

National Architectural Accrediting Board, Inc.

August 1, 2014

Dr. C. L. Max Nikias
President
Office of the President
University of Southern California
Los Angeles, CA 90089-4019

Dear President Nikias:

At the July 2014 meeting of the National Architectural Accrediting Board (NAAB), the directors reviewed the Visiting Team Report (VTR) for the University of Southern California, School of Architecture.

As a result, the professional architecture program **Bachelor of Architecture** was formally granted an eight-year term of accreditation.

This new, maximum term of accreditation was approved by the NAAB in March 2013 and put into effect for all decisions made after July 1, 2013.

The accreditation term is effective January 1, 2014. The program is scheduled for its next accreditation visit in 2022.

Continuing accreditation is subject to two reporting requirements.

First, all programs must submit an Annual Statistical Report (see Section 10 of the NAAB *Procedures for Accreditation*, 2012 Edition, **Amended**). This report captures statistical information on the institution and the program.

Second, any program that receives an eight-year term of accreditation is required to submit an *Interim Progress Report* two years after a visit and again five years after the visit. This requirement is described in Section 11 of the 2012 NAAB *Procedures*. The next statistical report is due November 30, 2014; the first interim progress report is due November 2016.

Finally, under the terms of the 2012 *Procedures for Accreditation*, programs are required to make the Architecture Program Report, the VTR, and related documents available to the public. Please see Section 3, Paragraph 8 (page 22), for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,


Shannon B. Kraus, FAIA, NCARB, MBA, FACHA
President-elect

cc: Amy Murphy, Program Liaison ✓
Richard L. Hayes, Ph.D., AIA, CAE, Visiting Team Chair

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As a result, the professional architecture program **Master of Architecture** was formally granted an eight-year term of accreditation.

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**University of Southern California
School of Architecture**

Visiting Team Report

Bachelor of Architecture (160 undergraduate credit hours)

Master of Architecture (preprofessional degree + 64 graduate credits)

**The National Architectural Accrediting Board
29 January 2014**

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments & Visit Summary

The team would like to thank the administration of the university, the architecture program directors, the degree program coordinators, the architecture faculty, the staff, and the collective student body at the University of Southern California for the hospitality and hard work demonstrated to the team during the visit to the school.

The clarity of the work displayed in the team room, as well as the organization of the space and exhibit of work, were greatly appreciated by the team.

The team found the Master of Architecture and Bachelor of Architecture programs at the University of Southern California to be a vibrant learning environment with energetic students and dedicated faculty. *The strengths of the program include the following:*

- *A respectful and collegial atmosphere among faculty, students, staff, and administration*
- *Faculty dedicated to teaching, research, and mentorship who exhibit diverse work in their academic research and professional practices*
- *A diverse, energetic, and engaged student body*
- *Outstanding off-campus learning opportunities*
- *Alumni and local professionals supportive of the school through internships and academic engagement*
- *The USC Architectural Guild, which actively provides career planning and services for the school*

2. Conditions Not Met

I.3.2. Annual Reports

II.1.1.B.7. Financial Considerations

3. Causes of Concern

A. Long-range planning

The lack of a clear long-range planning and school vision to guide decision-making.

For example, the team learned that the proposed six-semester, three-year M. Arch track will enroll students in the 2014–2015 academic year. As this additional graduate track progresses, it is crucial to undertake a transparent, inclusive, and thoughtful long-range planning process to develop a clear strategy to balance student enrollment between the highly successful B. Arch program and the developing M. Arch programs. In addition, the status of the school's PhD program is unclear. Long-range planning efforts must consider the monetary impact of that program on the thriving accredited professional programs. Another example is no mission statement for the school was evident.

B. Strategic Financial Plan

Unclear long-term monetary plan for allocating resources between existing and planned academic programs as well as a clear financial plan for supporting existing tenure-track faculty.

For example, financial resources are currently adequate to support the program. This assessment is supported by evidence presented in the APR and during discussions in the budget meeting held with the visiting team. However, the team observed a pressing need for strategic financial planning beyond the required 3-year cycle to support the large number of tenure-track faculty whose support will impact the budget longer term.

