

National Architectural Accrediting Board, Inc.

March 8, 2016

Dr. Jorge Iván Vélez Arocho
President
Pontificia Universidad Católica de Puerto Rico
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Ponce, Puerto Rico 00717-9997



Dear Dr. Vélez Arocho:

At the February 2016 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report for Initial Accreditation (VTR-IA)* for the Pontific Universidad Católica de Puerto Rico.

As a result, the professional architecture program:

Bachelor of Architecture

was formally granted a three-year term of initial accreditation. The accreditation term is effective January 1, 2015. The program is scheduled for its next accreditation visit in 2018. As stated in the *2015 Procedures for Accreditation*, following an initial three-year term, at the next scheduled review, the program must receive an eight-year term of accreditation.

Continuing accreditation is subject to the submission of Annual Statistical Reports, which are submitted online through the NAAB's Annual Report Submission system and are due by November 30 of each year. This report captures statistical information on the institution in which a program is located and the degree program.

A complete description of the Annual Statistical Report process can be found in Section 9 of the *NAAB Procedures for Accreditation*, 2015 Edition. The program is not required to submit an Interim Progress Report.

Finally, under the terms of the *2015 Procedures for Accreditation*, programs are required to make the *Architecture Program Report*, the *VTR-IA*, and related documents available to the public. Please see Section 4, Paragraph I (page 43), for additional information.

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

Very truly yours,

A handwritten signature in black ink, appearing to read "S. Veazey", is written over a large, stylized circular graphic element.

Scott C. Veazey, AIA
President

cc: Juan Emmanuelli-Benvenuti, Accreditation Regent for Curriculum & Academic Affairs ✓
Luis V. Badillo-Lozano, M. Arch, AIA, CAAPPR, Dean
Carmina Sanchez-del-Valle, ArchD, RA, DPACSA, Visiting Team Chair

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

Initial Accreditation Visiting Team Report

Bachelor of Architecture (185 semester credit hours)

**The National Architectural Accrediting Board
November 4, 2015**

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 and Visit Summary

The team room was well organized, with sufficient documentation provided to assess the NAAB's Student Performance Criteria (SPC). The logistics of the visit had been well planned and provided the team with the time necessary to complete the work on site. We thank all members of the school community for their cooperation with, and support of, the team's visit.

Dean Luis Badillo-Lozano, the dean of the School of Architecture, was appointed in 2015. The program director and administrative staff have provided the dean with collaborative, competent, and agile support. The continuity of the program has been maintained with clear support from the university's administration. Added to this is the continuing engagement of the founding dean and two former interim deans with the program in different capacities.

The program is housed in a restored structure prominently located within the core of Ponce's historic district. After 7 years of intense use, it is found to be in excellent condition. The program has helped activate the town's main plaza and its surrounding areas.

Since the previous team visit, the program has graduated its first two groups of future architects. In consultation with the university, it has implemented collaborations with academic institutions on the island and abroad. It has formed a partnership with Puerto Rico's professional organization, the Architects and Landscape Architects Association of Puerto Rico (*Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico [CAAPPR]*), and has developed relationships with other professional organizations, government agencies, nonprofit organizations, and communities around Puerto Rico. The program fulfills PCUPR's mission of helping the underserved.

The island's delicate economic situation of the last few years has required careful consideration of the program's future. The review and implementation of changes in the administrative structure of the program and the curriculum have been accelerated. These actions ensure the continuation of the program's richness, the diversity of its faculty, and the updating of its facilities. The program has made a concerted effort to clarify its mission and vision. It has appointed the first full-time faculty members. It has meticulously responded to the previous teams' reports. The stability of the resources that make the program possible is critical, if the program is to be granted the NAAB's accreditation.

2. Conditions Not Met

A.4. Technical Documentation

While there is evidence that most of the areas in this criterion are covered, no evidence was found that students prepared outline specification documents that are referenced in architectural studio drawings found in ARAD 301 and ARST 201. Furthermore, no evidence was found in student work for ARAD 302, which was the studio marked in the SPC matrix as satisfying the criterion.

3. Causes of Concern

The economic situation vis-à-vis the continuity of offerings of the program.

The program's ability to maintain a rich curriculum, a diverse faculty with different types of practices and experience in the field, and a high-tech collection of resources in view of the island's economic situation, which is affecting current and potential students and their families.

4. Progress Since the Previous Site Visit (2013)

2009 Criterion 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.*

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

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

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

2015 Team Assessment: This criterion is now **Met**. See SPC A.9. Historical Traditions and Global Culture in this report.

2009 Criterion 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.*

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

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

Although several studios and courses address aspects of pre-design, the program has not yet demonstrated through student work, students' ability to prepare a comprehensive program for an architectural project. Work underway in the spring 2013 version of ARAD 401 (Landscape

Ecology and Environment) appears to include program preparation but student-produced programs were not available in the team room.

