professionals of color, as well as women, for a fair sample size within the architecture profession. In addition, participants had to be either recently licensed, a licensure candidate, or a professional who is no longer interested in pursuing an architecture license.

We targeted the following audiences to complete the survey:

- **Professionals who are no longer interested in becoming licensed** to understand and identify their reasoning for deciding not to become a licensed architect. This includes inactive NCARB Record holders.
- **Inactive licensure candidates** who at some point decided to take a break from earning a license but still plan to become licensed in the future.
- **Active licensure candidates** who are actively going through the experience of getting an architecture education, working in a firm, and/or preparing for the Architect Registration Examination® (ARE®).
- **Architects who were licensed within the last three years** to ensure we are gathering data from architects who've experienced the current licensure process.

Baseline on Belonging: Education Report

Survey Participants

The survey received a total of 6,902 responses, including both complete and partial responses. Findings of this survey found in the *Baseline on Belonging* reports only include complete responses totaling to 5,341. The survey results also include over 13,000 open-ended responses from optional open-ended questions.

Survey participants represent the following demographics.

Race/Ethnicity Segments

Race/Ethnicity	Count	Percentage of Total
White	1,852	37%
Black or African American	692	13.8%
Hispanic or Latino	1,320	26.4%
Asian	861	17.2%
Other	279	5.6%
Total	5,004	100%

Race/Ethnicity Breakdown by Race Segments

Race/Ethnicity Segment	Race	Count	Percentage of Total
White	White	1,852	38%
	Black or African American	39	0.8%
	Asian	93	1.9%
	American Indian or Alaska Native	31	0.6%
	Native Hawaiian or Other Pacific Islander	13	0.3%
	Some other race	23	0.5%
Black or African American	White	62	1.3%
	Black or African American	692	14.2%
	Asian	15	0.3%
	American Indian or Alaska Native	19	0.4%
	Native Hawaiian or Other Pacific Islander	7	0.1%



Baseline on Belonging: Education Report

Race/Ethnicity Segment	Race	Count	Percentage of Total
Hispanic or Latino	Some other race	6	0.1%
	White	580	11.9%
	Black or African American	65	1.3%
	Asian	34	0.7%
	American Indian or Alaska Native	75	1.5%
	Native Hawaiian or Other Pacific Islander	13	0.3%
Asian	Some other race	559	11.5%
	White	99	2%
	Black or African American	15	0.3%
	Asian	861	17.7%
	American Indian or Alaska Native	11	0.2%
	Native Hawaiian or Other Pacific Islander	18	0.4%
Other	Some other race	18	0.4%
	White	59	1.2%
	Black or African American	15	0.3%
	Asian	21	0.4%
	American Indian or Alaska Native	57	1.2%
	Native Hawaiian or Other Pacific Islander	27	0.6%
	Some other race	205	4.2%
Total		5,379	100%

Baseline on Belonging: Education Report

Ethnicity

Ethnicity	Count	Percentage of Total
Hispanic or Latino	1,320	28%
Non-Hispanic or Latino	3,386	72%
Total	4,706	100%

Race/Ethnicity and Gender

Race/Ethnicity and Gender	Count	Percentage of Total
White Men	879	18.8%
Black or African American Men	369	7.9%
Hispanic or Latino Men	662	14.2%
Asian Men	347	7.4%
White Women	952	20.4%
Black or African American Women	319	6.8%
Hispanic or Latina Women	647	13.8%
Asian Women	498	10.7%
Total	4,673	100%

Active Candidates by Race/Ethnicity and Firm Size

Race/Firm Size Segment	Firm Size	Percent	Count	Percentage of Total
White/Small Firms	1-19 employees	100%	481	16.1%
Black or African American/ Small Firms	1-19 employees	100%	161	5.4%
Hispanic or Latino/Small Firms	1-19 employees	100%	391	13.1%
Asian/Small Firms	1-19 employees	100%	174	5.8%
White/Mid-size Firms	20-49 employees	63.2%	216	7.2%
	50-99 employees	36.8%	126	4.2%
Black or African American/ Mid-size Firms	20-49 employees	69.3%	95	3.2%



