

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

Initial Candidacy Visiting Team Report

B. Arch (192 semester credit hours)

The National Architectural Accrediting Board
30 March 2011

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

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I. Summary of Team Findings

1. Team Comments & Visit Summary

This is an extremely invigorating and vibrant team of administrators, faculty and students. There is very strong support for this school from local and state government, the business community, the architectural community, and the larger creative community. The Catholic University also exhibits unusually strong interest and support in the school, and is committed to the success of the program. The school's intentions and ambitions are to become the preeminent architecture program in the Caribbean, and then internationally is a dream realized through hard work and ingenuity.

The student body is both enthusiastic and energetic in their support, and confidence in the program and their futures in the profession.

The revitalization of the historic downtown Ponce has taken a strong upswing since the School opened, where only hollow facades once filled the environment. The downtown School has added life and richness to the central plaza that will only grow stronger as the School continues to fulfill its mission.

The University is now looking forward to the School of Architecture's leadership in continuing the revitalization of the area through the formation of the planned programs in fashion, graphic design, and film.

It is noted that there has been no change since NAAB's July, 2010 letter commenting on the excessive number of credit hours. The Board noted, "... that the total credit-hour requirement for the B.Arch. is far in excess of the minimum requirement for the B.Arch. The program is encouraged to look carefully at this matter in preparation for its visit for initial candidacy."

2. Conditions Not Yet Met

- 1) I.2.2. Governance
- 2) Part two (II): Section 1-Student Performance- Educational Realms & Student Performance Criteria (all SPC's are not-yet-met)

3. Causes of Concern

A. Gender Equity

Faculty and student gender balance is not on the level of architecture programs elsewhere in the multitude of schools across North America. On the other hand, it is interesting that this imbalance is not reflected in the volunteer student government in the school. The school is encouraged to explore opportunities for improving gender balance, including reconsideration of studio evening schedules, which may be discouraging to potential female faculty.

B. Student/Teacher Ratio

The current ratio of 17:1 is higher than the student/professor ratios at most North American institutions, particularly for upper level studio instruction.

C. Fab Lab

It is recognized that the workshop is adequate in space and equipment for the current student population. However, as the school grows to 100% student and faculty population and curriculum delivery, adjustments will have to be made.

4. Progress Since the Previous Site Visit

This category is not applicable to this visit.

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II. Compliance with the Conditions for Accreditation

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

I.1.1 History and Mission: *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The program has fulfilled this requirement for narrative and evidence

2011 Team Assessment: This new architectural program that is only now offering its fourth semester is a part of, and strongly supported by the Pontifical Catholic University of Puerto Rico (PCUPR). The PCUPR has a history of 65 years of higher education in Ponce, Puerto Rico and is proud of its new college. The Escuela de Arquitectura is innovative, well financed with aspirations of becoming one of the most important architectural programs in the Caribbean and the world. This program is perfectly suited to the contemporary context of this country where engineers lawfully produce most of the architecture. With the engineer's argument that there are not enough architects to fill the void in the practice of architecture if they were to limit themselves to only practice engineering is soon hoped to be abated. The synergy of this program starts with a traditional architectural degree plan that expands to different specialty studies as a student advances. The institution of architecture in Puerto Rico benefits from this creative endeavor by providing tools needed for architects to advance to a level of practice architecture than is currently practiced in Puerto Rico and throughout the region.

I.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.

2011 Team Assessment: It is evident from school materials that the student's experience is of foremost concern and interest to the school. This is first evidenced in the school's pedagogical approach to architectural education, which seeks to provide students with a 'complete' education premised on active engagement, facilitated by a technological/digital framework. In addition to concern and care towards the academic context, the school has actively worked towards creating a learning environment that encourages students to participate actively in their education. This is clearly evident in the School's support for the creation of a student body government, for which the school hired a consultant to assist with, and support this effort.

The description of the school's Studio Culture, contained within the Official School Catalogue, lists 10 precepts: respect; dignity towards work; prudence; solidarity; leadership and social commitment; equality; tolerance towards differences and participatory governing; promotion and dissemination; stimulate the creative process and the cultivation of imagination; and, cooperation and collaboration. Students reported a highly positive learning environment, referencing a climate of faculty and peer support, constructive and healthy competitiveness, and helpful teamwork. They also cited a positive attitude towards their workloads and hours, and that they feel valued in the school. These attitudes are also reflected in the official Studio Culture document, which was drafted by the students, with support from School Administration.

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.

2011 Team Assessment: Owing to the recent start-up of the program, it is too early in its history to assess its contribution to scholarship. However, this is more than offset by the intensity of community engagement at all levels of the program. The choice of a former department store in the highly visible urban center, opposite a civic plaza, is being viewed by the community as a catalyst for new development and the preservation of the urban historic inventory. Close associations with the mayor and the former governor, along with the commitment of the university, are leading to broader visions for a design district anchored by the architecture program. Numerous members of the community spoke to the team testifying of the genuine excitement surrounding this impending revitalization of the urban core.

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

- 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.

2011 Team Assessment: The students demonstrate an excitement about the program that is, at the least, contagious. The abilities learned, married to an urban situation, will yield life skills to be universally transportable.

- 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.

2011 Team Assessment: At this stage in the development of the school (first and second-year students), the students are keenly aware of the necessity for an accredited degree. To date however, there seems to be little evidence of any student understanding of what IDP is and when enrollment can take place.

- 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.

2011 Team Assessment: All of the above goals are clearly stated in the schools mission and vision statements, catalogue, promotional video, and to a very limited extent, the website. It is premature to judge whether these intentions will become reality but the establishment of these goals provides a clear direction.

- 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.

2011 Team Assessment: As in D. above, the values and objectives of this perspective form a basis for the goals of the program. The desire to move from a port to a network of global access,

grounded in the laboratory of the urban condition, aims to position its graduates as civic and professional leaders.

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.

2011 Team Assessment: As the School is currently at the 30% point in the delivery of their program, long-range planning at this time is in the form of the planning for the first complete delivery of the program. Documents that were made available to the Accreditation Team within the APR include "Integral Strategic Plan – SEEDS Experimental Units" (Appendix 8), and, "Strategic Plan of Academy Platform: Development and Feasibility." These plans lay out objectives, strategies, resources and timeframes for the complete rollout of the program. The University is monitoring the development of the School through the formation of a University constituted Implementation Committee, which measures progress against objectives and stated deliverables.

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.

2011 Team Assessment: Self-Assessment procedures for the School are numerous and extensive, as governed by the University's Institutional Assessment Office (OAI), and listed in the APR.

The School is progressing well and quickly towards its mission, as evidenced by the APR, School Catalog, University materials, and key informant interviews with School and University administrators, as well as with students and staff. The School is acutely aware of the need to fulfill the University's high expectations of this new program, and is vigorously and rigorously ensuring that it meets these expectations at all levels, particularly those related to academic innovation and excellence, and fiscal responsibility and sustainability. Entwined with the University's expectations are those of the community, given the School's bold initiative of urban revitalization in the historic city core. In return, this is a School that is embraced by the community, and so success and/or failure are not likely to occur in the usual obscurity afforded by a large academic institution. In response to this relationship, the School is working closely with the University and the community to ensure success; part of this exercise is a rigorous and ongoing process of self-assessment.

