

National Architectural Accrediting Board, Inc.

August 5, 2013

Dr. Jorge Iván Vélez Arocho
President
Pontificia Universidad Católica de Puerto Rico
PO Box 7186
Ponce, Puerto Rico
00732

Oficina del Presidente
Trámite de Correspondencia
RECIBIDA EN

AUG 28 2013 1:55pm

Referida a J. Pecero Javier de Jesús
Copia a Dr. L. Celan
Archivada



Dear Dr. Vélez Arocho:

At the July 2013 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* (VTR) for the Pontificia Universidad Católica de Puerto Rico School of Architecture.

As a result, the professional architecture program: **Bachelor of Architecture** was formally granted continuation of its candidacy for a period of not less than two years. The continued candidacy term is effective January 1, 2013. Initial accreditation must be achieved by 2017, or the program will be required to submit a new candidacy application.

Continuing candidacy is subject to the submission of *Annual Statistical Reports* and any subsequent visits that may be required until initial accreditation is achieved.

The Annual Statistical Report is described in Section 10, of the *NAAB Procedures for Accreditation, 2012 Edition, Amended*. This report captures statistical information on the institution and the candidate program.

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 4, paragraph j. (page 43), for additional information.

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

Very truly yours,

A handwritten signature in black ink, appearing to read 'Theodore C. Landsmark', is written over a horizontal line.

Theodore C. Landsmark, M. Env.D., J.D., DFA (Hon.), Ph.D.
President

cc: Javier DeJesus Martinez, Dean
Christine Theodoropoulos, Visiting Team Chair
Visiting Team Members

Enc.

1101 Connecticut Avenue, NW
Suite 410
Washington, DC 20036

tel 202.783.2007

fax 202.783.2822

www.naab.org

info@naab.org

**Pontificia Universidad Católica de Puerto Rico
School of Architecture**

Continuation of Candidacy Visiting Team Report

B. Arch (192 semester credit hours)

The National Architectural Accrediting Board
27 March 2013

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 a 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

Visit Summary:

We thank the school and the university for their hospitality and assistance throughout the visit.

We also thank those who helped us by translating conversations and documents. The Pontificia Universidad Católica de Puerto Rico (PUCPR) is a bilingual community. The School of Architecture's internal communications and instruction are primarily in Spanish. There was sufficient English documentation and explanations provided during the visit for us to have high confidence that we were able to fully assess all NAAB Conditions that do not pertain to student performance criteria. We believe that we were able to adequately assess student performance where evidence was primarily graphic and where much of the content in Spanish was clear to our team.

Team Comments:

- PUCPR's School of Architecture nurtures a close-knit community of energetic faculty and students dedicated to discovery. It is a healthy community whose members are respectful and supportive of one another.
- The school has embraced the community and the community has embraced the school. Many good things come of this relationship. Located in a unique, historic storefront building in Ponce's city center, the school attracts public interest in the program and in architecture, and increases the presence of the university within the community. A passionate culture of civic engagement involves students in community service, integrates community service into the school's curriculum, and furthers understanding of the importance of architecture and role of architects in the public realm.
- The program's clearly designed curriculum presents a broad perspective of the discipline of architecture and the role of the architect as much more than a builder. The program's nine Experimental Units, which link studio and subject area courses, are taught sequentially to form a framework for the acquisition of core knowledge and abilities. Some of the experimental unit subjects, such as entrepreneurship and conservation, receive more attention at PUCPR than is typical in undergraduate architecture programs. This inclusive approach to the discipline of architecture helps students understand the diversity of career opportunities available to them. In addition, each experimental unit offers elective courses that can be applied to a minor overseen by that unit.
- Teaching of design process technologies efficiently and early in the curriculum supports a steep learning curve in the area of architectural representation. Students enjoy an uncommonly high level of computing resources with hardware and software provided by the school.
- With its location in the Caribbean, its bilingual culture, and regional Puerto Rican identity, the school is in a unique position to provide national leadership in architectural education as a bridge for international and multicultural engagement.
- All of these qualities contribute to the school's emergence as a new and exciting "catalyst for opportunity."
- Incomplete or inconsistent evidence and explanations in the APR and team room appears to be a result of being new to the accreditation process and not fully aware of the definitions of the NAAB

Conditions and evidence expectations. Some of the material submitted needed proof reading. Missing exhibit labels and labeling that was inconsistent with the SPC Matrix made it difficult to locate information or understand curricular intent. We did not have access to all of the course materials provided to students, such as assignment descriptions or course schedules, nor did we see complete documentation of all assignments in required courses. Some exhibits of student work did not include low pass examples.

2. Conditions Not Yet Met

II.4.1 Statement on NAAB Accredited Degrees

Student Performance Criteria:

- A.9 Historical Traditions and Global Culture
- B.1 Pre-Design
- B.2 Accessibility
- B.5 Life Safety
- B.6 Comprehensive Design
- B.7 Financial Considerations
- B. 9 Structural Systems
- B. 10 Building Envelope Systems
- C.3 Client Role in Architecture
- C.4 Project Management in Architecture
- C.5 Practice Management
- C.6 Leadership
- C.8 Ethics and Professional Judgment

3. Causes of Concern

1. Impact of the high number of credits on program cost and time to graduation

At 192 semester credits, this 5-year program, offered over 10 academic year semesters and two summer semesters, requires more credits than any NAAB-accredited B.Arch. program offered on a semester calendar and significantly exceeds the 168 credits NAAB requires for the Master of Architecture degree. The average number of credits students are expected to complete per year (38.4) also appears to be significantly higher than other programs at the university. The curriculum plan shows typical course loads of 18 or 19 credits per semester making it difficult for students to complete the program on time or afford its cost. Students who want to complete the program at a less intensive pace face scheduling and sequencing difficulties that can add further to the cost and time it will take them to complete the degree.

✓ 2. Physical separation and scheduling differences between the school and main campus

As an off-campus, independent enterprise, the school may be becoming somewhat insular. The lack of coordination with the main campus is compromising student access to university courses, activities and services.