2015 Team Assessment: This criterion is **Met with Distinction**. See SPC B.1. Pre-Design in this report.

2009 Criterion 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.*

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

It is unclear where in the curriculum students will have repeat exposure that will ensure every student develops this ability

2015 Team Assessment: This criterion is now **Met**. See SPC B.2. Accessibility in this report.

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

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

2015 Team Assessment: This criterion is now **Met**. See SPC B.5. Life Safety in this report.

2009 Criterion 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.4. Technical Documentation
A.5. Investigative Skills
A.8. Ordering Systems
A.9. Historical Traditions and Global Culture

B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.7. Environmental Systems
B.9. Structural Systems

Previous Team Report (2013): The school identifies ARAD/ARAR 410 (Legal and Administrative Awareness) and ARAD/ARAR 420 (Development Assessment and Entrepreneurship) as the design courses where students will acquire the ability to

produce a comprehensive project. These courses will be offered for the first time in the 2013-14 academic year.

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

2015 Team Assessment: This criterion is now **Met with Distinction**. See SPC B.6. Comprehensive Design in this report.

2009 Criterion 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.*

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

2015 Team Assessment: This criterion is now **Met with Distinction**. See SPC B.7. Financial Considerations in this report.

2009 Criterion 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.*

Previous Team Report (2013): Student work provided for ARSF 201 (Composite Construction: Wood and Steel) shows adequate understanding of structural behavior principles for structural elements. Design studio work produced in the third and fourth years shows understanding of appropriate application of gravity resisting structural systems, but not lateral load resisting systems.

2015 Team Assessment: This criterion is now **Met with Distinction**. See SPC B.9. Structural Systems in this report.

2009 Criterion 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.*

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

2015 Team Assessment: This criterion is now **Met with Distinction**. See SPC B.10. Building Envelope Systems in this report.

2009 Criterion 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.*

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

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

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

2015 Team Assessment: This criterion is **Met with Distinction**. See SPC C.3. Client Role in Architecture in this report.

2009 Criterion C.4., Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods*

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

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

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

2015 Team Assessment: This criterion is **Met**. See SPC C.4. Project Management in this report.

2009 Criterion 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.*

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

ARLA 201 (Professional Practice and Contractual Procedures in Architecture) The course description states students will acquire a complete understanding of professional practice,

contractual procedures, legal ordinances affecting it, and to secure and structure simple transactions. These are elements necessary for the understanding aspects of practice management however, evidence of student understanding in the examinations for this course was insufficient.

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

2015 Team Assessment: This criterion is **Met**. See SPC C.5. Practice Management in this report.

2009 Criterion 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.*

Previous Team Report (2013): The following fifth year courses were identified by the school as providing understanding of leadership.

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

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

2015 Team Assessment: This criterion is **Met**. See SPC C.6. Leadership in this report.

2009 Criterion 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.*

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

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

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

2015 Team Assessment: This criterion is **Met**. See SPC C.8. Ethics and Professional Judgment in this report.

II. Compliance with the 2009 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission:

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

2015 Team Assessment: Evidence was found in the APR; materials available in the team room, including faculty publications; press releases about community projects; comments offered by the chief university administrators; conversations with alumni; and projects developed as part of the academic requirements.

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.

2015 Team Assessment: The program provides an environment that encourages and fosters a high level of optimism, respect, and sharing among its students, faculty, staff, and administration. The student-professor relationship has a multi-dimensional expression. It was effectively shown that each member of the program is seen as a source of knowledge and experience, whether in student-to-student interactions, student-to-faculty interactions, or faculty-to-student interactions. The results of a survey presented in the APR indicate that students are highly satisfied with the support of their academic advisors.

The studio culture policy, written by the students, is posted throughout the architecture building. Its contents are disseminated and understood by the majority of the student body. The students also review, and suggest edits to, the document at the beginning of every academic year.

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

2015 Team Assessment: The program demonstrates a culturally rich environment, where each member is equitably able to learn, teach, and work. The program is consistent with the university's mission and goals. It provides services and strategies to meet the needs of the diverse student body, as well as support and guidance to all.

The majority of the faculty and the top two program administrators are men. As documented in the statistical report submitted by the program for 2014-2015, 64% of the faculty are men and 36% are women. The male-to-female ratio in the student population is more equitable: 58% to 42%. One important advancement in efforts to better reflect the student body's diversity among the faculty is the appointment of a woman—with the requisite qualifications and experience—to the first full-time faculty position.

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

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

[X] The program is responsive to this perspective.

2015 Team Assessment: This perspective is **Met with Distinction**. The curriculum is founded on an interdisciplinary and trans-disciplinary vision that brings the following into the study of architecture: the consideration of history and science, urban planning and urban design, management and entrepreneurship, and ecological awareness and development. The implementation of the curriculum requires collaboration with other schools and faculty within the university. The program encourages architecture students to work alongside peers in other disciplines, adding to the interactions that already occur in general education courses on campus. The architecture program brings visibility to the university, as students and faculty collaborate on proposals for new projects and the revitalization of traditional and historic areas locally, regionally, and across the island. Members of the faculty have designed facilities for the campus, as well as in the town of Ponce. The work of the faculty—both its designers and scholars—has been recognized with awards, which contributes to the standing of the program and the university. The program is active in sponsoring and hosting lectures and discussions on a variety of subjects in partnership with other schools on campus. Faculty are active in university governance.

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.