Baseline on Belonging: Education Report

Race/Firm Size Segment	Firm Size	Percent	Count	Percentage of Total
Hispanic or Latino/Mid-size Firms	50-99 employees	30.7%	42	1.4%
	20-49 employees	63.0%	165	5.5%
Asian/Mid-size Firms	50-99 employees	37.0%	97	3.3%
	20-49 employees	65.7%	111	3.7%
White/Large Firms	50-99 employees	34.3%	58	1.9%
	100 or more employees	100%	295	9.9%
Black or African American/ Large Firms	100 or more employees	100%	165	5.5%
Hispanic or Latino/ Large Firms	100 or more employees	100%	213	7.1%
Asian/Large Firms	100 or more employees	100%	192	6.4%
Total			2,982	99.7%

Active Candidates by Race/Ethnicity and Position

Race/Position Segment	Position	Percent	Count	Percentage of Total
White/Entry Level	Entry-level/junior	100%	436	15.3%
Black or African American/Entry Level	Entry-level/junior	100%	188	6.6%
Hispanic or Latino/Entry Level	Entry-level/junior	100%	307	10.8%
Asian/Entry Level	Entry-level/junior	100%	257	9.0%
White/Mid-level	Mid-level/associate	72.4%	444	15.6%
	Manager/supervisor	27.6%	169	5.9%
Black or African American/Mid-level	Mid-level/associate	74.8%	193	6.8%
	Manager/supervisor	25.2%	65	2.3%
Hispanic or Latino/Mid-level	Mid-level/associate	70.2%	368	12.9%
	Manager/supervisor	29.8%	156	5.5%
Asian/Mid-level	Mid-level/associate	77.1%	202	7.1%
	Manager/supervisor	22.9%	60	2.1%
Total			2,845	99.9%

Baseline on Belonging: Education Report

Race/Ethnicity and Age

Race/Age Segment	Age	Percent	Count	Percentage of Total
White 18-29	18-24	20.6%	142	3%
	25-29	79.4%	546	11.6%
Black or African American 18-29	18-24	17.2%	40	0.8%
	25-29	82.8%	193	4.1%
Hispanic or Latino 18-29	18-24	14.8%	62	1.3%
	25-29	85.2%	356	7.5%
Asian 18-29	18-24	16.9%	54	1.1%
	25-29	83.1%	265	5.6%
White 30-39	30-34	61.6%	461	9.8%
	35-39	38.4%	287	6.1%
Black or African American 30-39	30-34	60.0%	165	3.5%
	35-39	40.0%	110	2.3%
Hispanic or Latino 30-39	30-34	56.4%	310	6.6%
	35-39	43.6%	240	5.1%
Asian 30-39	30-34	64.3%	232	4.9%
	35-39	35.7%	129	2.7%
White 40+	40-44	40.4%	168	3.6%
	45-54	40.9%	170	3.6%
	55-64	17.1%	71	1.5%
	65 or higher	1.7%	7	0.1%
Black or African American 40+	40-44	39.7%	73	1.5%
	45-54	41.3%	76	1.6%
	55-64	14.1%	26	0.6%
	65 or higher	4.9%	9	0.2%
Hispanic or Latino 40+	40-44	40.4%	141	3.0%
	45-54	44.7%	156	3.3%
	55-64	12.6%	44	0.9%

Baseline on Belonging: Education Report

Race/Age Segment	Age	Percent	Count	Percentage of Total
Asian 40+	65 or higher	2.3%	8	0.2%
	40-44	44.4%	80	1.7%
	45-54	46.7%	84	1.8%
	55-64	7.8%	14	0.3%
	65 or higher	1.1%	2	0%
Total			4,721	99.9%

Age

Age Segment	Age	Percent	Count	Percentage of Total
18-29	18-24	18.2%	295	6.2%
	25-29	81.8%	1,324	27.9%
30-39	30-34	60.1%	1,172	24.7%
	35-39	39.9%	777	6.4%
40-54	40-44	48.6%	476	10%
	45-54	51.4%	503	0.6%
55+	55-64	86.5%	166	3.5%
	65 or higher	13.5%	26	0.5%
Total			4,739	100%

NCARB Data

NCARB data provided additional insight on the path to licensure experienced by licensure candidates who met the survey participant criteria. NCARB maintains a database on licensure candidates and Certificate holders. This allows us to track the progression of candidates as they move through the AXP, ARE, and beyond. Some of the data is self-reported, including age, race, and geographic location. Other data is triggered by candidate actions such as starting the AXP or completing the ARE.