3. Lack of full-time or ongoing faculty positions

The school currently has only one full time faculty member. Over 40 part-time instructors are hired semester to semester. In cases when appointments are made on short notice, some instructors may not have sufficient lead-time to prepare their courses. The lack of ongoing faculty positions or positions that support the presence of faculty in residence at the school, may also make it difficult to oversee the continuous improvement of a new and evolving curriculum.

4. The school does not clearly articulate how knowledge and skills introduced by each experimental unit will be reinforced in later studies.

The curriculum is designed so that each subsequent experimental unit emphasizes new domains of architectural practice and knowledge. There is concern, based on student performance in some of the Realm B criteria, such as accessibility, life safety and structures, that those students who have not yet fully attained the level of understanding or ability expected, may not receive adequate opportunity for additional instruction that would help them progress in subsequent courses and studios. Since our assessment was based on student work in courses completed to date, rather than the full curriculum, we relied on course descriptions to understand the school's intentions for the final three semesters of study. Although the new knowledge objectives for the 4th and 5th years were clear, the school's objectives concerning the reinforcement of lessons introduced earlier in the curriculum were not. Without this information, it was difficult to understand how the school plans to meet the comprehensive design criterion.

5. The nine proposed minors, as planned, may pose some challenges for students who wish to access them. Upper division students need more clarity about how they can plan to meet the requirements for any minor they choose. There is concern that logistical constraints such as scheduling and course availability, may take precedence over subject area interest in student decisions.

6. Lack of source citations in work submitted by students

The team room included examples of work submitted by students presenting material copied directly from books and other sources without crediting the work of the author, designer or collaborator. This is an ethical issue and a professional responsibility.

4. Progress Since the Previous Site Visit (2011)

2009 Condition I.2.2. Governance: The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

Previous Team Report (2011): At this time in the School's development, governance opportunities for faculty and students are not yet in evidence. However, discussions with Administration, students and faculty indicate that these opportunities are currently under development. While the Experimental Unit Directors are involved in the development of School curriculum, they are not currently included in the administrative governance of the School. Likewise, the emerging Student government body has not yet been formalized as participatory to the governance structure of the School. The School is encouraged to continue to evolve ways in which faculty and students can participate in, and contribute to the administrative decision-making of the School through participation in committees, and other meaningful forms of School governance.

2013 Team Assessment: This condition is now met. See section I.2.2 of this report.

2009 Part II. Section I, Student Performance –Educational Realms & Student Performance Criteria (2011):

Previous Team Report (2011): All SPC's are Not Yet Met.

2013 Team Assessment: 13 of the 32 SPCs are Not Yet Met. See section II.1.1 of this report.

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 program has fulfilled this requirement for narrative and evidence

The program has described its history, mission and culture and positioned its identity within the history, mission and culture of the institution.

The new Bachelor of Architecture program is in its eighth semester, with its first cohort nearing their final year of the curriculum. The program aspires to become both an integral part of the Ponce community, and an academic link between the Caribbean and Latin America, and the United States. Further, the opportunity availed by establishing a new program in the twenty-first century allows the program to expand the scope of architectural education in ways that provide interdisciplinary opportunities to address contemporary challenges.

Informed by the university's Catholic values of service and dialogue, the program strives to integrate with the city of Ponce and beyond. The Forteza Building acts as a new anchor to the struggling downtown area of Ponce, while the curriculum serves as a means to provide design solutions to community challenges. The program contributes to the regional communities and students, through its engagement with multiple local agencies and industry partners, offering practical yet innovative solutions to real problems of urban growth and regeneration. To accomplish this ambition, the program draws upon the knowledge of disciplines usually found at the periphery of architectural education and makes them more central to the educational experience of the student.

The architecture program is highly regarded by the university as an incubator for service, design and interdisciplinary collaboration.

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 program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which in each person is equitably able to learn, teach, and work.

2013 Team Assessment: Learning Culture: The school nurtures an environment of respect and camaraderie. All members of the community take pride in their program's accomplishments, and uniqueness relative to the university and the discipline of architecture. An artifact of this self-esteem is the student-designed t-shirt featuring the Forteza Building, the program's home and symbol of the school's community.

An official learning culture document written by students was adopted by the administration. While this document is included in the school's catalog, many current students are unfamiliar with its content. Despite being somewhat forgotten, the ten values codified in the document—respect; dignity towards work; prudence; solidarity; leadership and social commitment; equality; tolerance toward differences and participatory governing; promotion and dissemination; stimulating the creative process and cultivating the imagination; and cooperation and collaboration—continue to live on strongly within the school.

Students have high regard for their teachers, as do the faculty for the students. Faculty members are available for advising and mentorship, and take pride in students' curricular and extra-curricular accomplishments. Informal peer-to-peer support and mentorship among students is commonplace.

Social Equity: The demographic statistics of the school reflect that of Puerto Rico, and of the Ponce region. The environment is clearly one where each person is equitably able to learn, teach and work. We observed accommodations for students with disabilities that enabled individuals to equitably participate in the program.

1.1.3 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 program is responsive to this perspective.

2013 Team Assessment: The curricular approach of the school is both *interdisciplinary* and *trans-disciplinary*.

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

Students are involved in numerous outreach projects through collaborations with non-profit groups to support social and environmental action. These include the Route 123 Agro-Tourism and Limbs for Haiti projects.