C. Tenure-track Faculty Support

Clear requirements for achieving tenure and promotion within a range of research agendas in architecture, advocacy of research agendas at university level, and alignment of existing mentoring program with specific faculty promotion needs.

Adequate mentoring for the promotion of associate professors to full professor is needed. Programs also introduce a wide range of guest lectures and critics into the school, and make an outstanding effort for off-campus learning programs and activities. The administration is encouraged to evaluate the teaching and service load of tenure-track faculty for parity with other academic units across the university.

D. Fabrication Resource and Access

Expanded hours for the existing fabrication equipment and plans for addressing the shop and fabrication space needs of the proposed expansion of design-build activities.

For example, woodworking, welding, and the computer numerically controlled (CNC) router are currently located in sheds in a service court behind Watt. Shop space is constrained and difficult to navigate. A permanent, long-term space planning solution is needed for the shops in light of anticipated growth in the design-build endeavors of the program (i.e., the recently funded M. Studio).

E. Professorial Assignments

The distribution of part-time faculty and full-time faculty across studios represents a disparity in the M. Arch program. The lack of full-time faculty teaching graduate studios is a concern.

For example, there appears to be a discrepancy between the dispersal of full-time and part-time faculty across studio assignments. In the final topic studios, this is likely a result of the nature of the studio whereby bringing in outside practitioners at the top of their craft allows students a unique opportunity to study with these professionals. However, the first three semesters of the graduate studio sequence could be further strengthened with the assignment of more full-time faculty across studios, as has been done in the B. Arch program.

F. Student Culture

The demographics of the school have radically changed. There are opportunities for better integration and support structures to achieve a sustainable, cohesive student body.

For example, with the large influx of international students in the graduate program (roughly 80% of the current student body), the opportunity exists to engage students from multiple cultures in a common student culture. Several examples of in-house course work and opportunities for domestic and international immersive travel demonstrate a commitment to the importance of understanding diverse cultures and places, but the overall student body appears to lack cohesion in terms of a shared student culture.

International students would benefit from greater support for language and writing skills.

4. Progress Since the Previous Site Visit (2007 & 2011)

2004 Perspective 1.5, Architectural Education and Society (B. Arch): *The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.*

Previous Team Report (2007): Although the students and faculty currently address aspects of the issues included in this perspective through lectures, professional practice coursework, and normative studio exercises, the level of social engagement that prompted TIME Magazine to name USC (with special mention of the school of architecture) College of the Year in 2000 is no longer apparent in the program.

Since 2000, the school's nationally lauded community design and outreach program has been abandoned. The team found limited evidence that the ethos of that highly celebrated program survives in any of the sustained and current engagements of the school –or that it has been replaced by an alternative vision. Although the program devotes one of its fourth-year topic studios to social issues each year, the team found limited evidence that ALL students were consistently introduced to these (or analogous) explorations in the course of their tenure in the program.

2014 Visiting Team Assessment: As of the 2014 visit, this criterion is met.

2004 Condition 2, Program Self-Assessment Procedures (B. Arch): *The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.*

Previous Team Report (2007): As noted under "Causes for Concern," mechanisms for external and internal self-assessment, which can lead to significant growth, should be engaged and adopted by the program and the school. Recent master planning efforts by the faculty are one important –although still insufficient– aspect of the recognition of the need for self-assessment on the part of the school.

Currently, assessment occurs at a number of levels including: program evaluation by the office of the provost, ongoing assessment of the curriculum by the faculty through its committees and retreats, and review of faculty performance by the executive committee, the dean and the students. Alumni have the ear of the dean through the board of councilors and the Architectural Guild. Student voices are heard through their evaluation of faculty and through student council representatives who sit on the various standing committees of the excom. Staff expressed a concern that they have not been made a participant in this process.

However, with the exception of the studio jury process, there are no clear and consistent formal mechanisms or procedures for external professional assessments of learning outcomes. Additionally, there is no general solicitation of graduate reactions to the overall quality and preparation afforded by their education for the world of professional practice (and/or continued graduate study). It is recommended that the program create opportunities for alumni and professionals to evaluate the course of studies in all aspects and on a regular basis. The program needs a well-articulated assessment plan, in which faculty, administration, students, and alumni understand their respective roles.