Baseline on Belonging: Education Report

Survey Structure

The survey was designed to take a comprehensive look at the licensure process and early career experience, based on a respondent’s licensure status. It was structured around the following topics:

1. Perspective and motivation on becoming licensed
2. College education and culture
3. Finding employment at an architecture firm
4. Gaining AXP experience in an architecture firm
5. Firm culture and support
6. Supervisor/candidate relationship
7. Preparing for the ARE
8. Demographic questions

All respondents were asked to share their initial reasoning for wanting to be an architect. Professionals no longer pursuing a license were asked at what point in their career they decided not to become licensed.

All respondents who indicated they had or were currently working on earning an architecture degree were asked about their experiences with their professors and classmates, as well as what obstacles they may have faced while in school.

Respondents who indicated they were working or had worked in a firm were asked how and when they gained employment in a firm after graduation, and respondents who had earned AXP credit were asked to share positive and negative factors that impacted their AXP experience. In addition, respondents who’ve worked in a firm were also asked about their firm’s culture, diversity, and support for candidates preparing for and taking the ARE.

Survey Values	Percent	Count
Are you a licensed architect?		
Yes	25.6%	1,367
No	74.1%	3,956
I have retired	0.3%	18
How long have you been licensed?		
Less than a year	31.1%	425
1-3 years	27.2%	372
3 or more years	41.7%	570



Baseline on Belonging: Education Report

Survey Values	Percent	Count
Which of the following best represents your status on becoming a licensed architect?		
I am actively working toward gaining a license	76.5%	3,027
I am not currently working toward gaining a license but plan to in the future	15.9%	630
I am no longer interested becoming a licensed architect	7.6%	299
What impacted your decision not to pursue licensure? Select all that apply.		
Lack of open positions in my area	7.4%	22
I am no longer interested in architecture	15.8%	47
Pay/compensation	50%	149
Work-life balance	51%	152
Personal obligations	10.7%	32
Firm culture	36.9%	110
Found a better opportunity	23.8%	71
Cost of becoming licensed (exam fees, renewal fee, etc.)	57.7%	172
None of the above	1.3%	4
Other	43.6%	130
What impacted your decision not to pursue licensure? Select all that apply.		
At what point in your career did you decide not to become an architect? [Open text]		
During college	6%	18
While searching for employment at an architecture firm	7%	21
While working in an architecture firm	46.3%	138
After taking an ARE division	19.1%	57
Other	21.5%	64
Which of the following best represent your initial reason for pursuing a license? Select up to three.		
Opportunity for a promotion	40%	1,900
The ability to have my own architecture firm/work independently	53.7%	2,551
The ability to call myself an architect	71.5%	3,399
Respect from peers, family, and/or friends	31%	1,472
The potential to earn more money	56.9%	2,703
A license is required by my firm	2.9%	137
None of the above	2.7%	127
Would you consider returning to architecture if possible? Please explain. [Open text]		



Baseline on Belonging: Education Report

Survey Values	Percent	Count
After you earned your license, did any of the following occur as a result of your licensed status? Select all that apply.		
I received a promotion	25.3%	202
I received a raise	49.8%	397
I had new opportunities within my firm	27.7%	221
I was made a direct supervisor of a licensure candidate	5.1%	41
My firm, team, and/or supervisor celebrated my accomplishment	52.3%	417
I started my own practice and/or work independently	10.4%	83
I took a position with another firm	16.3%	130
None of the above	14.1%	112
Other	6.4%	51
Did you earn a degree in architecture?		
Yes	91.6%	4,353
No	4.9%	232
I am currently pursuing a degree in architecture	3.5%	167
Did you earn your architecture degree from a program accredited by the National Architectural Accrediting Board (NAAB)?		
Yes	81.6%	3,691
No	16.2%	733
Unsure	1.9%	86
I don't know what a NAAB-accredited program is	0.3%	12
Is your architecture degree from a country or territory outside of the United States?		
Yes	15.9%	721
No	84.1%	3,801
Thinking about your college experience, please rate your level of agreement with each statement below.		
The education I received in college prepared me for a career in architecture		
Strongly disagree	5.9%	268
Disagree	13.6%	614
Neutral	19%	858
Agree	39.6%	1,792
Strongly Agree	21.5%	971