The nine Experimental Units expose students to a collaborative process that progressively integrates the fundamentals of design through the architectural design studios (i.e., the five-year ARAD course sequence). The other eight are the Architectural Representation lab sequence (ARAR), Architectural History & Theory (ARHT), Adaptive Conservation and Preservation (ARAC), Sustainable Technologies (ARST), Structural Frameworks and Assemblages (ARSF), Landscape, Ecology and Environment (ARLE), Urban Scapes and Communities (ARUS), Legal & Administrative Awareness (ARLA) and Development Assessment and Entrepreneurship (ARDA). This approach provides academic emphasis on architectural subjects and offers all students a *trans-disciplinary* opportunity for in-depth study through a minor concentration. Other PUCPR departments teach elective courses that fulfill minor requirements. For example, the History Department offers courses that fulfill the Architectural History & Theory minor and the Environmental Sciences Department offers courses that fulfill the Sustainable Technologies minor. The school's relationships with Louisiana State University, the State University of New York (SUNY) at Syracuse University enable PUCPR architecture students to be considered for advanced placement in landscape architecture programs at those institutions.

- 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 program is responsive to this perspective.

2013 Team Assessment: The program prepares students to work in the global world by providing leadership and entrepreneurial opportunities. By exposing students to three stages of leadership: exploration, experimentation and application, both within and without the curriculum, the school provides skills and experience that develops successful leaders. The student-led AIAS and MAS (Movimiento de Arquitectura Social) organizations engage in community service, pre-professional development, and networking that benefit students, the school and the greater Ponce community.

The MAS is dedicated to awakening the community to the possibilities and benefits of architecture in the broadest sense. To introduce the school to the community the MAS provides an ongoing free movie (with popcorn) program featuring films relevant to Puerto Rico, past present and future, projected on building facades, open to everyone. South central Puerto Rico, long living in the shadow of San Juan, is proud and excited by the success of the school's outreach initiatives and the ambassadorship of the students.

During our visit, faculty and students from the Department of Architecture at the Pontificia Universidad Católica Madre y Maestra in the Dominican Republic visited the school to collaborate on a shared studio project. Students and faculty benefit from the diversity afforded by the exchange of people and projects with this sister institution.

- 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 program is responsive to this perspective.

2013 Team Assessment: Students understand IDP and the regulatory environment. The majority of upper division students intend to fulfill IDP requirements, take the ARE and become licensed practitioners. A NCARB representative has twice visited the school in its 4-year existence lecturing to the school's academic community on IDP and regulatory issues.

A faculty member chairs the State Board of Registration. Together with the IDP Coordinator they fully inform the students and unlicensed faculty of regulations concerning professional licensure. The IDP Coordinator meets regularly with students and has met with the faculty and other licensed architects to inform them of the IDP process and encourage them to serve as mentors and supervisors. He is current with all IDP programs and procedures and regularly attends IDP meetings and information sessions including the Annual IDP Conference and regional meetings with the IDP State (Puerto Rico) Coordinator. There are approximately 20 students enrolled in IDP and some have begun acquiring the requisite experience through architect supervised work experience and volunteer service allowed under IDP 2.0.

- 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 program is responsive to this perspective.

2013 Team Assessment: All of the above parameters and goals of the profession are covered in the school's mission and vision statements, catalogue and other promotional materials including the school's evolving website. The nine Experimental Units described above in I.1.3.A. provide areas of concentration, both traditional and innovative, within an overall framework that can produce excellent candidates for the profession. This has energized the students, the university and the regional community as well as professionals across Puerto Rico who anticipate the positive impact of the first cohort of graduates. The school is on track to fulfill these professional goals and aspirations.

- 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 program is responsive to this perspective.

2013 Team Assessment: This condition is met with distinction.

The school aspires to achieve "regional empathy and landscapes of common good as the backbone of its academic, social, cultural and economic proposal for the southern region of Puerto Rico." By directly connecting to the region and city of Ponce, the school promotes the symbiotic relationships between public service, being a good citizen, and being a good architect.

The theme, Landscapes of Common Good, is expressed as "an interdisciplinary education of architecture as a vehicle to contribute to the improvement of our territories, landscapes and villages ... as a necessity rather than a possibility."

The program's nine Experimental Units provide a framework and sufficient flexibility to allow students to become engaged citizens. There are a number of examples of class projects and outreach programs that respond to this perspective. The Route 123 Agro-Tourism Corridor initiative implements planning, economic development, housing, entrepreneurship and self-management to revitalize the cultural, physical, natural, commercial and industrial assets between the communities of Ponce, Adjuntas and Castaner. Working with AARP in an initiative known as Urban Ecosystem for the Elderly, students and faculty explore ways that the architecture of housing can contribute to the sustainability of communities.

We were particularly impressed with the strong connection between the school and the greater Ponce community that has developed in just 3 ½ years. There is a mutual respect and enthusiasm, each seeking to capitalize on the opportunities of the other for the public good and advancement of the school's academic mission.

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 program's processes meet the standards as set by the NAAB.

2013 Team Assessment: As a new school managing growth and developing the first version of a new curriculum, planning is ongoing. The coordinators of the Experimental Units who are responsible for each of the program's major subject areas lead curricular planning. Summaries of long range planning objectives for each unit are provided in the APR. At the school level, the dean, in consultation with the program director and coordinators, oversees long-range planning related to interdisciplinary objectives and resources. Current planning initiatives include a university-led process for a 2020 strategic plan. Planning is informed by data collection as shown in the Report to the Board of Trustees Finance Committee.

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 program's processes meet the standards as set by the NAAB.

2013 Team Assessment: Evidence of self-assessment includes the implementation of a comprehensive survey of the school's students and constituents, and participation in university led assessment including student evaluations of teaching, ongoing analysis of enrollment data, and evaluations of program pedagogy and student performance. There is an active culture of consultation with professional and academic leaders including collaborators from allied fields. Faculty meeting minutes document the sharing of program information and assessment discussion.

PART ONE (I): SECTION 2 – RESOURCES

I.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 program

2013 Team Assessment: Faculty and staff resources are sufficient to support student learning and achievement. The coordinators of the Experimental Units receive appointments that reflect the additional time they spend on curricular leadership and development. Personnel policies including EEO provisions are documented for university staff and for faculty. The IDP Education Coordinator is knowledgeable about IDP matters, participates in IDP training programs and is in regular communication with students.