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

2011 Team Assessment: Sources of information in this section includes the APR, Faculty Manual, additional material supplied in the Team Room, and conversations with staff and students.

At present, the School is adequately staffed for both academics and administration, although studio ratios are listed as 17:1, which is higher than NAAB's expectations. As the School continues to grow to 100% program delivery, additional administrative and academic staff will be required to meet the demands of a full program. This includes workshop and digital technical support staff, given the heavy emphasis in the School on digital design and fabrication.

The School and the University adhere to policies of Equal Employment Opportunity/Affirmative Action, as outlined by the University and the Faculty Manual. However, the male/female ratio of academic staff is far below ratios elsewhere. The School is encouraged to explore opportunities for improving gender balance, including reconsideration of studio evening schedules, which may be discouraging to potential female faculty (source: discussions with faculty).

With regard to IDP, the School reports (source: APR) that an IDP orientation session is provided once a year to architects and students. However, assigning a staff member as IDP coordinator would be highly beneficial to students.

With regard to professional development for faculty, the School has begun initiatives which begin to provide a supportive environment for faculty development, including the School's Lecture Series, which, by arrangement with CAAPPR (Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico), contributes to continued education credits for faculty. Also, the School covers expenses related to license examination review courses. However, the School is encouraged to seek further professional development opportunities and support for faculty.

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.

- **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

2011 Team Assessment: Sources of information in this section includes the APR, School Catalog, the School's website, and conversations with staff and students.

The documentation related to student admissions requirements and procedures is clear and easily available to prospective students.

Individual and collective learning opportunities for students include the Lecture Series, exhibitions of work at the School, community events created in conjunction with the School, and publications of School work. There are additional activities offered by the School and the University, including sporting activities, choir, and a theater workshop. The School has also actively worked with students to create a student government, which contributes positively to student life at the School, as well. The School's commitment to this has included hiring a staff member to work directly with the student body on developing the student government.

I.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

2011 Team Assessment: The University's academic programs are structured within the framework of six colleges, in addition to the School of Architecture. The School of Architecture operates autonomously within the University, as the School is an academic unit implicitly equal to the University's Colleges (front page, website, Pontificia Universidad Catolica de Puerto Rico, <http://www.pucpr.edu/>). The Dean of the School also reports that he is accountable directly to the President of the University. The School of Architecture's Official School Catalogue identifies the Administration Team itself page 39), and includes description of the Administration's ethics and values (pages 37-38). The organizational chart and position descriptions for the Administration Team are found in the "Estructura Administrativa" binder, as part of the materials in the Accreditation Team Room. The number and types of administrative staff appears to be sufficient for the size of the School at this time. However, as the School continues to grow to a full student body by 2014, it is possible that additional staff will be required to provide sufficient support for the full student body and associated faculty.

- **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 inadequate for the program

2011 Team Assessment: 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.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

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

[X] Physical Resources are adequate for the program

2011 Team Assessment: The source material for this assessment includes building drawings; verbal student feedback; and, firsthand observations.

The School of Architecture occupies a newly renovated three-storey structure in the historic part of Ponce, across the street from a major square in the downtown of the city. The entrance to the School is designed as an open, fully glazed storefront, accessed at street level. The School is equipped with state of the art Teknion furnishings and digital design/fabrication equipment. The School's facilities include:

- 24 student studio spaces, across all three floors (425-590 sqf)
- library and reading area
- Fabrication Laboratory (workshop)
- Multimedia lab, equipped with 3 plotters, 1 photocopier, and 3-11x17 printers
- administration offices
- 9 shared office spaces for the Experimental Unit Directors (88 sqf each)
- 5 classrooms (425 sqf, 3x 520 sqf 638 sqf)
- lecture room (1548 sqf; 130 seat capacity)
- gallery/review area

The studio spaces are designed as 'pods' assigned for each studio class containing fixed, built-in student workstations, which are ringed around a central, shared table. Each workstation consists of a chair and desk, equipped with a computer and dual screens. The size of each student space ranges between 27-31 sq. feet, which appears to be small, relative to the space needed for architectural study, i.e. there is little space for using or referring to books and other materials, nor for layout of drawings, and for model making.

Whereas there are nine shared offices for the Experimental Unit Directors, there are no other faculty offices at this time.

The Fabrication Lab (workshop) is equipped with both traditional wood working power and hand tools, as well as digital fabrication equipment. The latter includes:

- 1 laser cutter
- 4 3D printers
- 1 large CNC

- 1 small CNC

There is minimal space for assembly (1 work table) in the FabLab, but students utilize additional space in their studio areas, as well as in the currently empty studios for assembly purposes.

While the School's physical resources are adequate for the needs of students and faculty at this time, the program is currently only 30% complete, and will be growing substantially by 2014. This completion of School growth is likely to require additional space, particularly for workshop assembly and faculty offices. The Multimedia Lab and Fab Lab may also require additional equipment, given the intense focus of the School on digital design and fabrication. In particular, additional laser cutter(s) may be required in the Fab Lab.

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

2011 Team Assessment: Discussions with the Dean and the President of the University indicate that the foundation of the School, including physical resources, was funded through a loan arrangement for \$10million with the University. Financial projections for the School indicate surpluses beginning in Year 2 (2010-11), which will be used in the short term to repay the University's initial funding.

Discussions with the President of the University and his senior Administrative team clearly indicate a strong commitment to support the School, financially and otherwise, as Architecture is viewed by the University as a very important program.

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

2011 Team Assessment: The School library is housed in a spacious, naturally lit space on the main floor, and includes a comfortable reading area, in addition to 5 computer stations. The library has secured an initial collection of books, periodicals, and database memberships (such as the Horizon public catalogue and the Avery Index) with and \$100,000 expenditure, and is projecting additional expenditures of \$25,000 per year in support of the library. A program was recently initiated to solicit both offices and individuals to expand the holdings of older periodicals as well as out of print books and texts.

The library is staffed by the Information Systems Director, and two part-time assistants. In addition to the holdings in the School library, students and faculty have access to the University's main library system, which includes digital databases, as well as their collection. The University's library also enables access to the library collections of other Universities in Puerto Rico, and facilitates inter-library loans.

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 contain the appropriate information

2011 Team Assessment: Current gender statistical information for students, faculty and administration, during the initial three semesters of school operations, were provided to the team by the administration.

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

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused

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

Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

[X] Annual Reports and NAAB Responses were not provided

2011 Team Assessment: Annual reporting is not required for eligibility status.

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.

2011 Team Assessment: Currently, faculty members are entirely part-time, based on the first two years of student admissions to the program. From a review of the faculty exhibit containing their resumes, the mix of twenty-four master's degrees, sixteen bachelor's degrees and one PhD degree is adequate for the current student population. A larger population will require more advanced degreed faculty similar to other institutions' faculty cohorts. This may play out as more full-time faculty positions are filled and the part-time and adjunct pool decreases.

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

2011 Team Assessment: Each document listed in Appendix 3 was found in the team room. Those written in Spanish were;

“Comité de Avalúo Institucional” = “Self-Assessment Policies and Objective”

“Políticas Protocols” = “Personnel Policies”

“Centro Arquitectónico de Recursos de Información Bibliotecaria para la Enseñanza Tecnológica” = “Policies on library and information resources collection development and A description of the information literacy program and how it is integrated with the curriculum”.