Baseline on Belonging: Education Report

Survey Values	Percent	Count
N/A	0.4%	19
I had professors who made me excited about learning		
Strongly disagree	2.2%	99
Disagree	3.8%	173
Neutral	10.8%	487
Agree	38.3%	1,730
Strongly Agree	44.7%	2,022
N/A	0.2%	11
I had an advisor who helped me get the most of my academic experience		
Strongly disagree	10.6%	478
Disagree	20.1%	908
Neutral	24.9%	1,124
Agree	24.8%	1,120
Strongly Agree	17.7%	799
N/A	2.1%	93
I felt like I belonged in my architecture school		
Strongly disagree	4.6%	206
Disagree	9.2%	418
Neutral	18.7%	847
Agree	33.7%	1,522
Strongly Agree	33.5%	1,514
N/A	0.3%	15
My classmates encouraged me to pursue licensure		
Strongly disagree	7.1%	322
Disagree	17.8%	806
Neutral	34.9%	1,578
Agree	23.1%	1,044
Strongly Agree	12.7%	574
N/A	4.4%	198
My professor encouraged me to pursue licensure		
Strongly disagree	7.2%	326
Disagree	16.9%	765
Neutral	30.1%	1,360



Baseline on Belonging: Education Report

Survey Values	Percent	Count
Agree	25.4%	1,149
Strongly Agree	16.6%	749
N/A	3.8%	173
My architecture school values diversity and inclusion		
Strongly disagree	3.4%	156
Disagree	5.7%	260
Neutral	21%	951
Agree	35.4%	1,600
Strongly Agree	32.7%	1,479
N/A	1.7%	76
Which of the following positively impacted you while pursuing a degree in architecture? Select all that apply.		
Architecture school culture	58.2%	2,629
Access to study groups or peers	28.3%	1,277
Access to professors or mentors	47.6%	2,153
Financial support from family	38.7%	1,748
Personal financial stability	17.1%	772
Scholarships	34.6%	1,566
Support from family and friends	62.6%	2,828
Quality of education	56.5%	2,554
Diversity and/or representation in classrooms	23.1%	1,044
School course schedule	22.3%	1,006
Other	6.7%	302
Which of the following negatively impacted you while pursuing a degree in architecture? Select all that apply.		
College tuition	55.8%	2,521
Purchasing books and study materials	42.0%	1,899
Studio class materials	36.5%	1,652
Architecture school culture	31.2%	1,410
Speaking English as a second language	6.8%	306
Personal obligations (i.e., family, work, or dependents)	29.0%	1,312
Lack of diversity and/or representation in classrooms	20.1%	910
Access to study groups or peers	7.9%	359



Baseline on Belonging: Education Report

Survey Values	Percent	Count
Access to professors or mentors	14.3%	645
None of the above	12.2%	553
Other	8.0%	361
Did you ever consider not pursuing a career in architecture while in college?		
Yes	41.2%	1,863
No	53.9%	2,437
Unsure	4.9%	220
In your own words, what are some factors that made you reconsider pursuing a career in architecture? [Open Text]		
Are you currently working in an architecture firm?		
Yes	78.2%	3,716
No, but I previously worked in an architecture firm	19.5%	929
I have never worked in an architecture firm	2.3%	107
What field/industry are you working in now?		
Engineering	5.9%	55
Landscape architecture	0.2%	2
Construction	14.2%	132
Interior design	4.2%	39
Real estate	5%	47
University/college	7%	65
Urban planning	1.5%	14
Government or nonprofit	12%	112
I am unemployed	19.7%	183
Other	30.3%	282
How soon after graduating college were you employed at an architecture firm?		
0-3 months	49.8%	2,222
Less than a year	16.7%	747
1-2 years	8.7%	387
3 or more years	6.8%	302
I was working in an architecture firm while I was in college	18%	805
How did you find your position at an architecture firm?		
Online job search	28.7%	1,282
Career event (job fair, recruitment event, industry convention, etc.)	9.7%	432