For the part-time faculty, professional development takes place largely in the professional realm outside of the assigned work of instructional appointments. There is ample evidence in faculty resumes and other documents regarding faculty activity to show faculty are engaged in ongoing professional development that contributes to program improvement.

The general criteria used for faculty appointments are listed in the university announcement for part-time positions.

- *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 program

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.

2013 Team Assessment: Student admissions policies and procedures are documented on the school's website and in a recruiting brochure, as well as the APR. Equitable admissions eligibility and decisions are guided by an explicit university-wide point system. Vigorous efforts to recruit and advise new students are led by the program director and school public relations staff. The school conducts personal interviews with every applicant to ensure that applicants understand program expectations and to assess applicants' preparation to enter the program.

Support for student achievement inside and outside the classroom was evident in student work, the APR and school-wide exhibits. The strong sense of belonging within the school's community inspires involvement that promotes individual and collective learning. Students benefit from a high level of responsiveness from faculty and administrators as well as sufficient access to mentoring from instructors, professionals and peers. The AIAS and MAS provide additional leadership and extra curricular opportunities.

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 program

2013 Team Assessment: The university website, the APR, the school's organizational chart and discussions with administrators, faculty, staff and students confirm that the administrative structure is adequate with sufficient autonomy to meet the conditions for accreditation. The school functions as an independent academic unit at the same tier of the university organization as the colleges and the law school. The dean reports directly to the vice president for academic affairs and maintains a direct working relationship with the president and board of trustees.

Within the school, the dean, associate dean, program director and director of operations work with staff assigned to various areas of responsibility and with the concentration area coordinators responsible for curriculum. Positions are well defined and form a comprehensive administrative structure.

- **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 program

2013 Team Assessment: The school sends elected student representatives to the university's student council and the university's academic senate, which represents both students and faculty. Since part-time faculty are ineligible for election to the senate, the dean currently serves as the faculty senator.

Governance within the school centers on monthly meetings open to all faculty and staff. Ad hoc committees are formed to address specific tasks such as the development of the 5th year capstone. Meetings are documented with agendas and minutes. Students have adequate opportunity to participate in program development through their communications with instructors and administrators.

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

[X] Physical Resources are adequate for the program

2013 Team Assessment: Drawings and facilities/equipment descriptions included in the APR, additional information made available in the team room as well as a tour of the facilities and conversations with students, faculty and staff provided the following information.

The school is housed in the Forteza building constructed in 1928 as a department store. It is located on the east side of Ponce's central square (Plaza de las Delicias). The entrance to the school is through a fully glazed storefront accessed off Marina Street at grade level. Throughout our visit students populated the building lobby and adjacent first floor studios while curious passersby gazed through the storefront at the activity. The three story building has 13,000+/- sq. ft. of usable space on each floor bringing the school's total area to about 45,000 sq. ft. inclusive of service areas.

The school is equipped with a Teknion furniture system. Studio spaces are arranged in pods with individual student workstations (398 total design workstations) of 25-35+/- sq. ft. each, equipped with HP computers, dual HD 21" monitors and the requisite software. While the building is ample for the present and anticipated student population, there seems to be a shortage of space within the studio pods to easily collaborate on team projects or produce models and drawings. (There is currently adequate overflow space available for this type of work in other building areas.) As the school added enrollment, each floor was fitted out sequentially to accommodate each new cohort of students. This has caused some inflexibility of movement for the students as software licenses, particularly Revit and Creative Suite, are not readily forward or backward compatible.

There is a library with reading area; a fabrication lab with small and large CNC mills, laser cutters, and 3-D printers; a data center operating on a 64-bit Windows platform with a secure 16 terabyte Aberdeen Abernas server complimented by a DS3 internet connection with 45Mbps connection speeds; a media lab with 3 color plotters, a large-scale photocopier and, 4 11X17 color printers; an administrative suite with 7 offices, reception and conference space; 6 faculty office pods providing 88 sq. ft. for each faculty member and unit coordinator; an office suite for student organizations; a storage space to archive student work; 5 classrooms (1@425 sq. ft., 3@520 sq. ft., 1@638 sq. ft.); a lecture room @ 1,538 sq. ft. and 120 seat capacity; a student lounge and vending area on each floor; and a gallery/review area. Large assembly events are scheduled in nearby theater and government buildings.

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 program

2013 Team Assessment: There is strong and continuing support, financially and otherwise, for the school from the university's central administration and board of trustees who view the architecture program as an important asset to the entire university. There is no evidence of financial or funding difficulties. APR Section 1.2.4 pp.81-87 provides data for fiscal years 2010-2011 and 2011-2012 which show a balanced position (revenues and expenses) and a negative position (loss) respectively. Projected finances for 2012-2013 shows a return to a positive position. As the school matures, admissions and enrollment are expected to become more predictable and thus, will facilitate the budgeting process.

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 program

2013 Team Assessment: While the information resources physically available are still limited in number at the school's CARIBET Library in the Forteza building, the *Information Resources Collection Development Plan* documents the strategy for future acquisitions as the program continues to mature. The *Information Literacy Program* provides information services that develop student research and evaluative skills. The relationship with the university's central library, the availability of interlibrary loans within and beyond Puerto Rico, and the investments in electronic books and databases provide adequate resources as the school's own facilities continues to grow. The library is closed on the weekends, but there are plans to hire additional staff and increase library hours in the near future.

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

2013 Team Assessment: Statistical data on architecture student characteristics is available in the *Informe a Comité de Finanzas* prepared for the Board of Trustees. Statistical data on architecture faculty characteristics are reported in the APR.

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

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

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.

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2013 Team Assessment: The appropriate reports were provided.

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.

2013 Team Assessment: With the exception of one full time faculty appointment, teaching is provided by over 40 part-time faculty who typically teach one or two courses. Faculty credentials documented in resumes and the faculty exhibit show that most faculty are registered architects who hold a professional bachelor's or master's degree in architecture. Many faculty have additional advanced degrees in fields related to their teaching assignments. Architectural practice is the primary mode of professional development for faculty members. A few faculty members are actively engaged in other modes of scholarship and community and professional service.