FINAL DRAFT

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.***Not Yet Met****[X]**

2011 Team Assessment: This SPC is not scheduled to be met until year 4.

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.***Not Yet Met****[X]**

2011 Team Assessment: This SPC is not scheduled to be met until year 3.

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.***Not Yet Met****[X]**

2011 Team Assessment: This SPC is not scheduled to be met until year 3.

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.***Not Yet Met****[X]**

2011 Team Assessment: This SPC is not scheduled to be met until year 4.

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

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 4.

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

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 3.

- 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.*

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 4.

- 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.*

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until years three 3 and 4.

- 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.*

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 4.

- 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.*

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 4.

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

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 3.

Realm A. General Team Commentary:

Although theoretical precepts underlie the early studio sequence, the translation of theory into conceptual design is not yet clear.

The formulation of pattern and space are well developed, but the significance, or meaning of the resulting work is not participatory in the development of the design.

Therefore, the design exists in the abstract, devoid of placement within a larger cultural and/or societal context.

The development of conceptual design as outcome, as related to theory, is not yet evidenced. The framework & rationale for conceptual design decision-making is not clear.

Appropriateness and relevance are aspects of design decision-making that not clear in the work displayed, nor the supporting materials.

There is an absence of evidence of what is guiding the decision-making.

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.

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 4. Early indications, as evidenced in the student work, suggest that there is an understanding of the role of pre-design.

- 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.**

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 5.

- 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.**

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until year three 3.

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

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 4.

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

Not Yet Met
[X]

2011 Team Assessment: Some evidence of the basic understanding of this SPC was evident in the work provided in the Team Room. This SPC is not scheduled to be met by coursework until years 4 and 5.

- 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

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

A.4. Technical Documentation

B.2. Accessibility

A.5. Investigative Skills

B.3. Sustainability

A.8. Ordering Systems

B.4. Site Design

B.5. Life Safety

B.7. Environmental Systems

B.9. Structural Systems

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 5.

- 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.

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until years 3 and 4.

- 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.

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 3.

- 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.

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 3.

- 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.

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 3.

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

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 3.

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.

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until years 3 and 4.

Realm B. General Team Commentary:

Generally, it is simply too soon to make any judgment on the elements of this realm based on the evidence provided by the work in the team room exhibit. The program appears to recognize the importance of the elements of this realm, as they relate to the practical application of these fundamental principles, in the program's desire to treat Ponce as a laboratory for urban investigation. The scheduled delivery of the curricular elements "SEEDS" (Spanish acronym for Experimental and Educational Sequence Disciplines and Solutions) places most of the understanding and ability in years four and five. The team feels that early introduction is key to the program's stated goal of an integrated approach to achieving at the "ability" level.

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.

Not Yet Met

[X]

2011 Team Assessment: As in many projects within programs, the practice of individual groups analyzing various aspects of the pre-design criteria is present in the work presented. While intended as an introduction, this SPC is not scheduled to be met until year 4.

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

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until years 3 and 4.

- 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.**

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until years 3 and 4.

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

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until years 3 and 4.

- 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.**

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 3.

- 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.**

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 4.

- 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.**

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until years 3 and 4.

- 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.***

Not Yet Met

[X]

2011 Team Assessment: This SPC is scheduled to be met in years 3 and 4. The team had some reservations, after viewing the student work, regarding the use of both digital representation and fabrication. The concern arises from the fact that the use of very advanced digital tools enables the student to create complex and unusual forms and fabrications without questioning either the intentions or the consequences of creating such constructs. Because one has the ability to create complex or unusual forms does not, in itself, make it a compelling argument to do so, nor does it necessarily represent an idea about the limits or appropriateness of architectural expression. Related to this is the ability to engage in an exercise of critical thinking as part of the design process, which was not evident in the studio work. Understanding of the complexities of this SPC is a long-term process and one which the team encourages an early beginning.

- 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.***

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until years 4 and 5. However, if one accepts the program's stated educational purpose, these are the principles around which this entrepreneurial urban laboratory is conceived.

Realm C. General Team Commentary:

The SPC requirements of Realm C are scheduled to be met in the years three through five. Information contained in both the matrix and catalogue suggests that the desired approach for meeting the criteria is to spread the responsibility across numerous academic and studio courses over the three-year period. The team is in full agreement with the proposed approach pending the outcome of the first accreditation evaluation.

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

2011 Team Assessment: The Pontifical Catholic University of Puerto Rico Ponce is accredited by the Middle States Commission on Higher Education, and was last reaffirmed on November 19th, 2009. (source: APR Appendix 9, Letter, "Statement of Accreditation Status")

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

2011 Team Assessment: The program will bestow its first B Arch to the first cohort in four years.. The 192 credit Bachelor of Architecture degree program, with a minor specialization, breaks down in the following manner:

- 50 credits - Design and digital representation studio courses
- 10 credits – Digital representation and fabrication courses
- 69 credits – Professional courses
- 9 credits – elective courses in ONE of the experimental units (Minor degree requirement)
- 54 credits – General education courses

According to the curriculum schedule, several of the general education course credits must be taken in physical education and religion courses. The team noted that due to the program's requirements for a minor, once a minor path was chosen within a "SEED", the alternatives for electives are closed.

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

2011 Team Assessment: The source of review and development information can be found in the APR and was substantiated by discussions with the faculty.

The program has initiated a rigorous multi-level course, faculty and program evaluation system including periodic Academic Progress Assessments, weekly meetings with the Dean, annual student evaluations of the program's performance as well as adherence to the NAAB perspectives. This is further reinforced by the institutions faculty, course and program assessment. It is important to note that the design of the

program itself, based on the entrepreneurial nature of the endeavors, have a self-evaluation mechanism at its heart.

Currently, the entire faculty is part-time and most are licensed and practicing architects. So students appear to be very close to practice issues.

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

2011 Team Assessment: The program's offering is a five-year baccalaureate degree (B Arch). With only the first two cohorts currently admitted, there are relatively few students with advanced placement, since the vast majority of the students are experiencing their first collegiate education. The team met with several students that had previous undergraduate experience, but we are not aware that any of them were given advanced placement that would allow them to have met an SPC in some other institution.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

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

[X] Met

2011 Team Assessment: The statement was found in the School's website http://ea-pucr.com/?page_id=1907

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

2011 Team Assessment: These documents are found in the reserve section of the library as hard copy and in the School's website as downloadable PDF or links http://ea-pucr.com/?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.aia.org

www.acsa-arch.org

[X] Met

2011 Team Assessment: These documents are found in the reserve section of the library as hard copy and in the School's website as downloadable PDF or links http://ea-pucr.com/?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

2011 Team Assessment: These documents are found in the reserve section of the library as hard copy and in the School's website as downloadable PDF or links http://ea-pucr.com/?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

2011 Team Assessment: These documents were found on the School's website http://ea-pucr.com/?page_id=1907 . The team is aware that his institution will not have any records of its own for review until after the first cohorts take the Architect Registration Examination.

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

The Pontifical Catholic University of Puerto Rico was founded in 1948, under the guidance of the Bishops of Puerto Rico, His Excellency James E. McManus, Bishop of the Ponce Archdiocese, and His Excellency James P. Davis, Bishop of San Juan. First known as Santa María, the university opened its doors to a group of 193 students in classrooms provided by the Capuchín Fathers and the Sisters of St. Joseph in San Conrado School in Ponce. In 1949, the University acquired 120-acres of land from the government of Puerto Rico and the Ponce campus was established.