Baseline on Belonging: Education Report

Survey Values	Percent	Count
Recommended by peers	7.9%	352
Referral from a colleague and/or friend	19.1%	854
Referral from my college professor or advisor	10%	445
Referral from a family member	5%	225
My college has a relationship with the firm	2.8%	127
Social media or advertisement	2.5%	112
None of the above	4.3%	194
Other	9.8%	439
Have you documented any experience hours toward the AXP?		
Yes	90.5%	4,040
No	9.5%	422
Please rate your level of agreement with the following statements.		
It was easy to find a local firm that could support me in gaining AXP experience		
Strongly disagree	4.7%	192
Disagree	7.7%	314
Neutral	16%	650
Agree	36.9%	1,494
Strongly agree	32.5%	1,317
N/A	2.1%	85
My firm provided a variety of opportunities to help me gain experience credit in all experience areas		
Strongly disagree	4.7%	189
Disagree	10.2%	415
Neutral	14.6%	591
Agree	37.3%	1,509
Strongly agree	32.3%	1,310
N/A	0.9%	37
My firm encourages candidates to become licensed		
Strongly disagree	3.8%	156
Disagree	7.2%	293
Neutral	16.4%	663
Agree	32.3%	1,309
Strongly agree	39.1%	1,585
N/A	1.1%	46



Baseline on Belonging: Education Report

Survey Values	Percent	Count
I believe my firm compensates me fairly compared to my peers		
Strongly disagree	7.9%	320
Disagree	15.8%	640
Neutral	25.3%	1,025
Agree	32.3%	1,308
Strongly agree	16.8%	680
N/A	1.9%	78
I feel valued at my firm		
Strongly disagree	5%	201
Disagree	9.2%	371
Neutral	19.6%	796
Agree	39.0%	1,578
Strongly agree	26%	1,055
N/A	1.2%	50
My experiences since working in a firm have motivated me to become licensed		
Strongly disagree	5.8%	233
Disagree	10.1%	407
Neutral	18.4%	743
Agree	34.9%	1,413
Strongly agree	29.5%	1,196
N/A	1.4%	57
Thinking about your relationship with your AXP supervisor, please rate your level of agreement with the following statements.		
My AXP supervisor provided a variety of opportunities to help me gain AXP hours in all experience areas		
Strongly disagree	4.1%	165
Disagree	9.5%	386
Neutral	19.8%	800
Agree	37.1%	1,499
Strongly agree	26.2%	1,059
N/A	3.3%	133
My supervisor was supportive of my path toward licensure		
Strongly disagree	2.5%	100



Baseline on Belonging: Education Report

Survey Values	Percent	Count
Disagree	4.2%	171
Neutral	14.7%	596
Agree	39.7%	1,605
Strongly agree	36.2%	1,461
N/A	2.7%	108
My supervisor was fully engaged and aware of my progression		
Strongly disagree	4.8%	193
Disagree	12.9%	523
Neutral	24.2%	977
Agree	32.3%	1,305
Strongly agree	23.2%	938
N/A	2.6%	105
My supervisor treats me with respect		
Strongly disagree	2.1%	85
Disagree	2.9%	118
Neutral	11.1%	449
Agree	40.7%	1,643
Strongly agree	40.6%	1,639
N/A	2.6%	107
I can voice contrary opinions to my supervisor without fear of negative consequences		
Strongly disagree	4.4%	178
Disagree	7.5%	305
Neutral	16.7%	676
Agree	38.7%	1,563
Strongly agree	29%	1,170
N/A	3.7%	149
Have you faced challenges that made it difficult for you to earn AXP credit?		
Yes	24.9%	1,005
No	60.3%	2,435
Somewhat	14.9%	601
Please expand on these challenges. [Open Text]		