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

2015 Team Assessment: The program prepares the students to live and work in a global world by providing various leadership opportunities and experiences. The students are involved in a wide variety of activities within and outside the classroom, including travel opportunities, collaborations with other architecture schools, and student organizations. They also participate in university-wide activities such as competitive sports, the choir, and the band.

The program has provided a variety of educational and professional opportunities outside of the classroom. They include the collaborative studio with the SUNY College of Environmental Science and Forestry, as well as student trips to Colombia and Europe. The program is also planning to establish a remote campus in Managua, Nicaragua, to expose students to an international setting. This goal has not yet been fully implemented.

The four architecture student organizations, Movement for Social Architecture (*Movimiento de Arquitectura Social [MAS]*), American Institute of Architecture Students (AIAS), LINEA (*Liga Nacional de Estudiantes de Arquitectura Capítulo de CLEA*), and USGBC, provide students with travel, social, professional, and leadership opportunities. The organizations are collectively represented by a student who is a member of the university-wide Student Council, thereby promoting and acknowledging student representation within policy-making groups. MAS was founded by the students in the program.

The program also stresses the importance of pursuing licensure. This emphasis is evident in the 20% of all students that have already started their NCARB record and have submitted IDP hours.

- 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.

2015 Team Assessment: Equipping the students for the transition from education to internship and licensure is accomplished in multiple ways at PCUPR's School of Architecture. It begins with meetings held each semester by the school's IDP Coordinator, Professor Pilarín Ferrer-Viscasillas, in order to review IDP's and Puerto Rico's licensure requirements. She is also the president of CAAPPR, the regulating body for the practice of architecture in Puerto Rico.

With the program's dependence on adjunct professors, students are exposed to practice through their interactions with faculty, as well as with regulatory agencies and firms, as they work on their studio projects, which are located on actual sites around the island.

The Legal and Administrative Awareness Experimental Unit (ARLA) provides students with information about the regulatory process through ARLA 201 (Professional Practice). All students are required to take this class during their fourth year.

The combination of these efforts provides students with a good understanding of the path to licensure. This was most evident during the visiting team's meeting with the students. The overwhelming majority of the students indicated that they were aware of IDP and planned to become architects.

- 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.

2015 Team Assessment: The narrative provided in the APR focuses only on the IDP program in the PCUPR School of Architecture and its aim. The APR does not address the global economy and diversity issues as suggested in this perspective. However, the team was well informed on the school's strategies for this perspective through other evidence provided in the team room, such as in the work for ARAD 202, ARAD 301, ARAD 401, and ARAD 410, as well as in the work for ARST 201 and ARST 301.

- 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.

2015 Team Assessment: After reviewing the PCUPR Operational Plan, and verifying with factual information that it is expanding its reach on the topic of public good, the team was impressed with the architecture students' rigor in managing academic obligations and social interests, together with the need to connect with the surrounding community.

The school's involvement in the public good throughout the community actively represents its mission and vision statement. In addition, and as part of the Strategic Plan 2015-2016, Section E, "Aspects to improve," all architecture projects are expected to display the values and attitudes of an architecture student formed at PCUPR. Some of these values are: a sense of morality, civility, and humanity toward the general public.

I.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.

2015 Team Assessment: Strategic planning at the PCUPR School of Architecture aligns with the university's Institutional Operational Plan, and the mission and vision of the school. The Institutional Long-Range Plan is formulated in an operational matrix with goals, objectives, strategies, and activities delineated in a 5-year period and aligned with eight priorities. Most priority areas of the plan are coordinated with most of the NAAB's five perspectives (See I.1.3). They are: integration of faith and life, attention to the needs of students, curricular revision, human resources, technological infrastructure, physical infrastructure, administration and finances, and research culture. Objectives within the

“integration of faith” priority level establish the basis for the school and PCUPR’s perspective on the public good, as expressed by the institution’s president and by the program’s former and current deans. The same affirmation was expressed regarding the “attention to the needs of the students” and “curricular revision.” These last two are directly traceable to the NAAB’S academic and student perspectives.

A copy of the Institutional Long-Range Plan and the school’s goals, objectives, strategies, and activities was included in the team room for review by the visiting team.

I.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’s, 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.

2015 Team Assessment: Evidence to evaluate this condition was found in the APR, in the documents available in the team room, and in conversations with program administrators.

The university assesses every academic program in relation to its plan for institutional evaluation (PAI), which is reviewed every 5 years. This plan is submitted by the university to the Commission on Higher Education of the Middle States Association for regional accreditation. The assessment process is coordinated by the Office of Institutional Assessment (*Oficina de Avalúo Institucional [OAI]*). The architecture program’s director is a member of the Institutional Assessment Committee (CAI) and coordinates the assessment for the unit. The institutional assessment plan considers seven areas, including financial, physical, human, and information resources, and student needs and curriculum. The university’s Strategic Plan establishes the order in which the seven areas will be addressed. All programs in the university are required to assess learning outcomes per course and program level. The School of Architecture submitted its report in March 2013. It included faculty, staff, and student profiles. The university also mandates the process for evaluating full-time and part-time faculty.