The program mission—its vision for the future, its strategic plan for attaining its goals, and its various modes of assessing progress toward those goals—is also unclear. The program is evaluated by the office of the provost against the four interdisciplinary themes of the university. At this time, the themes—or core values—of the architecture school are in flux, given the leadership transition of the past several years and the arrival of a new dean. The manner in which Dean Ma and his colleagues choose to position the school relative to the themes of the university will unfold in the months and years ahead.

2014 Visiting Team Assessment: Although for the most part this concern has been alleviated, there continues to be a lingering perception about the procedures with regard to faculty evaluations. Specifically, the evaluations of faculty annual reports by the EXCOM committee are not conveyed directly to the faculty. Instead, the committee's findings are interpreted by the Dean without clarification or documentation.

2004 Criterion 13.9, Non-Western Traditions (B. Arch): Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Previous Team Report (2007): Currently, the coverage of non-western traditions in ARCH 214a depends upon the faculty member teaching the course. A plan for a four-course directed elective sequence that will cover non-western traditions has not yet been implemented (and will not fulfill the NAAB requirement).

2014 Visiting Team Assessment: As of the 2014 visit, this criterion is met.

2009 Criterion B.2, Accessibility (M. Arch): *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

Previous Team Report (2011): Evidence of this ability was not seen in the student work. Of all projects reviewed, one indicated an ability to design facilities for use by individuals with disabilities. Accessibility course material is found in ARCH 315, Design of Luminous and Sonic Environment, in the reading material and lectures, which indicates an understanding of the topic; however little evidence of an ability to integrate wide ranging aspects of universal design was found in ARCH 505b, Graduate Architecture Design studio projects (the targeted studio course).

2014 Visiting Team Assessment: As of the 2014 visit, this criterion is met.

2009 Criterion B.5, Life Safety (M. Arch): *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

Previous Team Report (2011): Students are exposed to codes and their application in ARCH 315, Design for the Luminous and Sonic Environment; however no evidence was found of the students' ability to apply basic life-safety concepts in their design work - particularly egress concepts.

2014 Visiting Team Assessment: As of the 2014 visit, this criterion is met.

2009 Criterion B.6, Comprehensive Design (M. Arch): Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

- | | |
|--|-----------------------------------|
| A.2. Design Thinking Skills | B.2. Accessibility |
| A.4. Technical Documentation | B.3. Sustainability |
| A.5. Investigative Skills | B.4. Site Design |
| A.8. Ordering Systems | B.5. Life Safety |
| A.9. Historical Traditions and Global Culture | B.7. Environmental Systems |
| | B.9. Structural Systems |

Previous Team Report (2011): The team did not find evidence of student work indicating the ability to develop a comprehensive project integrating the designated SPC. Many SPC falling under Comprehensive Design are understood through coursework; however, studio projects feature building envelope systems and façade articulation while equally relevant building systems are not as intensely pursued. (Life Safety, Accessibility, and Environmental Systems' Integration). The program's focus on a performative design methodology and emphasis on enclosure systems, though laudable, does not obviate the need for minimum ability in the other designated SPC, creating a comprehensive scheme.

The program has a history of not meeting this specific criterion, which disturbed the team. Previous teams' reports echo similar symptoms to those found by this team - in the 2002 VTR, Comprehensive Design was not met; in the 2005 VTR it was not met; in the 2007 FER it was not met.

The team feels the past pattern of not meeting this criterion is now a serious shortcoming which affects both the students' educational preparedness and the accreditation credential.

2014 Visiting Team Assessment: As of the 2014 visit, this criterion is met.

2009 Criterion B.7, Financial Considerations (M. Arch): Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

Previous Team Report (2011): In ARCH 525 Professional Practice - Pre-Design, Project and Office, Part 3, Chapter 7 the syllabus indicates a lecture covering the fundamentals of building

costs; however no evidence was found to indicate understanding in the form of handouts, quizzes, or student work. No evidence was seen in the studio. (ARCH 505a).