Baseline on Belonging: Education Report

Survey Values	Percent	Count
Thinking about your firm's work culture, please rate your level of agreement with the following statements.		
My firm respects individuals and values their differences		
Strongly disagree	2.7%	111
Disagree	6.1%	245
Neutral	17.5%	705
Agree	42.5%	1,716
Strongly agree	29.5%	1,193
N/A	1.7%	70
I feel like I belong in my firm		
Strongly disagree	4%	162
Disagree	8.2%	331
Neutral	20.1%	812
Agree	38.7%	1,562
Strongly agree	27.3%	1,101
N/A	1.8%	72
My firm culture is diverse and inclusive		
Strongly disagree	4.3%	172
Disagree	11.9%	480
Neutral	21.1%	852
Agree	35.5%	1,436
Strongly agree	24.8%	1,002
N/A	2.4%	98
Employees who are different from most others are treated fairly at my firm		
Strongly disagree	3.1%	124
Disagree	7.4%	299
Neutral	18.8%	759
Agree	41%	1,655
Strongly agree	26%	1,050
N/A	3.8%	153
Employees of different backgrounds are encouraged to apply for higher positions		
Strongly disagree	4.9%	198
Disagree	10.9%	442



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Survey Values	Percent	Count
Neutral	29.5%	1,190
Agree	26.2%	1,060
Strongly agree	17.8%	719
N/A	10.7%	431
Employees of different backgrounds interact well within our firm		
Strongly disagree	2.0%	81
Disagree	5.2%	210
Neutral	18.3%	738
Agree	43.8%	1,768
Strongly agree	26%	1,052
N/A	4.7%	191
My firm's work culture has positively impacted my career progression		
Strongly disagree	5.1%	206
Disagree	8.3%	336
Neutral	21.1%	851
Agree	37.3%	1,505
Strongly agree	25.7%	1,039
N/A	2.5%	103
Diversity is a barrier to progression at my firm		
Strongly disagree	20.4%	824
Disagree	33.1%	1,336
Neutral	22.6%	914
Agree	11.5%	464
Strongly agree	6%	241
N/A	6.5%	261
Have you faced or witnessed prejudice or discrimination in your work environment?		
Yes	28.6%	1,154
No	58.6%	2,367
Unsure	12.8%	519
What types of discrimination or prejudice have you witnessed or faced? Select all that apply.		
Age	48.1%	555
Disability	4.9%	56
Gender identity	42.8%	494



Baseline on Belonging: Education Report

Survey Values	Percent	Count
Sexual orientation	14.7%	170
Religious belief	11.9%	137
Race	52.9%	610
National origin	26.1%	301
Pregnancy	17.5%	202
Sexual harassment	27.9%	322
None of the above	1.2%	14
Other	13.7%	158
Can you identify people similar to yourself in leadership positions at your firm?		
Yes	50.1%	2,025
No	40.9%	1,652
Unsure	9.0%	363
Did you ever consider not pursuing a career in architecture based on your firm's culture?		
Yes	20.4%	823
No	72.4%	2,923
Unsure	7.3%	294
In your own words, how did your firm's culture impact your career in architecture? [Open Text]		
Which of the following best represents your ARE progress?		
I am currently preparing to take an ARE division	21.7%	990
I have taken at least one ARE division	35.8%	1,636
I have passed the ARE	20.9%	954
I have not prepared for the ARE	21.6%	989
In what ways did you prepare for the ARE? Select all that apply.		
Study groups	28%	1,004
Online communities	48.9%	1,751
Study guides or books	95.2%	3,409
ARE Demo Exam in My NCARB	61.3%	2,194
Videos and/or podcasts	69.5%	2,488
I did not study	1.5%	52
None of the above	0.8%	29
Have you personally purchased any materials to prepare for the ARE?		
Yes	80.1%	2,869
No	19.9%	713