The program requests that students participate in the evaluation of its curriculum, opportunities to participate in university life, administrators, faculty, physical resources, information resources, the fabrication laboratory (FabLab), and sponsored events. The procedure was instituted for the academic year 2014-2015 and is to be conducted annually.

The APR lists five multi-year goals that were defined at the program’s inception in 2009. The team found that the goals have all been accomplished. These are architectural representation as the curricular connector, integration of a capstone year (*Experiencia fin de carrera [EFC]*), development of a structure for research and its funding, maintenance of an international agenda, and integration of the program into the local and regional communities.

The APR lists, and the team was able to ascertain, the program's strengths, challenges, and opportunities. The challenge presented by a curricular revision to reduce the credit hours was resolved in fall 2015. Some of the opportunities have become reality such as becoming a continuing education provider for CAAPPR and Puerto Rico's Architects and Landscape Architects Examination Board.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

- *Faculty and 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 and staff) are adequate for the program.

2015 Team Assessment: Faculty and staff resources are appropriate to support student learning and achievement. Even though the faculty is composed primarily of adjunct professors, the dean and the coordinators for the experimental units, which the program is organized around, provide for a strong learning environment. A recent addition to the administrative staff, and the reorganization of the unit coordinators to include one for the capstone projects, will improve the support for student learning and achievement.

In studios, there are two faculty members for every 16 students. In the architecture electives courses, necessary for the minors, there are at least 10 students per faculty member. The curriculum encourages cross-disciplinary interaction, and this has opened doors to research opportunities currently being explored.

The staff consists of the following: a receptionist who also serves as the program director's office assistant; the dean's assistant; a facilities supervisor; an IT and multimedia supervisor; and a FabLab supervisor, who is also a member of the faculty. The staff is adequate at this time to support the program.

The student population is growing moderately. The program's administration had to respond to a university-driven budget reduction. This resulted in the elimination of the associate dean position. However, the reorganization of the administration did allow the dean to appoint Magda Bardina, a founding faculty member, as the school's first full-time faculty member. The reorganization also helped to maintain the best-qualified faculty, as well as support a faculty research initiative and implement the capstone studio (EFC). This last effort was the result of an ongoing curricular revision that recommended a realignment of the specialization units and a reduction in the number of faculty coordinators. Currently, all members of the program's administration have teaching responsibilities: the dean, the program

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

director, the coordinator of operations, and the coordinator for development assessment and entrepreneurship.

The salaries are competitive, even for part-time teaching, and have allowed the program to recruit and retain emerging talent, including established practitioners. Faculty members appear to be satisfied with their appointments, as many of them maintain a practice.

Documentation on the university's policies was found in the team room. Also provided were the faculty and personnel manual and policies. It was noted, however, that there was no document specifically for the school. While this does not appear to have adversely impacted the program, a formal document describing policies and faculty and staff positions for the school should be in place, as there is one elaborated for the PCUPR Law School.

University policies include an EEO Policy for staff and faculty. The IDP Coordinator is the president of CAAPPR, the regulatory body for architects in Puerto Rico. This is an ideal situation as it places an individual who, as president of CAAPPR, is directly involved in, and has the most recent information on, the licensure process in direct contact with students. CAAPPR benefits architects as it uses the school as the site for its continuing education program serving the southern and western parts of the island. Some of the courses are offered by faculty members, thus serving practitioners in the region. For most licensed architects teaching in the program, this allows them to satisfy the annual HSW continuing education credits.

With a program built on the utilization of adjunct professors, professional development for the faculty comes from their practices. This is substantiated by the faculty's resumes, the faculty exhibit, and other materials available in the team room, and through interactions between the faculty and the visiting team.

There was evidence during the visit from meetings with staff and faculty that the university and the program support opportunities for professional development. However, as was mentioned above, the team found no evidence of a formal policy specifically established for faculty teaching in the program such as the one developed by the PCUPR Law School. Some travel funding is available for participation in conferences outside Puerto Rico. In addition, the program is providing seed funding for faculty research, and has appointed a research coordinator.

- *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 freshmen, 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.

2015 Team Assessment: The program provides clear admission requirements, as stated in the APR and documents provided, including detailed procedures of the application process. The application procedures align with the university's larger point evaluation system, and ensure that the prospective student meets both the university's and the program's requirements.

Various learning opportunities are available for students inside and outside the classroom. The four architecture student organizations, MAS, AIAS, USGBC, and LINEA, are active within the university and provide leadership educational opportunities. These organizations are collectively represented by a student who serves in the university-wide Student Council.

The program also provides travel opportunities for the students to other cities within and outside of Puerto Rico. In addition, it is planning to establish a remote campus in Managua, Nicaragua, to provide students with the opportunity to experience an international setting.

I.2.2 Administrative Structure and 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.

2015 Team Assessment: The PCUPR School of Architecture functions as an independent academic unit at the same tier as PCUPR's Colleges and Law School. It is not a department within another college. The dean reports to the vice-president of academic affairs, the president of PCUPR, and the Board of Trustees. The program's director, and the other administrative coordinators, assistants, and experimental unit coordinators, support the dean's office. The position of associate dean is vacant and inactive, as part of the dean's strategy to streamline the top structure of the school and allow the newly available funds to go to the faculty. There were many opportunities to confirm this through interviews with the PCUPR president and provost, the dean, the faculty, and leaders of student organizations. Positions are well defined and form a comprehensive administrative structure.