In its beginning, the Pontifical Catholic University of Puerto Rico was affiliated with Catholic University of America in Washington, D.C. It was incorporated by the Board of Regents of the University of the State of New York, and it was granted an Absolute Charter as an institution of higher learning with programs leading to academic and professional degrees. Towards the end of its first year, the University was accredited by the Council of Higher Education of Puerto Rico and in 1953, by the Middle States Association of Colleges and Secondary Schools. The latter accreditation was renewed in 1963, 1973, 1983, 1993 and 2003.

The Pontifical Catholic University of Puerto Rico aims to satisfy the ever-increasing need for higher education in Puerto Rico, especially in the islands southern region. Initially, it offered programs in the arts and sciences, and prepared teachers for inclusion within the islands public school system. Later, the College of Education was formally founded, and programs leading to an associate degree in Education and bachelor degrees in Science in elementary education and in secondary education were offered. Beginning in 1954, degrees in Business Administration and in Secretarial Sciences were granted. In the field of science and in response to the community's need for professionals in the medical field, complete Nursing and Medical Technology programs were developed in 1956 and 1967 respectively; the latter was accredited in 1968 by the American Medical Association (AMA).

In 1961, the PCUPR School of Law was added to the universities offering. The College of Arts and Sciences was divided in 1966 into the College of Arts and Humanities, the College of Science, and the College of Business Administration. Master's degree programs were established in Education (1967), Business Administration (1969), Nursing (1976), and Hispanic Studies (1976), all accredited by the respective agencies. The School of Medicine was established in 1976-77 and reorganized as a Foundation under the name of the Ponce School of Medicine in 1979. It continues to maintain strong academic and research ties with the University.

The University is governed by a Board of Trustees, presided by the Archbishop of San Juan. The Bishop of Ponce, as Grand Chancellor, is the executive representative of the Board of Trustees in the University. The Board of Trustees is constituted of de jure members and others named directly by the corporation (corporate legal status). There is also a faculty representative and a student representative named for a period of one academic year by de jure members.

The institution is administered by a President and other officials and organizations named by him or her. The President presides over the University Senate, the University Board, and the Administrative Board. Three officers assist the President in the administrative duties: the Vice-President for Academic Affairs, the Vice-President for Finances, and the Vice-President for Student Affairs. Each college or school has an academic Dean as its chief executive; each branch campus has a Rector, each extension and department has a Director.

I.1.1.2- Institutional Mission

The mission of Pontifical Catholic University is to honor and promote life and dignity of the human being as well as to educate him/her in accordance with the values of the Gospel and the disciplines of current scientific knowledge in order to build a better local and global community. The University's founding principles are expressed through the following essential values:

- o Persistence in merging *FAITH* and *REASON* in our daily life as it is lived to its fullest.
- o *CATHOLIC LIFE* in all its doctrinal, sacramental, and spiritual dimensions, including experiences in personal and group encounters.
- o *FAMILY* as the basis and inspiration of the educational experience in order to achieve the highest aspirations.
- o *INTEGRITY* seen as verification of what is proposed or affirmed during the educational encounter and in the agenda of the institutions.
- o *SERVICE* to the community as fulfillment of genuine Christian love.
- o *QUALITY* in both the educational encounter and service aimed at continuously attaining better results.
- o *DIALOGUE* as a means of insuring the pertinence of curricular, programs, and services through personal encounters, focal groups, and other activities.

In the context of 21st century higher education, the Pontifical Catholic University of Puerto Rico achieves its established mission by means of a dynamic, critical, and creative educational encounter, framed around Christian amity and committed to the quest for answers and solutions to the issues of culture and to the challenges of the Puerto Rican, Caribbean, and global realities within a peaceful and harmonious environment. The institution, based on the teachings of the Church and concerned with the integral education of man, has as its fundamental aim the search for truth and the dissemination of knowledge. It pursues both objectives through the study of the various fields of knowledge while promoting a genuine dialogue among the arts, sciences, philosophy, and theology. The University cultivates the distinctive disciplines according to their individual principles and methods, maintaining academic freedom in an open and honest dialogue with faith. In this manner, it aims to form righteous men and women with the capacity to assume responsibilities in society and to stand before the world as loyal witnesses of their faith.

B. History and Mission of the Program

Early in 2007, architect Abel Mislá Villalba and a small group of local professionals found themselves pondering amidst uncertainties brought forth by the economic, social, and political structures in Puerto Rico. Involved within the realms of the public and private sectors, as well as academia, discourses gave way to very innovative perspectives on the issues and the need to have a well-established, coordinated venue to further examine and implement these perspectives in a cohesive, creative and functional manner. It is in this particular setting that academia, in conjunction with public and private sector, proved to be a viable, objective and comprehensive platform for the study and implementation of strategies aimed at validating or re-dimensioning prevalent models, and in seeking new

approaches at dealing with not only with the issues, but also their effects, detrimental or otherwise, on communities, urban settings, design culture and overall character of the social realm.

The creation of a new academic platform became an imminent mandate, parting from an innovative approach, but within an already established structure that could provide support, resources and a solid platform. The Pontifical Catholic University of Puerto Rico, as the single largest academic institution in southern Puerto Rico, and with a complete academic offering (ecology, biology, sociology, law, finances, economy, engineering, politics, communications, and humanities) and strategic local and regional alliances with both the public and private sectors, became that sought partner.

A proposal for the new School of Architecture was drafted and presented to Rafael Hernandez Colon, former governor of Puerto Rico and member of the Board of Trustees of the Pontifical Catholic University of Puerto Rico. Well known for his innovative political postures and proactive approach towards the urban realm, culture and the economical and political forces that drive them, the proposal found its way to the Board of Trustees. Unanimously favored by all, an Implementation Committee was created to oversee and promote the proposed architecture program to fruition.

The Implementation Committee's first task was to commission a Feasibility Study. The study concluded that the proposal was not only economically feasible, but also a necessity within Puerto Rico's southern and western regions. Following the validation provided by the Feasibility Study, the proposal was then submitted and circulated among all institutional governances within the University, namely, Curriculum Committee, Academic Senate and Finances Committee, and was approved without major exceptions or amendments.

One of the most important and daunting tasks was finding a home for the architecture program. With the invaluable help of Rafael Hernandez Colon, chairman of the School's Implementation Committee, architect Abel Misla Villalba, the program's founder, and a group of dedicated architects and planners, an exhaustive search for the program's home ensued. Following the programs philosophy of establishing its operations within Ponce's urban fabric, the Historic Forteza building was finally selected and acquired by the University. The existing building proved ideal to accommodate the facilities, and its location proved even more dramatic and visionary than imagined. Nested along the perimeter of Ponce's Main Plaza, and within the Historic District, the Forteza Building was rescued from abandonment and given its proper respect, filling its promise of fortitude and timelessness. It was about that same time that the required documentation was drafted, organized and submitted to the Puerto Rico Higher Education Council (CESPR for its Spanish acronym) for approval. Without comment or exception, approval from the Council was granted.