Taken as a whole the faculty demonstrates the knowledge and experience necessary to promote student achievement in all areas of the curriculum, as well as contribute to the school's civic engagement mission.

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

2013 Team Assessment: Each document listed in Appendix 3 was found in the team room. See APR Part Four – Supplemental Information pp. 119-120 for a complete listing. These policies, protocols and other documents included:

- Institutional Policy Documents
- Administrative Policies and Protocols
- Academic Policies and Protocols

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.*

[X] Met

2013 Team Assessment: We were unable to evaluate student proficiency in spoken Spanish, however we found ample evidence of effective English speaking and listening skills that show the school has met this criterion.

Examples of graded research papers from ARHT 101 and 201 (Architectural History I and II) demonstrated ability to read and write. Essays written in ARLE 101(Landscape Ecology and Environment), further demonstrated writing ability. Proficiency of the use and development of speaking and listening skills was demonstrated in presentations in the syllabi for ARAR 102 (Digital Representation Systems) and ARLE 101, and our observations of class discussions and design presentations.

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.*

[X] Met

2013 Team Assessment: We found evidence of this criterion in student process work produced in the Experimental Design Studio sequence ARAD 201, 202, 301, 302, and 401, as well as ARAD 402 (Contextual Design Studio II: Urban Scapes and Communities) a studio currently in progress.

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.*

[X] Met

2013 Team Assessment: We found evidence of this criterion in the ARAR (Digital Representation Systems) sequence: traditional graphic skills were evidenced in ARAR 102, and digital technology and 3D representational skills in ARAR 302. The pairing of the ARAR sequence to the ARAD Experimental Design Studio sequence, particularly in ARAD 301, 302, and 401, has produced studio work that further reflects visual communication proficiency across media by students.

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.

[X] Met

2013 Team Assessment: We found evidence of the ability to make technically clear drawings and assemblies in ARAD 301 (Experimental Design Studio II: Building Technology and Sustainability), ARST (Building Technology and Sustainability) 101 and 201, to write outline specifications of in ARST 201, and present models of assemblies in ARAD 301 and ARAD 302 (Experimental Design Studio I: Structural Frameworks and Assemblages).

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

[X] Met

2013 Team Assessment: Students demonstrate this ability in the researched essays of the history sequence, particularly in ARHT 201 (Architectural History II: Neoclassicism to Contemporary). We found examples of investigative skills as applied to design in the contextual research of ARAD 401 (Contextual Design Studio I: Landscape Ecology and Environment), particularly as it pertains to the cultural and environmental context of *Ruta 123*, as well as ARAD 402 (Contextual Design Studio II: Urban Scapes and Communities).

While this criterion is met, we found many missing citations from referenced graphic and textual material. See section I.3 of this report, Cause of Concern 7.

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

[X] Met

2013 Team Assessment: We found evidence of this criterion in documentation of student work from studios Experimental Design Studio sequence ARAD 201, 202, 301, 302 and 401, as well as environmental principles in ARST 201 (Introduction to Mechanical and Electrical Systems).

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.

[X] Met

2013 Team Assessment: We found evidence of this criterion in student process documentation from Experimental Design Studios ARAD 202 and 301, and ARLE 101 *Ruta 123* (Built Environment and Culture in the History of Landscape Architecture).

- 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.***

[X] Met

2013 Team Assessment: We found evidence of this criterion in documentation of student work from Experimental Design Studios, ARAD 201, 202, 301, 302 and 401.

- 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.***

[X] Not yet met

2013 Team Assessment: ARHT 201 (Architectural History and Culture II: Neoclassicism to Contemporary) and ARHT 301 (Architectural History III: Latin America and Puerto Rico) were identified by the school as providing understanding of historical traditions and global culture.

There is emphasis on vernacular and Caribbean architectural traditions of throughout the curriculum, including a strong focus on regional traditions in ARHT 301.

While we found extensive exam questions and written essays on traditions and canons of Western architecture in ARHT 101, 201 and 301, there was little evidence of student understanding of other global traditions. We found only three exam questions across the three-semester history sequence that addressed non-Western content, and did not find evidence of student understanding of architectural traditions and contexts that span Eastern, Western, Northern and Southern hemispheres.

- 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.***

[X] Met

2013 Team Assessment: We found evidence of this criterion in the use of diverse clients for Experimental Design Studios ARAD 201, *Limbs for Haiti*, and ARAD 301, *Housing for Older Adults*.

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

[X] Met

2013 Team Assessment: We found evidence of this criterion in the process documentation and outcomes of the *Colores de Coamo* project in ARAC 201 (Adaptive Conservation and Preservation) and the masonry block explorations in ARAD 302 (Experimental Design Studio).

Realm A. General Team Commentary: The foundational knowledge and skills required in Realm A are being substantively addressed in the program. While evidence from the final year is not yet available, there is indication that these learning outcomes are being continually developed as students progress through the curriculum.

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.

[X] Not Yet Met

2013 Team Assessment: Although the program identified ARAD 402 and ARAD 410 as the sources for student achievement of this criterion, the team found evidence in the third year courses: ARAD 301 (Building Technology and Sustainability) and ARAD 302 (Structural Framework and Assemblages) were identified by the program as providing pre-design ability.

Analysis of given programs and sites, and the selection and analysis of precedents is shown in student work completed in ARAD 301 and 302. Work completed in ARAD 402 (Contextual Design Studio II: Urban Scapes and Communities), an urban design studio being taught for the first time this semester, and not yet completed, includes site selection based on analysis of urban areas. Aspects of pre-design are also covered in ARDA 101 (Entrepreneurship and Development).

Although several studios and courses address aspects of pre-design, the program has not yet demonstrated through student work, students' ability to prepare a comprehensive program for an architectural project. Work underway in the spring 2013 version of ARAD 401 (Landscape Ecology and Environment) appears to include program preparation but student-produced programs were not available in the team room.