2014 Visiting Team Assessment: This criterion continues to be unmet. See commentary under II.1.1.B.7.

II. Compliance with the Conditions for Accreditation

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

[X] The programs have fulfilled this requirement for narrative and evidence

2014 Team Assessment: The narrative describing the history and mission for the University of Southern California is documented in the Architecture Program Report (APR) prepared for the 2014 NAAB accreditation visit and can be found on pp. 7–12.

1.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The programs have demonstrated that they provide a positive and respectful learning environment.

[X] The programs have demonstrated that they provide a culturally rich environment in which each person is equitably able to learn, teach, and work.

2014 Team Assessment: Learning Culture: The School of Architecture is a vibrant and positive environment for students, staff, and faculty. The studio culture document addresses the values of optimism, respect, sharing, engagement, and innovation. A collegial relationship exists between the faculty, students, and staff and is of clear benefit to the overall learning environment. In addition, students feel safe and comfortable in their studio spaces.

Social Equity: The university and the School of Architecture are committed to a vibrant, positive, and respectful leaning environment. The diversity of the students in both programs is notable. Undergraduate minority applicants to the university benefit from tuition funding from various scholarships such as the Caldwell Neighborhood Scholarship and the Carey Jenkins Endowed Scholarship as well as the Black Alumni Association.

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The programs are responsive to this perspective.

2014 Team Assessment: The narrative describing *Architectural Education and the Academic Community* is found in the APR on pp.14–15. The program has successfully focused on community engagement and service, participation in the national and international discourse on architectural education, and scholarship and interdisciplinary research. The University of Southern California is a world-class research university that provides a beneficial context for the study of architecture. The city of Los Angeles provides an excellent venue for the program to connect with a vital professional community through teaching, research, practice, and service. For instance, local professionals are very engaged in both programs, and architecture students are involved in a number of service-oriented student organizations.

- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.

[X] The programs are responsive to this perspective.

2014 Team Assessment: There was evidence to demonstrate the students' ability to enter the profession as leaders and to be prepared for the workforce as fully functioning members of the architectural society. The students are also exposed to a highly diverse student body as part of this program.

- C. Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The programs are responsive to this perspective.

2014 Team Assessment: The IDP coordinator for the school is known by the time students reach graduation. Students in the program understand the requirements for professional education thanks to the robust professional practice sequence (ARCH 525 and ARCH 526) and the IDP coordinator's efforts. Students in the professional practice courses are provided with the NCARB IDP publication, the California Architects Board CIDP publication, its Registration Act,

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

and its licensing procedures in conjunction with their introduction in the course. (see: http://arch.usc.edu/sites/default/files/info/students/idp_eligibility_date.pdf date accessed, 1/28/2014)

Students are currently exposed to the licensure process in the professional practice sequence, which occurs in their last year. Given the recent changes in IDP eligibility, however, students would benefit from earlier exposure to information on the path to licensure and the need to enroll in IDP. This is currently happening informally in the first-year undergraduate program. Formalizing the introduction in both the graduate and undergraduate programs at the earliest possible time is encouraged.

- D. Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The programs are responsive to this perspective.

2014 Team Assessment: As a result of being located in Los Angeles, the school regularly draws on the wealth of local resources. The programs are integrated with the profession through established relationships with local professionals who participate in reviews, studios, and lectures. The USC Architecture Guild, comprised of local professionals, provides résumé reviews and hosts a job fair. A high percentage of faculty members are registered architects as well as active AIA members. Parallel to course work, faculty members coordinate external events. Many of the studio projects use real clients.

- E. Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The programs are responsive to this perspective.

2014 Team Assessment: Courses 525 (Professional Practice: Pre-Design, Project and Office Administration), Course 402bL (Architecture Design IV Comprehensive) and Course 533 (Urban Landscape Case Studies) introduce B. Arch and M. Arch students to the exploration of environmental, social and economic challenges locally as well as globally through design, conservation, and responsible professional practice. Students are actively involved in chapters of the American Institute of Architecture Students (AIAS), Architecture Brigades, and Architecture for Humanity as well as the Student Council.

1.1.4 Long-Range Planning: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

[X] The programs processes meet the standards as set by the NAAB.