Exhaustive marketing and recruiting for the Program became the next top priority, all while the Forteza building was redesigned and rehabilitated. The island wide recruitment campaign yielded great feedback as to the Program's offering and, most importantly, provided the School with a myriad of candidates seeking admission into the school. Following University protocols and additional processes, candidates were carefully screened, interviewed, and scrutinized for admission. The effort yielded 119 eligible candidates ranging from new admissions, to mid career transfers, to post graduate level students pursuing new directions. On September 4th, as a preamble to the School's formal inauguration, and marking the birth of the new Program, the School organized its first architecture summit. Titled *The Currency of Ideas: Forecasting New Climates for the Exchange of Cultural Capital*, the event included seven internationally renowned architects and educators.

With a technological platform second to none, and a vision deeply rooted in innovation and the practical implementation of technology, the Pontifical Catholic University's School of Architecture was officially inaugurated on September 18th, 2009. During its foundational year, the Program has opened dialogues between widespread disciplines through a well established experimental ecology, providing the groundwork for graduates capable of developing free enterprise, with capacity for professional and intellectual growth, and a vision beyond the stereotypes of the profession.

Academically, the transition from the first year to the second was made with an innovative Digital Design Summer Program, in which many of the School's active and accepted students integrated with high school students and undergraduates from other programs within the institution and other universities, to investigate the relations between industrial design and architecture. Officially, the second academic year of the School began on August 16th, 2010, with a new class of 132 students, an even bigger group than the previous proving the pertinence of the Program within the Region.

I.1.1.4- Architecture Program Mission

- School's Vision

Through an interdisciplinary curricular structure, a unique digital platform complimentary to that structure, and a compromise to impact society constructively through a multisectorial institutional interaction, the School of Architecture envisions a creative process that transcends the conventional, that is rooted in a non-conformist attitude and where the establishment is constantly tested and scrutinized in benefit of innovation and creativity.

- School's Mission

The mission of the School of Architecture at the Pontifical Catholic University is to educate and forge a new architect, planner, thinker and entrepreneur in an interdisciplinary environment; one within which the understanding of the territorial and urban complexity, as well as the regional, and global economic dynamics operate with advanced technologies and knowledge to guide sustainable investments and interventions.

- Transgressing Conventionality: Growing a New Technological, Economic and Territorial Architectural Genetic

The School of Architecture at the Pontifical Catholic University of Puerto Rico aims to forge a new *Strategic Architect* through an innovative ecology of experimentation and expansive knowledge. With an international agenda, an unprecedented access to technology, and a profound social compromise with Puerto Rico's Southern Region, the Pontifical Catholic University opens its doors within Ponce's historical urban center. The *Strategic Architect* is a professional shaped by the substantive crossing between disciplines, with a total dominion of technologies and an understanding of the complexity of the territories and the cities.

Through an interdisciplinary curricular structure, a unique digital platform complimentary to that structure, and a compromise to impact society constructively through a multisectorial institutional interaction, the School of Architecture exposes its community, students, professors and visitors to creative processes that transcend the conventionalist attitude and the obsolete state of the proposals of the establishment.

In definition, the profession of architecture can be interpreted as the empowering of avant-garde initiatives in the world of urban development and territorial planning with repercussions in the way a city is viewed to the rest of the society. For this reason, the Academy possesses a role of vital importance in the education of these professionals that actively influence a large part of what be

the future of a society. Therefore, with the purpose of forming a new architect, a Strategic Architect, able to reformulate the discipline and exercise of the general practice, our Architecture Program serves as ideal platform to create such professional. Our program reaffirms the importance of leadership, self-guided discipline, and transcendental quality for the young professionals that search for their space in a very competitive professional arena. Graduates from the Architecture School Bachelor Program at the Pontifical Catholic University of Puerto Rico in Ponce shall be:

- Architects that will act in tune with the Christian values and principles that are proclaimed in the Pontifical Catholic University of Puerto Rico.
- Architects with a higher sense of commitment and responsibility towards the practice of the profession, innovative, able and with a vision of the future.
- Architects with a business sense, willing to position themselves in a hierarchical position and have their voices be heard, highly active in the decision making process that affects the way natural and build environment is plan, manage and developed, the quality of life as a society and the capacity of innovative developments.
- Architects aware of the realities of the exercise of the discipline.
- Architects with a better understanding of the confines and limits of the profession, that can diversify the profession through interdisciplinary interaction, transdisciplinary knowledge and multisectorial approach to open new avenues for success.
- Architects who shall have the capacity to establish effective and proactive relations with all governmental, cultural, social, political and economical structures inherent in today'

- Regional Empathy: The South, Our North

The School adopts the concept of Regional Empathy as the ethical backbone of its academic, social, cultural economic proposal for the southern region of Puerto Rico. Asserting Regional Empathy will be the vertebrae of economic growth for global markets and networks that will be developed through the Port of The Americas, one of the biggest public investments and infrastructural projects within Puerto Rico, and a potential catalyst for economy, culture and regional development. Encouraging Regional Empathy will assure the healthy evolution of our academic ecosystem culture in a global exchange context. Academic ecosystem culture conceived as the civic and epistemic organizer of the society, like the quarry of wealth, heap of experiences and knowledge. In accordance with economist Jeremy Rifkin, "the cultural production always precedes the cultural sphere, never the commercial. In that sense, the economy it is also a derived institution." The School of Architecture shall contribute to the sustainable development of the Region in a historical moment where economic growth and expansion stand in the way of the vitality of cultural assets. In this way, the Southern Region will establish its north, with an ethic towards its culture but settled to become a vital economic model zone of the Caribbean and the World.

Accomplishing the specific goal of establishing a functional Regional Empathy, the our academic ecosystem and the architecture program will benefit the institution by making unique intellectual contributions for the context in which it operates. At the same time, the academic diversity provided by the Pontifical Catholic University will facilitate the interdisciplinary dialog, essential to the philosophy of our program, and necessary for regional progress in design and planning the physical and natural realm.

- Program Introduction: Innovative Academic Paradigm

The Bachelor of Architecture Program is conceptualized from a constructivist perspective of education in which a pedagogical ecosystem is created with students, professors and administrators that promote the advancement of practical and theoretical knowledge of the discipline in an ethical manner. Throughout a 5 year academic experience, we expose, conscience, and capacitate Strategic Architects in all the fields of knowledge and expertise in the professional fields that intervene in the sustainable planning and development. The School of Architecture Curriculum is comprised of an innovative undergraduate structure that examines and integrates each field of studies inherent to the profession through a technological and critical engagement of design. Technology and Digital Representation processes are central to the theoretical and pragmatic and nurtured through serious technological exploration. The School of Architecture Curriculum is comprised of an innovative undergraduate structure that examines and integrates each field of studies inherent to the profession through a technological and critical engagement of design. Technology and Digital Representation processes are central to the theoretical and pragmatic and nurtured through serious technological exploration.