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.

[X] Not Yet Met

2013 Team Assessment: Attempts at accessible design that illustrate ability to integrate schematic versions of accessibility elements, such as ramps, are evidenced in ARLE 201 (Environment Construction Processes and Techniques) and ARAD 301 (Building Technology and Sustainability) and ARAD 302 (Structural Framework and Assemblages) however some of the ARAD 301 Housing for Older Adults projects lacked complete, systematic accessible circulation paths. The team observed instances in which bathrooms and main entries did not meet universal design standards, and the absence of fully accessible paths from public sidewalks and below-grade parking.

It is unclear where in the curriculum students will have repeat exposure that will ensure every student develops this ability. See section I.3 of this report, Cause of Concern 4.

- 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.**

[X] Met

2013 Team Assessment: Student ability to develop ecologically sensitive site design strategies is evident in the work produced for ARAD/ ARAR 401 (Landscape, Ecology and Environment) and ARLE 201 Environment Construction Processes, Materials and Techniques). Ability to design for conservation of built resources and historic traditions is seen in ARAC 101 and ARAD 102.

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

[X] Met

2013 Team Assessment: We found evidence of student ability to respond to site characteristics in work produced for ARAD/ ARAR 401 (Landscape, Ecology and Environment) and ARLE 201 Environment Construction Processes, Materials and Techniques).

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

[X] Not Yet Met

2013 Team Assessment: Low pass work in ARAD 301 (Building Technology and Sustainability) showed inconsistent development and representation of building envelope and vertical circulation elements that are critical for developing the ability to apply life-safety principles that resolve egress requirements.

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.5. Life Safety

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

B.7. Environmental Systems

B.9. Structural Systems

[X] Not Yet Met

2013 Team Assessment: The school identifies ARAD/ARAR 410(Legal and Administrative Awareness) and ARAD/ARAR 420(Development Assessment and Entrepreneurship) as the design courses where students will acquire the ability to produce a comprehensive project. These courses will be offered for the first time in the 2013-14 academic year.

Student design work produced in the second, third and fourth year studios demonstrate the ability to integrate SPCs A.2, A.5, A.8, A.9, B.4 and B.7 across scales. We do not yet see evidence of the ability to integrate all of the above SPCs into a comprehensive architectural project.

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.*

[X] Not Yet Met

2013 Team Assessment: The courses proposed to meet this criterion, ARDA 201 (Economic Feasibility and Finances in Real Estate) and ARAD/ARAR 420(Development Assessment and Feasibility), have not yet been taught.

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.*

[X] Met

2013 Team Assessment: Student work produced for ARST 201(Introduction to Mechanical and Electrical Systems) and ARAD/ARAR 301 (Building Technology and Sustainability) show evidence of student understanding of principles of environmental systems.

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.*

[X] Not Yet Met

2013 Team Assessment: Student work provided for ARSF 201 (Composite Construction: Wood and Steel) shows adequate understanding of structural behavior principles for structural elements. Design

studio work produced in the third and fourth years shows understanding of appropriate application of gravity resisting structural systems, but not lateral load resisting systems.

- 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.**

[X] Not Yet Met

2013 Team Assessment: Student work produced in the ARAD 302 (Structural Frameworks and Assemblages) studios demonstrates understanding of the relationship between building envelope systems, material selection and façade design. Evidence of student work for the ARST 101(Tectonics of Material Applications and Systems) and 201(Introduction to Mechanical and Electrical Systems) technology courses was insufficient to ascertain that all students completing these courses understand the environmental performance of building envelopes.

- 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**

[X] Met

2013 Team Assessment: Student work for the ARST 101(Tectonics of Material Applications and Systems) and 201(Introduction to Mechanical and Electrical Systems) architectural technology courses showed basic understanding of building service systems integration through diagrams of plumbing and electrical systems. Vertical transportation and fire protection systems were identified in student design work in ARAD 301.

- 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.**

[X] Met

2013 Team Assessment: Student work for ARST 101(Tectonics of Material Applications and Methods) course and ARAD 302 (Structural Frameworks and Assemblages) studio projects showed basic understanding of materials and assemblies integration.

Realm B. General Team Commentary: Student work available for evaluation of the Realm B performance criteria centered primarily on the third year design and technology courses where students are introduced to building systems and their integration into architectural design. Although we found seven criteria to be not yet met, we saw progress being made toward meeting all Realm B criteria.

Courses identified for some of the SPC **Not Yet Met**, are scheduled for Year 5 which will be taught for the first time in 2013-2014.

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.*

[X] Met

2013 Team Assessment: The school identified the following third and fourth year design courses as providing *understanding* and *ability* respectively for this SPC.

ARAD/ARAR 301 (Building Technology and Sustainability) includes readings and project assignments that deal with materials, assemblies and systems. Evidence of *understanding* of collaboration of successful multi-disciplinary teaming is demonstrated.

ARAD/ARAR 302 (Structural Framework and Assemblages) further advances student exposure to structures and building assemblies. There is graphic representation of structural elements in relationship with building assemblies demonstrating an understanding of engineering and construction collaboration.

ARAD/ARAR 401 (Landscape, Ecology and Environment) provide a robust collaboration among planners, landscape architects, site/civil engineers and environmentalists as evidenced in the Ruta 123 project.

ARAD/ARAR 402 (Urban Scapes and Communities), which is being offered for the first time this semester, intends to extend this collaboration to urban design and the regulatory environment. Although there is only 1/2 of a semester's student work provided for review, there is indication that a multi-disciplinary approach is underway involving collaboration of the political and governmental sectors with public input.

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

[X] Met

2013 Team Assessment: The following fourth year design courses were identified by the school as providing understanding of project management.

ARAD/ARAR 401 (Landscape, Ecology and Environment) provides an understanding of the relationship between human behavior, the natural environment and the design of the built environment by engaging planners, landscape architects, site/civil engineers and environmentalists as evidenced in the Ruta 123 student project.