2014 Team Assessment: The APR describes a long list of priorities on page 19 and several of these priorities are well underway. The team learned that the proposed six-semester, three-year M. Arch track will enroll students in the 2014-2015 academic year. As this additional graduate track progresses, it is crucial to undertake a transparent, inclusive, and thoughtful long-range planning process to develop a clear strategy to balance student enrollment between the highly successful B. Arch program and the developing M. Arch programs. In addition, the status of the school's PhD program is unclear. Long-range planning efforts must consider the monetary impact of that program on the thriving accredited professional programs.

1.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

[X] The programs processes meet the standards as set by the NAAB.

2014 Team Assessment: There was evidence that demonstrates regular program assessment. Institutional self-assessment is achieved every ten years through both the Western Association of Schools and Colleges (WASC) process and the university's internal review of all graduate programs. There is a formalized student course evaluation process for individual course assessment. The school's two advisory boards, the six school-wide core faculty/student committees, and the EXCOM committee are of particular note.

PART ONE (I): SECTION 2 – RESOURCES

1.2.1 Human Resources & Human Resource Development:

- **Faculty & Staff:**
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the programs

2014 Team Assessment: The school has instituted several initiatives to increase the role of faculty-to-faculty mentoring for tenure-track faculty, as well as a \$6,000 annual research fund for each tenure-track faculty member. However, there is a concern that the administration and senior faculty are not effectively advocating for the diverse research methodologies (i.e. design research) employed by each of the large cohort of tenure-track faculty. Adequate mentoring for the promotion of associate professors to full professor would also be helpful. The programs introduce a wide range of guest lectures and critics into the school, and make an outstanding effort for off-campus learning programs and activities. The administration is encouraged to evaluate the teaching and service load of tenure-track faculty for parity with other academic units across the university.

- **Students:**
 - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
 - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (Students) are adequate for the programs

2014 Team Assessment: The school has a clear process for admission in both the B. Arch and M. Arch programs. In the B. Arch program, applications follow the university guidelines for undergraduate student admissions for first-time and transfer students. All applications are reviewed by the university Office of Admissions with the architecture faculty reviewing portfolios and making recommendations. As of the fall

² A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

2012 admission cycle, University of Southern California became a member of the Common Application for undergraduate admission. This has significantly increased the number of applicants the program receives. The M. Arch admission is handled through a two-part process, both at the university and school level. Since the last team visit, the school has added an academic advisor and an additional support staff to the advising office to support travel studios.

The school supports student individual and collective achievement through a robust lecture series, a variety of exhibitions throughout the school, a mentoring and intern development program run through the USC Architecture Guild, the Resident Scholar Program, and a variety of student organizations and community engagement and service opportunities such as AIAS, Graduate Architecture Student Association (GASA), and Alpha Rho Chi. In addition, the large number of practicing faculty, both full-time and part-time, provide additional opportunities for students to network with the professional community.

1.2.2 Administrative Structure & Governance:

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative Structure is adequate for the programs

2014 Team Assessment: The APR narrative (pp. 45-50) on *Administrative Structure* and the accompanying organizational chart are adequate.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are adequate for the programs

2014 Team Assessment: There are opportunities for faculty, staff, and students to participate in governance of the program and university. However, the team found that there is a lack of clarity in how recommendations made by the EXCOM committee are interpreted and acted upon by the dean.

1.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are adequate for the programs

2014 Team Assessment: The following physical improvements have been completed since the last visit: Timme Architectural Research Center addition, Faculty Staff Lounge, Faculty Office expansion, Staff Office remodel, Shop Café remodel and new courtyard tables, Clipper Lab/ IP/ LAB upgrade, Classroom upgrades in Harris Hall and Watt Hall, Watt Hall 2nd-floor restroom ADA retrofit, conversion to university chilled water system, Freeman House structural upgrades, Gamble House restoration. Watt Hall facilities were observed to be handicap-accessible. If substantial future remodels are anticipated in Harris Hall, ADA requirements will need to be taken into consideration. Woodworking, welding, and the CNC router are currently located in sheds in a service court behind Watt. Shop space is constrained and difficult to

navigate. A permanent, long-term space planning solution is needed for the shops in light of anticipated growth in the design-build endeavors of the program (i.e., the recently funded M. Studio).