Throughout the curricular sequence, students are immersed in a multidisciplinary framework. Students are exposed to ten fields of knowledge that constitute areas of expertise. The ten fields are:

- o Adaptive Conservation and Preservation
- o Architectural History and Culture
- o Landscape, Ecology and Environment
- o Structural Frameworks and Assemblages
- o Digital Representation
- o Building Technology and Sustainability
- o Urban Scapes and Community
- o Developmental Assessment and Feasibility
- o Legal and Administrative Awareness

The academic program consists of five year, 192 credits Bachelor of Architecture degree. Seven semesters of 18 credits, three semesters of 19 credits, and a total of 9 summer credits. The 192 credits are divided into:

- 50 credits Design and Digital Representation Studio Courses
- 10 credits Digital Representation and Fabrication Courses
- 69 credits Professional Courses
- 9 credits Elective Courses in one of the Experimental Units (SEEDS) conducting to a Minor Degree
- 54 credits General Education Courses

The Bachelor of Architecture degree requires that each student obtain a Minor Degree of Specialization with the completion of 24 credits in one of the SEEDS Experimental Units which are co-related with the areas of study at most of the architecture educational programs.

C. Long-Range Planning

The goal of the PCUPR School of Architecture's academic platform is to bring a high standard, all encompassing education that can bring real solutions to real problems affecting our community and our region. Attention shall be given to the integration of the

student body within the communities' social, cultural, political, economical realms, bringing forth a formative process guided by intellectual quality, integrity, and compromise where the real necessities of the community are met with innovation in a skillful, multidimensional manner.

With this mandate as the cornerstone of the School's holistic approach, the integration of the Experimental Unit components to the Program prove to be an innovative and integral part of the School's success. The School has a Strategic Plan articulate and implement by the SEEDs or Experimental Unit. The Strategic Plan defines goals and objectives in response to the NAAB's Five Perspective:

1. Architectural Education and the Students: Academics
2. Architecture Education and the Academic Community: Research
3. Architecture Education and the Regulatory Environment: Continuum
4. Architecture Education and the Profession: External Resources and Industry Outreach
5. Architecture Education and the Public Good: Community Outreach

The general goals and objectives of the Experimental Unit matrix is delineated as follows **(Please refer to the Integral Strategic Plan for a complete appreciation of details and action plans and Appendix 8)**:

- The **Architectural Design and Representation** Unit (ARAD/ARAR) is established as the cornerstone of the architectural design platform. Its goal is to lay the groundwork for all design and representation courses, and provide students with the most current trends, theories and tools available to the design professional. Through a solid curricular intervention, the Unit shall promote the digital approach as an efficient tool for visualizing, manipulating and representing design work within a platform rooted in exploration, experimentation and implementation. **(See Full Plan in Appendix 8)**
- The **Architectural History and Culture** Unit (ARHT) is established as the main source for historical analysis and awareness as encompassed by the cultural, political, sociological, technological and chronological relations of past eras. The strategic plan for the unit proposes the research and development of paradigms based on historical precedents, the creation of resource libraries for students and the community. **(See Full Plan in Appendix 8)**
- The **Adaptive Conservation and Preservation** Unit's (ARAC) mandate is to engage the historical context through the theoretical exploration and practical experimentation of innovative design and methods of conservation and preservation. The School's location within the city's historical district proves to be one of the unit's best assets. The units strategic plan calls for close collaboration between the School and agencies involved in the preservation of our context, and shall help keep these practices current and in the forefront. **(See Full Plan in Appendix 8)**
- The **Structural Framework and Assemblages** Unit (ARSF) is primarily responsible for providing the foundations by which students shall gain awareness and understanding of the physical and technological components of sound building design as pertaining the structural integrity and construction methodology within a framework of innovation, tectonics and architectural design. The Unit is also responsible for keeping the research and implementation of innovative structural systems in the forefront, and constantly re-evaluating structural assemblages as integral parts of the design process. The units strategic plan calls for the exploration of structural systems, the experimentation of tectonics within the parameters of architectural design, and the implementation of structural systems and

technology prior, during and after the design process. **(See Full Plan in Appendix 8)**

- The **Building Technology and Sustainability** Unit's (ARST) goal is to bring awareness and understanding towards the intricacies of building systems, technology and sustainable design practices within the Programs curricular structure. The Unit intends to become the link between architectural design, technological systems and sustainable design practices. It also serves as a link between environmental issues and design methodology, as well as the systems that establish the rules and regulations by which architectural expression is bound. The unit's strategic plan includes the research, exploration, experimentation and implementation of building systems and construction methodology through active interaction with public and private sectors. **(See Full Plan in Appendix 8)**
- The **Landscape Ecology and Environment** Unit (ARLE) is primarily responsible for bringing issues pertaining to environment, landscape, and context to table. Through research and integration, the unit shall provide the backbone of an initiative to create a more solid bond between the natural landscape and building design. Environmental awareness shall also become key within the units mission, as well as the cultural, sociological and ecological implications of sound environmental explorations. **(See Full Plan in Appendix 8)**
- The **Urban Scapes and Communities** Unit (ARUS) intends to provide students with a sense of scale as pertaining to the design process, paying close attention to the spatial, contextual, economical, sociological and functional aspects inherent in our cities, communities and regions. Urban design strategies shall be studied and applied as physical entities, as well as sociological iterations of tangible proportions, playing close attention to design boundaries as presented by context and regulatory systems. The units' strategic plan includes the research, exploration, experimentation and implementation of urban and community design strategies as applicable to different scenarios, both local and global, and shall serve as a link between students and the community which they serve. **(See Full Plan in Appendix 8)**
- The **Legal and Administrative Awareness** Unit (ARLA) serves as the platform for the research, development and implementation of all legal and administrative function within the practice of architecture and urban design. The unit shall provide the tools necessary for student to understand that while architectural design yields a physical manifestation, the design process is bound by strict codes, regulations, boundaries and systems. The unit shall focus on the legality of the practice, from office management, project management, building codes, regulations, and responsibilities of all professionals involved in the design and construction process. **(See Full Plan in Appendix 8)**
- The **Development Assessment and Feasibility** Unit (ARDA) intends to further expand student's perception of professional practice by way of entrepreneurship and the financial model by which large scale projects are designed and implemented. Students shall be provided with the practical aspects of designing for profit, the financing of large scale projects, and land use development. Real Estate development shall be presented as an all encompassing process, leading students to the understanding that while
- architectural design is a key process in development, it is a small piece of a much larger structure, and that knowledge of the processes may yield more effective design solutions **(See Full Plan in Appendix 8)**

The symbiotic integration and interaction between the Experimental Units provides the fundamental structure by which the architecture program is conceived. The holistic approach presented in the Schools vision, that of a multi disciplinary environment, departs from the norm in the themes within the Experimental Units are meant to compliment rather than supplement the design process. The long range objective is to reformulate and re-establish the role of the architect within our community, where the understanding of the many pieces that make up the architectural process may yield a professional able to operate at different levels with expansive potential

D. Self-Assessment

As part of the institutional structure of the Pontifical Catholic University of Puerto Rico, each Academic Program is evaluated by the Institutional Assessment Office (OAI for its Spanish acronym). This office includes the Data and Support Recollection Center (CADA for its Spanish acronym) which works with the data and information recollection and analysis processes generated during the implementation of the academic assessment plans. Also, it advises the members of the assessment committees of the academic units and it services the processes of review, preparation or modification of the assessment instruments.

The OAI was established to promote the leadership and the support in the development and supervision of the effectiveness of the institutional assessment model. It provides support for the continuous bettering of all the areas of the university's community through educational activities and orientation of the assessment and accreditation requirements, amongst other. Also, as a live and academic service community committed with the full realization of the human being in all its dimensions, the institutional assessment project promotes the development and complete fulfillment of the students.