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

[X] Governance opportunities are adequate for the program.

2015 Team Assessment: Governance centers on monthly meetings with faculty and staff. Students have opportunities to participate in program development through their communications with student leaders, as well as with faculty and administrators. All three groups expressed satisfaction with the accessibility and transparency with which these opportunities are handled.

The program sends elected student representatives to PCUPR's Student Council and the Academic Senate, which represents both students and faculty. Since part-time faculty are ineligible for election to the Academic Senate, the dean currently serves as the faculty senator.

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.

2015 Team Assessment: The PCUPR School of Architecture is located along the east side of Ponce's central square across from an existing firehouse, circa 1883, that is one of the island's most visited sites

by tourists and locals alike. The school is in a building that was formerly occupied by a department store from 1926 to the 1970s.

The restoration and rehabilitation of the building for use as a school includes an all-glass storefront entrance at Marina Street and an alternate entry on Cristina Street. Other elements of the rehabilitation of the structure include an all-glass storefront on the school's Aula Magna, or main auditorium, with views to the Ponce plaza, cathedral, and the aforementioned firehouse. The school's ground-floor FabLab also has a storefront facing Cristina Street. These design features align with the PCUPR vision of promoting the revitalization of the downtown area, promoting community awareness of contemporary architectural work, and providing students with the opportunity to reciprocate by sponsoring downtown businesses, hosting locals in their facilities, or simply using the urban fabric as a learning tool. The 2015 visiting team, as did previous teams, observed that students gathered in the entrance lobby and that visitors, both locals and outsiders, entered the building to look at the exhibit on the ground level.

The building has approximately 13,000 square feet of usable space (not including service areas) on each of the three existing floors, bringing the school's spatial capacity to an approximate total of 45,000 square feet. The first level provides a main reception area with a security desk, seven design studio areas, and an exterior courtyard. Also on the ground level are the CARIBET Library, the IT/multimedia support spaces, and the FabLab. The main gallery connecting the school's front and back serves as a design review space, and the wide corridor leading to the FabLab serves as a student lounge. A point of contention among the students is having a space to eat, as this is not allowed in the studios. The administration has been in conversation with the student organizations to find a mutually acceptable solution.

Each student is assigned a workspace equipped with a computer workstation, dual monitors, and access to requisite software. An on-site data center runs the program's IT infrastructure and supports the multimedia in the building, as well as a media lab with three color plotters, a large scale photocopier, and four 11x17 color printers.

The FabLab is equipped with a small and large CNC router, mills, laser cutters, a vacuum-forming machine, and 3D printers, and is fully furnished with traditional woodshop tools. The faculty member who supervises the FabLab has his office next to the lab.

The second level provides the studio areas for second-, third-, and fourth-year students, as well as the auditorium (Aula Magna) with a capacity of 120 persons. As with the first-floor infrastructure, all design studios have from 15 to 16 workstations for studio work, as well as worktables for making study models and seating for general studio critiques. An area has been set up for design review.

The third floor of the building provides spaces for each one of the experimental unit faculty. There are six of these offices serving as work space and meeting rooms. One office has been assigned to research initiatives, and another has been designated for the archives. There is also an office for student organizations. The fifth-year students' design studio area is on the third floor toward the rear, as well as all classroom space. The dean's administrative suite is located on the third floor facing the plaza. It consists of seven offices, a reception area, and a conference space for private conversations, given the predominant open layout in the school.

The furniture and interior layouts are constantly changing as the school's spatial demands vary: more studio area, more critique area, or more lounging area. Throughout our visit, modular furniture could be seen in preparation for a future new layout that tunes in to the students' needs as part of the program's maximization of its space and the flexibility given by the furniture system. The faculty and staff estimate that the building area will accommodate the present and anticipated student population well up to 5 years from now.

I.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.

2015 Team Assessment: As noted in other sections of this report, the economic situation in Puerto Rico has affected the program in direct and indirect ways. The budget of the program is tuition-and fees-driven. Although, in the last academic year, the architecture program has experienced a healthy increase of 15% in its student population, new admissions and the retention of students has been volatile and may remain so in the long run. Credit fees are higher for architecture students than for others on campus, and are the highest paid by students enrolled in architecture programs on the island. The university cost per credit for architecture courses is slightly higher than for law courses, which is the professional program used for comparison.

The university's and the program's administration have identified and reduced operation expenses to continue funding essential areas such as leading-edge digital resources including fabrication, faculty salaries, and research initiatives. Annually, the university evaluates each academic program to establish budget sufficiency. The architecture program has developed seven strategies for dealing with the economic instability of Puerto Rico. Among these, the program is reviewing its curriculum to cut redundancies and reduce the cost for students. Also, the administration has reduced administrative and building operations costs without impacting the quality of the support to academic activities. Program expenditures have increased 3% since 2012-2013, and revenues increased 6% between the academic years of 2012-2013 and 2013-2014. This must be interpreted carefully as the total number of students enrolled in the program has decreased as of fall 2015, and the tuition and fees for architecture have increased approximately \$25 per semester credit hour, and \$20 for the semester fee.