1.2.4 Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial Resources are adequate for the programs

2014 Team Assessment: Financial resources are currently adequate to support the program. This assessment is supported by evidence presented in the APR and during discussions in the budget meeting held with the visiting team. However, the team observed a pressing need for strategic financial planning to support the large number of tenure-track faculty.

1.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information Resources are adequate for the programs

2014 Team Assessment: Evidence was found in support of this condition being met for both the B. Arch and M. Arch programs. The library is accessible to all students. The architecture librarians and visual resource professionals are adequately equipped with the skills to meet the criterion. The team found that the library has a budget that allows for the continual renewal of resources.

PART I: SECTION 3 –REPORTS

1.3.1 Statistical Reports³. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- **Program student characteristics.**
 - *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the student population for the institution overall.*
 - *Qualifications of students admitted in the fiscal year prior to the visit.*
 - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
 - *Time to graduation.*
 - *Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.*
 - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*
- **Program faculty characteristics**
 - *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
 - *Number of faculty promoted each year since last visit.*
 - *Compare to number of faculty promoted each year across the institution during the same period.*
 - *Number of faculty receiving tenure each year since last visit.*
 - *Compare to number of faculty receiving tenure at the institution during the same period.*
 - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical reports were provided and provide the appropriate information

2014 Team Assessment: Statistical data as stipulated by NAAB was provided in the APR (pp. 75-79).

1.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

³ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

[X] Annual Reports and NAAB Responses do not provide the appropriate information

2014 Team Assessment: The 2013 APR report was verified by the USC Vice President of Admissions and Planning, who also verified the 2007-2012 annual reports. The program provided the 2007 Annual Report. The 2013 Statistical Report, Part 1 was provided through the NAAB website. The 2008-2012 annual reports and NAAB responses were not available.

1.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2014 Team Assessment: The faculty exhibit mounted on the second floor of Watt Hall and the faculty résumés in the APR demonstrate the required range of knowledge and experience, which ranges from award-winning built architecture to peer-reviewed publications.

⁴ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2014 Team Assessment: The team was presented with the required documents.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1. Communication Skills: *Ability to read, write, speak and listen effectively.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 302b, ARCH 501, ARCH 532, and ARCH 563.

A. 2. Design Thinking Skills: *Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 302bL, ARCH 402bL, ARCH 505bL, and ARCH 605aL.

A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 105L, ARCH 502aL, ARCH 410, and ARCH 605aL. While the team noted a consistent strength in the clarity of digital graphic representation and early introduction of multiple mediums for traditional communication, there was a significant lack of traditional graphic representation present in the course work beyond its initial introduction in ARCH 105L. The potential further integration of traditional tools beyond this initial course is seen as an opportunity to further enhance the quality and evocative nature of the current digital drawings.

A.4. Technical Documentation: *Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 302b, ARCH 402b, ARCH 511, and ARCH 611.

A.5. Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 302bL, ARCH 402bL, ARCH 532, and ARCH 605aL.

A. 6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 202aL, ARCH 302aL, and ARCH 505aL/505bL.

A. 7. Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.*

**B. Arch
[X] Met**

**M. Arch
[X] Met**

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 501aL, 302aL, ARCH 505aL/505bL, and ARCH 533.

A. 8. Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.*

**B. Arch
[X] Met**

**M. Arch
[X] Met**

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 102bL, ARCH 302aL, ARCH 505aL/505bL, and 605aL.

A. 9. Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.*

**B. Arch
[X] Met**

**M. Arch
[X] Met**

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 214a/214b and ARCH 561.

A. 10. Cultural Diversity: *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.*

**B. Arch
[X] Met**

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 214a/214b, ARCH 114, and ARCH 561.

A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 502aL, ARCH 533, and ARCH 605bL.

Realm A. General Team Commentary: The student work in Realm A: Critical Thinking and Representation is clearly presented and demonstrates a strong foundation of fundamental design and investigative skills. Particularly strong are fundamental studios in the B. Arch program dealing with ordering systems and site analysis and integration. There is a consistently high level of technical documentation throughout the projects.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 302aL, ARCH 525, and ARCH 505bL.