The School of Architecture, in key with the requirements of the OAI, has established an Assessment Committee for the program. As a foundation for the execution of its functions, this board refers to the Guide for the Assessment of Academic Units provided by the institution, including the following themes:

- Institutional Assessment Project (PAI for its Spanish acronym)
- Academic Assessment Process
- Student Apprenticeship Assessment
- Role of the Institutional Assessment Office and the Institutional Assessment Committee (CAI for its Spanish acronym)
- Role of the Units Assessment Committees
- Functions of the Unit Assessment Committee's President
- Implementation of the Unit's Assessment Plan
- General steps to guide the Assessment Process
- How to prepare the Unit's Assessment Plan
- Compile the data and sharing the results: interpreting the evidences and implementing the changes and the improvements
- Utilize the nourishment to make changes
- Procedure for form developing
- Instruments for the assessment of courses
- Instruments for the assessment of academic programs
- Other instruments for the assessment of academic progress

Lastly, to ensure the fulfillment of the mission established for the program, the Dean of the School of Architecture has implemented a structured system of weekly meetings for

the constant evaluation of the student body and the academic personnel. To measure the student's efficiency, the Program carries out a periodic Academic Progress Assessment referred to the Dean, Associate Dean, the Bursar's Office and the Economic Assistance Office. Also, on the month of March, 2010, Form 10-ARQ was distributed to every student with which they could assess the School's operations. The implementation of the document was approved by the OAI and established as part of the Program's assessment policy. The form was created aligned with the requirements established by the NAAB in its Conditions for Accreditation and Procedures for Accreditation. Students were asked to evaluate the Program in the following areas:

The Pontifical Catholic University's School of Architecture, in its pursuit of academic, administrative and professional excellence, relies profoundly on student assessment of the Program and the Facilities. Form 10-ARQ is a yearly evaluation questionnaire submitted by students during the Spring semester to provide data on the School's operations, and serves as the promoter of reinforcement or bettering for future operations. The instructions for the questionnaire provides students with a confidential venue for expression, and the instructions included with it ask for a responsible, objective and sincere assessment in a scale of five levels (0=Does not Apply, 1=Fail, 2=Poor, 3=Satisfactory, 4=Good, 5=Excellent).

The questionnaire includes forty (40) questions and/or statements divided into eight main categories.

A. Academic Offering : Students are asked to evaluate

1. The integration of technology within the academic structure
2. The utilization of alternative teaching methodologies.
3. The diversity of the academic offering.
4. The integration of a multidisciplinary structure.
5. The studio culture and environment.

B. NAAB's five perspectives: Students are asked to evaluate

1. The programs ability to integrate student participation in the development of an inclusive Academic Community.
2. The programs ability to provide an academic structure for students to become leaders in both academic and professional settings.
3. The programs ability to provide an academic structure for students to engage regulatory environments in both academic and professional settings.
4. The programs ability to provide an academic structure for students to engage the roles and responsibilities required for professional practice.
5. The programs ability to provide an academic structure that promotes social involvement and the professions impact on common good of humanity.

C. Administrative Operations and Structure: Students are asked to evaluate

1. The programs administrative leadership as promoters of the School's vision.
2. The administrative personnel's professional demeanor as applicable for daily operations.
3. The administrative personnel's disposition for managing and tending to student issues.
4. The administrative personnel's ability to manage student issues in an individual and private scenario.
5. The administrative personnel's diligence and speed in resolving or tending of issues brought forth by individual or collective students.

D. Activities and Events: Students are asked to evaluate

1. The quantity of academic events and activities provided.
2. The quality and relevance of academic events and activities provided.
3. The multidisciplinary diversity of the events and activities in keeping with the School's vision and mission.

4. The cultural and social dimension of the events and activities.
5. The relevance of the activities and events with regards to the students' academic and professional preparation.
- E. Facilities: Students are asked to evaluate
 1. The School's facilities as pertaining to academic needs of the student body.
 2. The School's schedule of operations.
 3. The School's security and safety structure.
 4. The School's maintenance personnel, schedule, operations and general demeanor of the facilities.
 5. The availability of maintenance and security personnel as required by students and/or faculty.
- F. Library and Information Resources: Students were asked to evaluate
 1. The library's schedule of operations.
 2. The availability and demeanor of Library personnel.
 3. The quantity, relevance and availability of primary Library resources (books, collections, etc.).
 4. The quantity, relevance and availability of supplementary Library resources (magazines, journals, etc.).
 5. The library's atmosphere in terms of illumination, comfort, sound control, and cleanliness.
- G. Multimedia and Data Network: Students are asked to evaluate
 1. The center's schedule of operations.
 2. The availability and attention provided by personnel.
 3. The professional capacity of the personnel in solving network and computer issues.
 4. The variety and relevance of the hardware and software provided.
 5. The cost of printing, copying and plotting.
- H. Fabrication Laboratory: Students are asked to evaluate
 1. The Lab's schedule of operations.
 2. The availability and attention provided by personnel.
 3. The professional capacity of the personnel in helping students achieve their work.
 4. The variety and relevance of the hardware and software provided.
 5. The cost of using specialized equipment (3d printers, laser cutter, CNC, etc.)

As for the faculty, to measure their fulfillment, the School utilizes the Apprenticeship Assessment Techniques Manual provided by the OAI. Also, on March, 2010, the Program began the implementation of a faculty assessment project conducted by the students with the use of Form 5-ARQ. This document was a modified version of the Professor Assessment Form 5: Student Evaluation, an institutional document required for Full-time and Part-time professors by the Vice Presidency for Academic Affairs. The modification consisted in language adaptation for architecture students, broader scope for some inquiries, and the inclusion of four additional questions addressing specific requirements of the NAAB and specific needs of the Program. The following are the 25 final topics in which the students assessed the performance of the faculty:

1. Encouragement towards achieving the institutional mission.
2. Encouragement towards achieving the School's mission.
3. Professionalism in the execution of duties and responsibilities.
4. Respect demonstrated towards students.
5. Utilization of the course syllabus for the accomplishment of the course objectives.
6. Knowledge of the material taught.
7. Technological skills.
8. Organizational skills and anticipated preparation.
9. Direction and clear focus of investigation
10. Diversity of teaching strategies.

11. Oral and written communication skills.
12. Encouragement towards critical and analytical thinking.
13. Opportunity to answer questions and clarify doubts.
14. Tolerance towards different points of view.
15. Effectiveness towards promoting student participation in class.
16. Establishment of accomplishable academic challenges.
17. Diversity of visual communication strategies.
18. Encouragement towards the utilization of precedents through bibliographical and technological resources.
19. Effectiveness in the utilization of the course contact hours.
20. Diversity of evaluation methods.
21. Clarity of the criteria for evaluation.
22. Promptness towards the notification of grades.
23. Impartiality towards grading, utilizing the criteria as established in the course syllabus.
24. Availability to attend students' academic needs.
25. Regularity and punctuality.

The inclusion of additional topics and/or questions will respond to institutional revisions of self-assessment procedures, curricular revisions, and recommendations from accreditation agencies.