As explained in the APR, the program's budget is revised annually to be in alignment with the university's Strategic Plan and the program's Operational Plan. PCUPR's chief administrators assured the team that the university is totally committed to the continuation of the program as an accredited one, and will provide the funding necessary to achieve this goal. Also, the team was informed that the university's financial resources are stable.

I.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.

2015 Team Assessment: The strength of the School of Architecture's CARIBET Library (*Centro de Recursos Tecnológicos y Arquitectura*) is the diversity of topics in its collection, which goes beyond the Library of Congress NA classification, in Spanish and in English. In addition, it is directed by a librarian dedicated to the architecture collection, who is supported by two librarian assistants and four work-study students. The bulk of the collection is available at the CARIBET Library, with additional titles at the university's main library. Students have access to the course textbooks. The architecture library resources include digital databases on architecture and other subjects. The library subscribes to selected periodicals in print, and some in digital form.

The library also maintains a strong relationship with the main campus's central library, as well as a network of libraries across Puerto Rico outside of PCUPR. In collaboration with the main library, it offers workshops on the use of databases and on the use of references.

The implementation of the *Mis Libros* bi-monthly meetings in the library, where a faculty member presents a book to students that is of particular interest to them, has been an effective way for faculty to connect with students and for students to explore new content. The program has seen an immediate return from this small intervention, which has resulted in a significant growth of interest in the highlighted books.

The collection is growing, and space is limited. This is its main challenge. There are possibilities for future expansion. The faculty actively encourages the use of library resources. The library monitors the resources and can demonstrate that it serves the academic mission well. It also supports faculty research. Research for capstone and other studios is archived digitally. The booklets produced by the capstone studio are planned to be added to the collection. Selected faculty work is also archived in digital form.

Though the library is open during reasonable hours on weekdays, concerns about access to the library on weekends have been expressed by the students, as many of them are in class during the majority of access hours. However, the CARIBET Library has tracked demand of its services and has found that it is not sufficient to justify extended hours.

PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.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 and 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 and gender) for all full-time instructional faculty.*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
 - *Number of faculty promoted each year since last visit.*
 - *Compare to number of faculty promoted each year across the institution during the same period.*
 - *Number of faculty receiving tenure each year since last visit.*
 - *Compare to number of faculty receiving tenure at the institution during the same period.*
 - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical Reports were provided and provide the appropriate information.

2015 Team Assessment: The statistics are discussed in the APR, and the 2013 and 2014 Annual Reports (ARS) were provided by the NAAB. The demographic information on the students reflects the overall reduction in the number of students enrolled in the program, as well as the 15% increase in the number of first-year admissions. All the students are listed under “Hispanic,” and the difference between male and female students has remained at 20% since 2013-2014. There has been trending toward closing the gap between the two.

The majority of the faculty are part-time adjuncts, with a “1.8” full-time faculty as of 2014-2015. At the time of the visit, the team was informed that the first full-time faculty member had been appointed. There are no tenure-track or tenured positions available, and the promotion process is not applicable until they become available, or the administration develops a faculty retention and promotion system specific to the conditions of the architecture program. The number of faculty has fluctuated between 25% and 30% from the 2012-2013 academic year to the 2014-2015 academic year. The number of faculty with professional licensure has remained more or less at 25%. All are licensed in Puerto Rico. As documented in the 2014-

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

2015 academic year statistics, there were more male faculty than female faculty (64% male to 36% female). In the student population, the distribution is more even. The top two program administrators are men.

I.3.2. Annual Reports: *The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.*

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

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

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

2015 Team Assessment: The 2013 and 2014 Annual Reports (ARS) were provided by the NAAB as submitted by the program and as required by the NAAB accreditation candidacy procedures.

I.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.

2015 Team Assessment: The APR included the required faculty credentials matrix, and faculty exhibits and publications were available in the team room. The expertise of faculty members aligns with the specialization areas of the curriculum. The majority have professional degrees in architecture, and 25% of the faculty are licensed architects. There are also licensed landscape architects and engineers, and a lawyer. Three faculty members have doctoral degrees in the history of architecture, anthropology, and structural engineering. Of those with degrees in architecture, there are specializations in bioclimatic architecture, civil engineering, and 3D design and simulation. Also, faculty members have baccalaureate and post-baccalaureate degrees in agronomy, construction management, government, law, and public administration.

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.

2015 Team Assessment: All documents listed in Appendix 3 were available in the team room. Each category was verified and confirmed to match the requested information in Part I, Section 1-3 of the APR.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation:

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

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

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

[X] Met

2015 Team Assessment: The criterion is **Met**. Evidence was found in ARHT 201 (Architecture History II) in "comparative investigative" reports, in reading summaries, and in discussion exams. It was found in ARDA 301 (Marketing and Branding through Commercial Communication Skills) in the short critical analysis papers. It was also found in ARLE 301 (Ecological Principles in the Built Environment) in writing on selected readings, and in ARUS 301 (Territorial Planning Strategies) in individual study essays on Infrastructures and Communities.