B. 2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 302aL, ARCH 315, ARCH 402bL, ARCH 505aL/505bL, and ARCH 605aL.

B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 302aL, ARCH 315, ARCH 215, and ARCH 505bL.

B. 4. Site Design: *Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 202aL, ARCH 402bL, ARCH 505bL, and ARCH 605aL.

B. 5. Life Safety: *Ability to apply the basic principles of life-safety systems with an emphasis on egress.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 302aL, ARCH 315, ARCH 505aL, and ARCH 605aL.

B. 6. Comprehensive Design: *Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:*

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.7. Environmental Systems

**A.9. Historical Traditions and
Global Culture**

B.9. Structural Systems

B.5. Life Safety

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 302aL, ARCH 302bL, ARCH 402bL, ARCH 505aL, ARCH 505bL, ARCH 605aL.

B. 7 Financial Considerations: *Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.*

B. Arch
[X] Not Met

M. Arch
[X] Not Met

2014 Team Assessment: The visiting team found no evidence of a comprehensive approach to the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

B. 8. Environmental Systems: *Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being Met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 215, ARCH 315, and ARCH 605aL.

B. 9. Structural Systems: *Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 213a/b, ARCH 313, ARCH 513, and ARCH 605aL.

B. 10. Building Envelope Systems: *Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 302bL, ARCH 402bL, ARCH 605aL, and ARCH 611.

B. 11. Building Service Systems Integration: *Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 302bL, ARCH 315, and ARCH 505bL.

B. 12. Building Materials and Assemblies Integration: *Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being Met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 211, ARCH 411, ARCH 611and ARCH 605aL.

Realm B. General Team Commentary: The team found that SPCs in Realm B were met with the exception of one performance criterion - *B.7 Financial Considerations*. The team was impressed with the overall efforts of the program to meet the comprehensive criteria.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being Met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 202aL, ARCH 526, and ARCH 533, ARCH 561, and 605bL.

C. 2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 215, ARCH 315 and ARCH 533.

C. 3 Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 525.

C. 4. Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 525, and ARCH 526.

- C. 5. **Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 525.

- C. 6. **Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 525.

- C. 7. **Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 525, and ARCH 526.

- C. 8. **Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.**

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 525.

C. 9. Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence was found in support of this condition being met in both the B. Arch and M. Arch programs, as viewed in course materials under ARCH 525.

Realm C. General Team Commentary: The professional practice sequence is exemplary in its depth and breadth of content.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

[X] Met

2014 Team Assessment: The University of Southern California underwent review in 2010 and was granted continued accreditation by the Western Association of Schools and Colleges (WASC) through 2020 with a Special Visit scheduled for Fall 2014 to address specific issues outlined in the 2011 report issued by the WASC.

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Met

2014 Team Assessment:

The Architecture Program Report prepared for the 2014 NAAB accreditation visit and related information on the school's website indicate that the curriculum follows a structure and distribution of general, professional, and elective credits common to NAAB-accredited programs. The degrees awarded (B.Arch. and M. Arch) are appropriate. See the 2014 APR pp.149–155.

Students admitted to the accredited B. Arch degree must complete 160 credit hours, including 112 professional credit hours and 48 non-architectural credit hours. Students admitted to the accredited M. Arch degree must have a minimum of a four-year Architectural Studies degree from a U.S. school with a NAAB-accredited professional program; a U.S. school that is accredited by a regional accrediting body, without an accredited professional architecture program; or an international program that is deemed equivalent. Students matriculate in the fall semester and are in residence a minimum of two years (four semesters). They must meet established standards for graduate study at USC, and complete 64 credit hours including prerequisite Basic Studies courses not completed at the undergraduate level, and 48 credit hours of graduate level courses including advanced studies and approved electives.