Baseline on Belonging: Education Report

Survey Values	Percent	Count
Roughly how much have you spent on ARE study materials?		
\$0-\$100	8.6%	248
\$100-\$300	28.5%	817
\$300-\$500	21.3%	610
\$500 or more	41.6%	1,194
Did your firm provide you with free ARE study materials?		
Yes	54.9%	1,966
No	45.1%	1,614
Do you feel confident in your ability to afford taking the ARE?		
Yes	25.6%	673
No	36%	946
Somewhat	38.3%	1,007
Select all the parties that will contribute to the cost of taking the ARE. Select all that apply.		
Myself	96.6%	2,537
My firm	45.6%	1,197
A family member	14.5%	382
Scholarships and/or grants	2.2%	58
None of the above	0.3%	9
Other	3.2%	84
What factors impact your ability to afford the ARE? Select all that apply.		
College debt	54.3%	1,060
Personal debt	41.7%	814
Family obligations	46.5%	909
Income and/or compensation	74.1%	1,447
None of the above	4.1%	80
Other	5.5%	107
Did your firm contribute to the cost of the ARE?		
Yes, they paid for the entire exam	45.5%	434
Yes, they partially paid for the exam	20.2%	193
No	33.9%	323
Unsure	0.4%	4
Select all the parties that contributed to the cost of taking the ARE. Select all that apply.		
Myself	98.8%	511



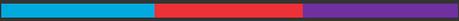
Baseline on Belonging: Education Report

Survey Values	Percent	Count
My firm	34%	176
A family member	12.6%	65
Scholarships and/or grants	1.2%	6
Other	2.9%	15
Did you personally experience difficulty paying for the cost of the ARE?		
Yes	35.4%	181
No	35.2%	180
Somewhat	29.4%	150
Which of the following best describes your role in the organization?		
Entry-level/junior	31.4%	1,477
Mid-level/associate	42.7%	2,004
Manager/supervisor	18.5%	867
Director/vice president	1.8%	83
Leadership/partner	2.2%	102
Firm owner/CEO	3.5%	165
How many people are currently employed at your firm? Please include all staff, not just architects.		
1-19 employees	39.9%	1,859
20-49 employees	19.2%	895
50-99 employees	11.3%	526
100 or more employees	29.6%	1,381
How long have you worked in the architectural profession?		
2 years or less	16.9%	798
3-5 years	29.8%	1,410
6-9 years	20.8%	986
10 years or more	31.5%	1,491
Never	1%	46
How old are you?		
18-24	6.2%	295
25-29	27.9%	1,324
30-34	24.7%	1,172
35-39	16.4%	777
40-44	10%	476
45-54	10.6%	503



Baseline on Belonging: Education Report

Survey Values	Percent	Count
55-64	3.5%	166
65 or higher	0.5%	26
Do you identify as:		
Male	48.1%	2,277
Female	50.7%	2,401
Non-binary	0.5%	23
I'd like to indicate another response:	0.7%	32
Are you of Hispanic, Latino, or Spanish origin?		
Yes	28%	1,320
No	72.0%	3,386
50.Which racial or ethnic group do you most identify with? Please select your race and identify your national origin, principal, or enrolled tribe.		
White (English, Irish, German, etc.)	53.6%	2,451
Black or African American (Jamaican, Haitian, Nigerian, etc.)	15.1%	692
Asian (Chinese, Filipino, Asian Indian, etc.)	18.8%	861
American Indian or Alaska Native (Navajo, Blackfeet, Mayan, etc.)	2.9%	133
Native Hawaiian or Other Pacific Islander (Tongan, Samoan, Fijian, etc.)	0.9%	40
Some other race	16.8%	770
What is your immigration/worker status?		
U.S. citizen	87.4%	4,123
Lawful permanent resident (green card holder)	6.3%	299
Other (non-LPR) lawful immigration status	5.5%	261
Unknown	0.8%	36
What is your household income?		
Less than \$25,000	3.6%	168
\$25,000 to \$34,999	2.8%	130
\$35,000 to \$49,999	9.7%	453
\$50,000 to \$74,999	32.1%	1,500
\$75,000 to \$99,999	17.4%	813
\$100,000 to \$149,999	20.6%	961
\$150,000 or more	13.8%	647
Any additional comments? Please share. [Open Text]		



Baseline on Belonging: Examination Report