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

[X] Met

2015 Team Assessment: Evidence of utilizing design thinking skills was apparent in ARAD 301, ARAD 302, ARAD 410, and ARAD 420, which demonstrated the ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, and reach well-reasoned conclusions.

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

[X] Met

2015 Team Assessment: Evidence of visual communication skills was found throughout ARAD 401, ARAD 402, ARAD 410, and ARAD 420, as well as in ARAR 401 and 420. Fourth year-level work shows evidence of compliance that began in the second-year courses. Students demonstrated the ability to use appropriate representational media in a continuously rising learning curve leading to visual communication proficiency. Students' digital media skills were highly developed.

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

[X] Not Met

2015 Team Assessment: While there is evidence to satisfy some of the areas specified in the criterion, the criterion is **Not Met** due to the lack of outline specification documents, which are referenced in architectural studio drawings found in ARAD 301 and ARST 201. No evidence was found in ARAD 302.

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

[X] Met

2015 Team Assessment: The criterion is **Met**. Evidence was found in ARAD 302 (Experimental Design Studio II: Structural Framework and Assemblage) mainly in the research for design requiring property boundaries, environmental conditions, zoning analysis, and code analysis, among other elements. Evidence was also found in ARAD 401 (Contextual Design Studio I: Landscape, Ecology, and Environment) in site analysis, typological studies, precedent studies, and code analysis, among other elements. Finally, evidence was found in ARAD 410 (Developmental Design Studio I: Legal and Administrative Awareness) (Capstone Year) in individual reports.

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

[X] Met

2015 Team Assessment: Evidence of usage of fundamental design skills was found in both ARAD 201 and ARAD 202, through site and program analysis and design.

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

[X] Met

2015 Team Assessment: The ability to analyze and use architectural and urban design precedents was found in student process documentation in ARAD 201 and 402, as well as in ARAR 201 and 401.

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

[X] Met

2015 Team Assessment: The criterion is **Met**. The team found evidence of an understanding of the fundamentals of both natural and formal ordering systems in ARAD 101 and 102 (Fundamental Design Studio I and II) (Introduction to Advanced Spatial Programming).

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

[X] Met

2015 Team Assessment: The criterion is **Met**. Evidence was found in ARHT 101 (Architectural History I: Antiquity to Renaissance), where content includes China and Mesoamerica. ARHT 101, ARLE 101, and ARUS 101 were found to be in compliance with respect to an understanding of indigenous, vernacular, local, regional, and national settings from different areas of the world. In ARLE 101 (Built Environment and Culture in the History of Landscape Architecture), the focus is on Europe. Also, evidence was found in ARUS 101 (Theory and Principles of Urban Design), where the focus is on Europe, but considers other traditions from a Western perspective of the world. Evidence was found in ARHT 301 (Architectural History III: Latin America and Puerto Rico). Some evidence was found in ARAC 101 and ARUS 201. The team found considerable evidence on vernacular, local, and regional settings in the historic preservation courses, and in the adaptive conservation and preservation studios.

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

[X] Met

2015 Team Assessment: The criterion is **Met**. Evidence was found in ARHT 301 (Architectural History III: Latin America and Puerto Rico). Evidence was also found in ARAD 410 (Developmental Design Studio I), and in ARUS 301 (Territorial Planning Strategies on Infrastructures and Communities).

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

[X] Met

2015 Team Assessment: The criterion is **Met**. Evidence was found in ARAC 201 (Preservation Techniques, Methods, and Strategies). It was also found in ARAD 301 in the student-team-generated pre-design research reports.

Realm A. General Team Commentary: Student work for the criteria in Realm A provided clear evidence that students have met most of the standards, but some work is still left to be done in A.4. Technical Documentation, as the team found no outline specifications.

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

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

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

[X] Met

2015 Team Assessment: This criterion is met at the level of Ability as evidenced in the student work reviewed during the team visit for ARAD 401 (Contextual Design Studio I: Landscape, Ecology, and Environment), and in ARAD 420 (Developmental Design Studio II: Development Assessment Entrepreneurship and Feasibility). Evidence was also found in work generated for ARAR 410. This criterion is **Met with Distinction** because of the extensive site, programming, and building analysis required prior to beginning design in studio work for comprehensive and capstone projects.

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

[X] Met

2015 Team Assessment: This criterion is **Met** at the level of Ability, made evident mainly in work generated for ARAD 301 (Experimental Design I: Sustainability and Technologies). Some evidence was found in ARAD 302 (Experimental Design Studio II: Structural Framework and Assemblages) in the high-pass projects.

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

[X] Met

2015 Team Assessment: Evidence of the ability to design projects that optimize, conserve, and/or reuse natural resources to reduce environmental impacts was found in ARAD/ARAR 202 and ARAD/ARAR 301. Additional examples were found in ARAD/ARAR 401. The criterion is **Met with Distinction** because student work throughout studio projects, and especially in the fifth-year capstone projects, integrates site selection and analysis, and incorporates passive and active sustainable design principles.