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2014 Team Assessment: The Architecture Program Report prepared for the 2014 NAAB accreditation visit describes the process by which the curriculum is evaluated and modified on pp. 155–158. This condition is met.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2014 Team Assessment: The Architecture Program Report (p. 159) prepared for the 2014 NAAB accreditation visit describes the process by which preparatory and preprofessional education is evaluated. A student's preparatory/preprofessional education for the M. Arch program is reviewed by faculty to identify deficient course work. The review process is comprehensive and well documented.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

[X] Met

2014 Team Assessment: Statement on NAAB-Accredited Degrees exact language is satisfied. Page 55 of the USC School of Architecture Program Catalog produced by the school in 2012 contains the exact language as does the website <http://arch.usc.edu/programs/bachelor-architecture> and <http://arch.usc.edu/programs/master-architecture> (both accessed 27 January 2013). NOTE: The school no longer produces a hard copy catalog.

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2014 Team Assessment: Access to NAAB Conditions and Procedures is satisfied. *The 2009 NAAB Conditions for Accreditation* is available at <http://arch.usc.edu/information/current-students> (accessed 27 January 2013).

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aia.org

www.acsa-arch.org

[X] Met

2014 Team Assessment: Access to Career Development Information is satisfied. The information mentioned in II.4.3 is available at <http://arch.usc.edu/information/current-students/career-development> (accessed 28 January 2013).

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:

- All Annual Reports, including the narrative*
- All NAAB responses to the Annual Report*
- The final decision letter from the NAAB*
- The most recent APR*
- The final edition of the most recent Visiting Team Report, including attachments and addenda*

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2014 Team Assessment: Public Access to APRs and VTRs is satisfied. Both the 2007 (B. Arch) and 2011 (M. Arch) Visiting Team Reports are available on the school's website at <http://arch.usc.edu/programs/bachelor-architecture> and <http://arch.usc.edu/programs/master-architecture> (both accessed 27 January 2013).

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Met

2013 Team Assessment: ARE Pass Rates availability is satisfied. The information is available at <http://arch.usc.edu/information/current-students/career-development> (accessed 27 January 2013).

III. Appendices:

1. Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference University of Southern California, APR, pp. 7-8

B. History and Mission of the Program (I.1.1)

Reference University of Southern California, APR, pp. 8-10

C. Long-Range Planning (I.1.4)

Reference University of Southern California, APR, pp. 19-20

D. Self-Assessment (I.1.5)

Reference University of Southern California, APR, pp. 20-21

2. Conditions Met with Distinction

I.1.3.A – Architectural Education and the Academic Community

In the B. Arch program, the clarity and progressive nature of the studio sequence as well as the integrated courses in materials, technology, and theory provide a successful pedagogical approach as evidenced in the student work.

I.1.3.D – Architectural Education and the Profession

The school engages admirably with the professional community, as evidenced by the USC Architectural Guild and the 'roving' faculty consultant model.

II.1.1 – Student Performance Criteria (M. Arch and B. Arch):

A.9 – Historical Traditions and Global Culture

Several examples of in-house course work and opportunities for domestic and international immersive travel demonstrate a commitment to the importance of understanding diverse cultures and places.

C.3 – Client Role in Architecture

C.4 – Project Management

C.5 – Practice Management

C.6 – Leadership

C.7 – Legal Responsibilities

C.8 – Ethics and Professional Judgment

C.9 – Community and Social Responsibility

As an integrated sequence, the professional practice courses laudably address the intricacies of running an architecture practice in a contemporary context.

3. The Visiting Team

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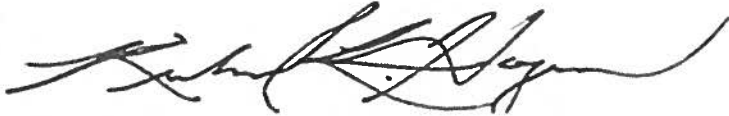
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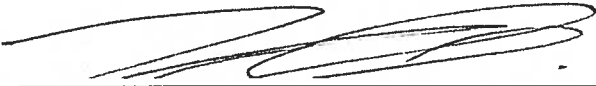
IV. Report Signatures

Respectfully Submitted,



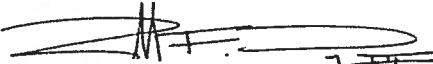
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Representing the AIA



Hsu-Jen Huang, Ph.D.
Team member

Representing the ACSA



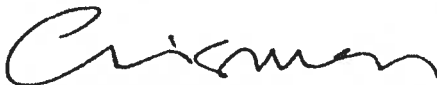
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