ARAD/ARAR 402 (Urban Scapes and Communities), which is being offered for the first time this semester, intends to extend this understanding of the relationship between human behavior, the environment and design involving urban design, the regulatory environment and public participation. Although there is only 1/2 of a semester's student work provided for review, there is indication that a

multi-disciplinary approach is underway involving collaboration of the political and governmental sectors with public input that will expose students to behavioral factors in the built environment.

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.*

[X] Not Yet Met

2013 Team Assessment: The following fourth year courses were identified by the school as providing understanding of the client role in architecture.

ARLA 201 (Professional Practice and Contractual Procedures in Architecture) The course description implies that several aspects of the client role in Architecture are to be covered. However, evidence of student understanding could not be found.

ARUS 201 (Territorial and Urban Public Policy in a Global Society) There is approximately 1/2 of a semester's student work provided for review. There is indication that students will advance their understanding of the client role in architecture. Further evidence will not be available until the end of this semester.

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

[X] Not Yet Met

2013 Team Assessment: The following fourth year courses were identified by the school as providing understanding of project management.

ARLA 201 (Professional Practice and Contractual Procedures in Architecture) The course description states students will acquire a complete understanding of professional practice, contractual procedures, legal ordinances affecting it, and to secure and structure simple transactions. These are elements necessary for the understanding aspects of project management however, no evidence in student work could be found.

ARDA 201 (Economic Feasibility and Finances in Real Estate) The course description states students will be introduced to the fundamental concepts and practice of cost effective real estate planning and development. While this course may provide insights into the understanding of project management, there is only 1/2 of a semester's student work provided for review. Further evidence may be available at the end of this semester. At this time no evidence could be found.

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.*

[X] Not Yet Met

2013 Team Assessment: The following fourth year courses were identified by the school as providing understanding of project management.

ARLA 201 (Professional Practice and Contractual Procedures in Architecture) The course description states students will acquire a complete understanding of professional practice, contractual procedures, legal ordinances affecting it, and to secure and structure simple transactions. These are elements necessary for the understanding aspects of practice management however, evidence of student understanding in the examinations for this course was insufficient.

ARDA 201 (Economic Feasibility and Finances in Real Estate) The Course Description notes students will be introduced to the fundamental concepts and practice of cost effective real estate planning and development. While this course may provide insights into the understanding of practice management, there is only 1/2 of a semester's student work provided for review. Further evidence may be available at the end of this semester. At this time no evidence could be found.

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.*

[X] Not Yet Met

2013 Team Assessment: The following fifth year courses were identified by the school as providing understanding of leadership.

ARAD/ARAR 420 (Developmental Design Studio II: Development Assessment and Feasibility/Independent Research II) ARDA 310 (Marketing & Branding through Commercial Communication Skills)

These courses will not be offered until Year 5 Semester 2 - Spring, 2014. Therefore, no student work is available at this time.

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.*

[X] Met

2013 Team Assessment: The following fourth and fifth year courses were identified by the school as providing understanding of legal responsibilities:

ARLA 201 (Professional Practice and Contractual Procedures in Architecture) The course description states students will acquire a complete understanding of professional practice, contractual procedures, legal ordinances affecting it, and to secure and structure simple transactions. Evidence was found in examinations.

ARLE 301 (Ecological Principles in the Built Environment) This course will not be offered until Year 5 Semester 1 – Fall, 2014. Therefore, no student work is available at this time.

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.*

[X] Not Yet Met

2013 Team Assessment: The following fourth year courses were identified by the school as providing understanding of the client role in architecture:

ARLA 201 (Professional Practice and Contractual Procedures in Architecture) The course description implies that several aspects of ethics and professional judgment are to be covered. However evidence of student understanding could not be found.

ARUS 201 (Territorial and Urban Public Policy in a Global Society) There is approximately 1/2 of a semester's student work provided for review. There is indication that students will advance their understanding of ethics and professional judgment. Further evidence will not be available until the end of this semester.

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.*

[X] Met

2013 Team Assessment: The school identified the following fourth and fifth year courses as providing understanding for this SPC:

ARAC 301 (Conservation Planning Strategies and Policies) There is approximately 1/2 of a semester's student work provided for review. There is indication that students will advance their required understanding of community and social responsibility particularly with respect to historic resources at a local/regional level. Further evidence will not be available until the end of this semester.

ARUS 301 (Territorial Planning Strategies on Infrastructures and Communities) This course will not be offered until Year 5 Semester 1 – Fall, 2014. Therefore, no student work is available at this time.

ARAD/ ARAR 401 (Landscape, Ecology and Environment) provides an understanding of the architect's responsibility to work in the public interest, and to improve the quality of life for local and global neighbors as evidenced in student work for the Ruta 123 project.

Other initiatives evidencing community and social responsibility include: working with AARP in an initiative known as Urban Ecosystem for the Elderly where students examined prevalent social and typological constraints to explore new housing models for the elderly; and Limbs for Haiti which provided organizational design parameters and alternatives for a health services clinic and orphanage in Port-au-Prince, Haiti.

Given that evidence is not available for the second half of ARAC 301, and ARAC 301 has not yet been offered, evidence from ARAD/ARAR 401 and other initiatives have been cited as substantiation that an understanding of community and social responsibility is met at this time.

Realm C. General Team Commentary: We found that the requirements for Realm C- Leadership and Practice were **Met** in the sources identified in the APR, and student evidence in the team room, for SPC: C.1: Collaboration, C.2 Human Behavior, C.7 Legal Responsibilities and C.9 Community and Social Responsibility. Sufficient evidence (or in some cases any evidence) was not found to confirm an understanding for the following SPC: C.3 Client Role in Architecture, C.4 Project Management, C.5 Practice Management, C.6 Leadership, C.8 and Ethics and Professional Judgment.