I.1.5.2 Institutional Requirements for Self-Assessment

The Pontifical Catholic University of Puerto Rico has established very methodical self-assessment processes for the evaluation of its curriculum and faculty. The Institutional Curriculum Revision Office (ORCI for its Spanish acronym) leads the efforts toward constructing better academic offerings and constantly reviews existing programs. On the other hand, the Vice Presidency for Academic Affairs (VPAA), as part of its extensive duties, is in charge of evaluating the complete teaching staff of the institution, including the faculty of the School of Architecture.

For the faculty assessment, safeguarding the personal dimension that characterizes the individual teaching practice of each professor, the VPAA has always emphasized in the necessity of addressing the institutional mission, vision, pedagogical model, organization, and curriculum as an integral component of each course. As with any complex procedure, it is founded on principles that contribute the basis for the Institutional Process for Faculty Assessment. The following is a list of the founding principles:

- The assessment must be a complete and continuous process in the entire University.
 - o For it to be complete, all members of the institutional community must participate: students, faculty and administration staff.
 - o For it to be continuous, it has to be done periodically. The assessment process will be completed annually.
- The fundamental purpose of the faculty assessment is to promote improvement and professional growth of the entire teaching staff in all of their academic areas.
- The assessment is the instrumental process for institutional decisions of: contract renovations, promotions, tenures, and other personal benefits.
- The faculty assessment must be founded on an institutional setting of trust and confidence.
- The assessment must be sincere, honest, respectful, and producer of commitment, change and improvement in the teaching strategies.
- The critical self-assessment is an essential component in the process for it to succeed.

- All the information related to the assessment process (procedures, forms, and results) must be accessible to the faculty.

The Institutional Process for Faculty Assessment includes the utilization of diverse instruments of evaluation. These documents facilitate the gathering of information and relevant observations on the academic, professional, and administrative tasks of each member of the teaching staff. The following is a list the forms that comprise the assessment procedure:

1. Form 1 – Professional Information Addendum

Form 1 (Professional Information Addendum for Full-Time Professors) and Form 1-A (Professional Information Addendum for Part-Time Professors) summarize the activities of the professor during his or her last period institutional of service. These forms include the following information:

- Name of the professor
- Department
- Date
- Studies and/or courses completed
- Committees involvement*
- Investigations conducted
- Publications
- Participation as a resource on scientific activities
- Attendance to professional improvement activities
- Professional associations
- Professional recognitions
- Community services*
- Elaboration of new courses*
- Contribution of new ideas
- Cultural and academic travels
- Pertinent additional information
- Information required only to Full-Time Professors.

2. Form 2 – Faculty Assessment by Peers (applicable only to Full-Time Professors)

This assessment is conducted by an appointed Full-Time faculty member. The form establishes questions on the following topics:

- Respect to the Christian values promoted by the Institution
- Cooperation with the institution, the Director and peers
- Compliance with departmental duties
- Relation with students and peers
- Professional improvement

3. Form 3 – Faculty Assessment by the Department Director

Form 3 (Faculty Assessment by the Department Director for Full-Time Professors) and Form 3-A (Faculty Assessment by the Department Director for Part-Time Professors) are prepared by the Department Director. The form establishes questions on the following topics:

- Respect to the Christian values promoted by the Institution

- Cooperation with the institution, the Director and peers
- Compliance with institutional duties
- Compliance with departmental duties
- Respectful relationship with peers and students
- Professional leadership
- Professional improvement
- Community services*
- Information required only to Full-Time Professors.

4. Form 4 – Information offered by the professor regarding the course assessed (applicable only to Full-Time Professors)

This form is prepared by the professor assessed after the classroom visit of the Departmental Assessment Committee. The professor will express his or her opinion about the following:

- Departmental process for course assignment
- Orientation received about the assigned course (educational strategies, availability of resources, assessment tools, amongst others)
- Experience teaching the course (including limitations faced)
- Evaluation criteria and classroom visit
- Additional comments

5. Form 5 – Faculty Assessment by Students

This assessment is conducted by the students. The form establishes questions on the following topics:

- Respect and loyalty towards the institutional mission
- Professional attitude in compliance with the professor's teaching duties
- Respectful relations
- Knowledge of the material
- Effective communication
- Promotion of critical thinking
- Teaching strategies
- Availability
- Attendance and punctuality
- Evaluation criteria

6. Form 6 – Faculty Assessment by the Departmental Assessment Committee (applicable only to Full-Time Professors)

This assessment is conducted by Departmental Assessment Committee after the classroom visit. The form is individually filled by each member of the committee, summarizing observations on the following topics:

- Presentation and discussion of the course objectives
- Organization and knowledge of the material
- Adequate use of class time
- Adequate use of educational strategies
- Adequate use of educational resources
- Effective communication
- Promotion of critical thinking
- Promotion of pertinent student participation in class

- Respectful relationship towards students
- Establishment of an environment concurrent to the accomplishment of the course objectives

7. Form 7 – Report by the Departmental Assessment Committee (applicable only to Full-Time Professors)

This assessment is conducted by a group meeting between the members of the Departmental Assessment Committee summarizing their analysis of the following documents, including observations and general recommendations.

- Form 4 results
- Form 5 results
- Form 6 results
- Course syllabus (from each course the professor is teaching)
- Exams and reports prepared by the professor
- Any additional material considered pertinent

8. Form 8 – Self-Assessment (applicable only to Full-Time Professors)

This form is filled by the professor addressing his or her self opinion on aspects assessed by peers, the Department Director, students and the Departmental Assessment Committee (Forms 2, 3, 5, 6, and 7, respectively). Form 8 serves as a guide for the professor's self-assessment, and can be used as part of the final interview with the Department Director.

9. Form 9 – Reaction to the Assessment by the Evaluated Professor (applicable only to Full-Time Professors)

This form is filled by the evaluated professor after discussing the complete assessment with the Director, summarizing the following:

- Comments and reactions about the assessment
- Plan of action to strengthen weak areas
- Necessary resources to develop and complete the plan of action

At present state, the School of Architecture has not appointed any of its faculty members as a Full-Time Professor. Therefore, not all of the institutional self-assessment forms are applicable for the Program

2. Conditions Met with Distinction

The university and its leaders are to be congratulated for the efforts, creativity, physical and financial recourses provided to start this program. With the wonderfully renovated building located at the heart of the historic downtown on Ponce's central plaza, the new furniture and wall systems throughout the facility that were supplied by a major contract furniture manufacturer, capped off with the addition of Hewlett Packard computers with dual screens for each student are conditions met with distinction.

FINAL DRAFT

3. The Visiting Team

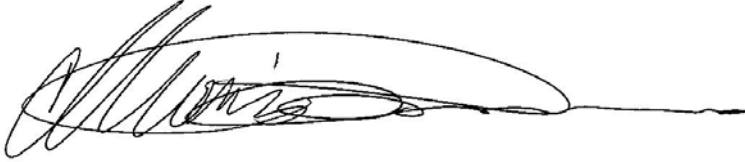
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IV. Report Signatures

Respectfully Submitted,



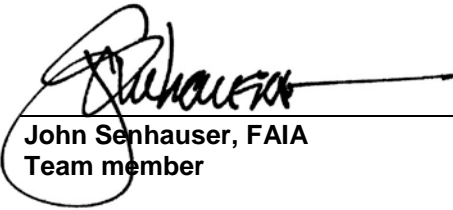
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Representing the Academy



**John Senhauser, FAIA
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Representing the NAAB

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