The courses identified for SPC **Not Yet Met**, with the exception of ARLA 201 Professional Practice and Contractual Procedures in Architecture, have only completed coursework for ½ of a semester or are not scheduled until Year 5, 2013-2014.

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

2013 Team Assessment: The Pontificia Universidad Católica de Puerto Rico is accredited by the Middle States Commission on Higher Education, and was reaffirmed November 19, 2009. The source of this information can be found in APR Part Four – Supplemental Information, Appendix 5: Regional and National Accreditation Status, pp. 127-129.

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

2013 Team Assessment: The program is scheduled to grant its first Bachelor of Architecture degree to the initial class of students in May, 2014. The 192 credit B Arch program, with available minors in nine areas of concentration, spans a 5-year period divided in seven (7) semesters of eighteen (18) credit hours each, three (3) semesters of nineteen (19) credit hours each, a summer of six (6) credits, and a summer of three (3) credits. The total credits are subdivided as follows:

54 credits – General Education Courses

50 credits – Architectural Design Studios

10 credits – Architectural Representation Laboratories

69 credits – Professional Concentration Courses

9 credits – Elective Courses (selected from the list of courses used to fulfill a minor in one of the nine areas of concentration. Completion of a minor is optional and students may choose to combine electives from different subject areas)

See section I.3 of this report, Concern 1 for potential impacts of the number of credits required for the degree.

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

2013 Team Assessment: The school's process for curriculum review and development, included in APR Sections I.1.4, pp. 41-46, I.1.5 pp. 46-52, was discussed with administrators and faculty.

The school uses a multi-level course, faculty and program evaluation system which includes: periodic academic progress assessments; weekly meetings of administrators, experimental unit coordinators and the dean; and annual student evaluations of the program. The university's assessment protocols for faculty and courses inform the school's review and development processes. The school's outreach activities invite feedback from community and professional partners that inform curriculum development.

Members of the faculty who are registered architects as well as architects who participate in school activities contribute to the curriculum review and development process.

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

2013 Team Assessment: We reviewed the procedures used to evaluate internal and external transfer students' prior coursework through an examination of policies, forms, and sample documentation from a student file.

In general, the program does not rely on preparatory or pre-professional education to meet SPCs. The vast majority of students meet all of the NAAB SPC at the PUCPR. In cases when students are transferring from another undergraduate architecture program to the PUCPR, the program director evaluates prior coursework and a portfolio of design work to determine appropriate placement of the student in the program.

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] Not Yet Met

2013 Team Assessment: While the NAAB statement was found on the program's website at http://website.pucpr.edu/arquitectura/?page_id=1907, the requisite text was not included in the printed *Official School Catalog 10/12*.

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

2013 Team Assessment: Current versions of the *NAAB Procedures for Accreditation* and the *NAAB Conditions for Accreditation* are in the reserve section of CARIBET Library. Both documents were also found online, under the NAAB section of the website at http://website.pucpr.edu/arquitectura/?page_id=1907.

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.aias.org

www.acsa-arch.org

[X] Met

2013 Team Assessment: Printed publications were available in the reserve section of CARIBET Library, and links to the various resources were found on the program's website in its NAAB section at http://website.pucpr.edu/arquitectura/?page_id=1907.

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

2013 Team Assessment: The recent Architecture Program Report was found at CARIBET Library in the reserves section. Links to the requisite documents were also online on the program's website in its NAAB section at http://website.pucpr.edu/arquitectural/?page_id=1907.

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: A link to NCARB's information on ARE (Architectural Registration Examination) Pass Rates was found on the program's website in its NAAB section at http://website.pucpr.edu/arquitectural/?page_id=1907. Specific pass rate information for the program will not be available until graduates take the ARE.

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 Pontificia Universidad Católica de Puerto Rico *APR*, pp. 7-9

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

Reference Pontificia Universidad Católica de Puerto Rico, *APR*, pp. 9-17

C. Long-Range Planning (I.1.4)

Reference Pontificia Universidad Católica de Puerto Rico, *APR*, pp. 41-46

D. Self-Assessment (I.1.5)

Reference Pontificia Universidad Católica de Puerto Rico, *APR*, pp. 46-53

2. Conditions Met with Distinction

The school has responded to the NAAB Perspective: Architectural Education and the Public Good with distinction.

See section I.1.3 E of this report.

3. The Visiting Team

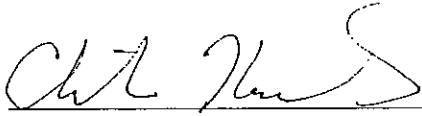
Team Chair, Representing the Academy
Christine Theodoropoulos, Dean
College of Architecture & Environmental Design
California State Polytechnic University
San Luis Obispo, CA 93407-0280
(805) 756-5916
(805) 756-2765 fax
Theo@calpoly.edu

Representing the Profession
Ronald J. Battaglia, FAIA
Flynn Battaglia Architects, PC
617 Main Street, Suite S401
Buffalo, NY 14203-1400
(716) 854-2424
(716) 854-2428 fax
rbattaglia@flynnbattaglia.com

Representing the NAAB
Anthony P. Vanky
Massachusetts Institute of Technology, 10-485
Cambridge, MA 02139
(734) 846-7057
tony@tonyvanky.com

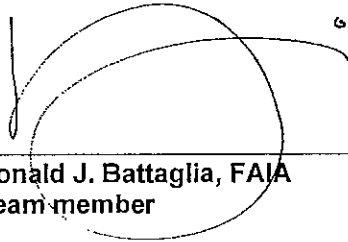
IV. Report Signatures

Respectfully Submitted,



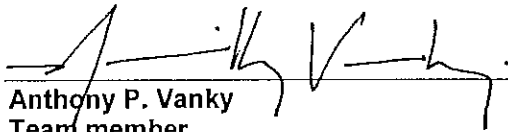
Christine Theodoropoulos
Team Chair

Representing the Academy



Ronald J. Battaglia, FAIA
Team member

Representing the Profession



Anthony P. Vanky
Team member

Representing the NAAB