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

[X] Met

2015 Team Assessment: The criterion is **Met with Distinction**. Evidence of the ability to respond to site characteristics, such as soil, topography, etc., was found in all the work generated in ARAD/ARAR 401. More evidence was found in ARLE 201. Studio projects were located on urban and rural sites, which required students to work with topography and zoning requirements. With landscape architects teaching studios and critiquing projects, there was evidence that designs were site specific. ARAD 201/ARAR 201 (Analytical Design Studio I: *Proyecto Investigación Central Aguirre*), taught by Professors Roberto Garcia and Alejandro Mieses, is exemplary of the rigor required in site documentation and analysis work.

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

[X] Met

2015 Team Assessment: This criterion is **Met** at the level of Ability as evidenced by student work reviewed during the team visit in ARAD 301 (Experimental Design I: Sustainability and Technologies) and ARAD 302 (Experimental Design Studio II: Structural Framework and Assemblages).

- 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.4. Technical Documentation

A.5. Investigative Skills

A.8. Ordering Systems

A.9. Historical Traditions and Global Culture

B.2. Accessibility

B.3. Sustainability

B.4. Site Design

B.5. Life Safety**B.9. Structural Systems****B.7. Environmental Systems****[X] Met**

2015 Team Assessment: This criterion is **Met with Distinction** at the level of Ability as evidenced by student work reviewed during the team visit in ARAD 402 (Contextual Design Studio II: Urban Scapes and Communities) and ARAD 420 (Developmental Design Studio II: Development Assessment Entrepreneurship and Feasibility). Each student demonstrated the capacity to make design decisions across scales while integrating the SPC listed.

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

[X] Met

2015 Team Assessment: This criterion is **Met with Distinction** because student work went beyond the level of Understanding to the level of Ability. Entrepreneurship is one of the program's areas of concentration. Evidence was found in ARDA 101 (Entrepreneurship on Developmental Politics) and ARDA 201 (Economic Feasibility and Finances in Real Estate).

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

[X] Met

2015 Team Assessment: An understanding of the principles of environmental design systems was found in ARAD 301 as well as in ARST 201 and 301. ARST 201 covered Mechanical and Electrical systems, and ARST 301 covered Acoustics, Illumination, and Special Systems, including the use of appropriate performance assessment tools.

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

[X] Met

2015 Team Assessment This criterion is **Met with Distinction** because the students' work for comprehensive and capstone projects went beyond Understanding to demonstrated Ability in the incorporation of structural concepts into their designs. The work generated in the upper studio years is enhanced by the understanding developed early in the curriculum, and it evolves throughout all studio levels.

Evidence was found in ARSF 101 (Architectural Structures I: Statics and Strengths), ARSF 201 (Architectural Structures II: Composite Construction on Wood and Steel), and ARSF 301 (Architectural

Structures III: Monolithic Construction on Masonry and Concrete). In addition, the physical application of this information is used contextually in courses such ARAD 301 and 302.

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

[X] Met

2015 Team Assessment: This criterion is **Met with Distinction** at the level of Understanding as evidenced by student work reviewed during the team visit in ARAD 301 (Experimental Design I: Sustainability and Technologies) and ARAD 302 (Experimental Design Studio II: Structural Framework and Assemblages). Evidence of the ability to apply knowledge on building envelope systems, in particular in advanced curtain wall technology, was found in ARAD 301 and 302.

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

[X] Met

2015 Team Assessment: This criterion is **Met** at the level of Understanding as evidenced by student work reviewed during the team visit in ARAD 301 (Experimental Design I: Sustainability and Technologies).

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

[X] Met

2015 Team Assessment: This criterion is **Met** at the level of Understanding as evidenced by student work reviewed during the team visit in ARST 101 (Tectonics on Material Applications and Methods) and ARAD 302 (Experimental Design Studio II: Structural Framework and Assemblages).

<p>Realm B. General Team Commentary: Student work excelled beyond the standards in a number of criteria in this realm. The program has placed a great deal of emphasis on responding to previous visiting team reports that found gaps in knowledge and skills in this realm.</p>
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Realm C: Leadership and Practice:

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

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

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

[X] Met

2015 Team Assessment: The criterion is **Met**. Teamwork is required in many studios and courses. Among them are ARAD 202 (Analytical Design Studio II: Adaptive Conservation and Preservation) and ARAD 401 (Contextual Design Studio I: Landscape, Ecology, and Environment). In both courses, collaboration is geared toward preparation for design. The work consists of as-built drawings and condition assessment, site documentation and analysis, environmental analysis, and historical research, among other projects. Proposals generated by the students are presented to clients and to the local community. The faculty team in charge of the studio is multidisciplinary.

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

[X] Met

2015 Team Assessment: The criterion is **Met**. Evidence was found in ARLE 301 (Ecological Principles in the Built Environment) and mostly in the work produced for ARUS 301 (Territorial Planning Strategies). In ARLE 301, which considers the relationship between the city and the landscape from an ecological perspective, students develop ecotourism management plans for national parks. In ARUS 301, students conduct ethnographic studies of urban spaces to propose their revitalization and intensification of social interaction.

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

[X] Met

2015 Team Assessment: This criterion is **Met with Distinction**. Evidence of an understanding of the responsibility of the architect—as well as *the ability* to elicit and reconcile the needs of the clients, owners, and user groups with the public and community domains—was found in ARAD 202 and ARAD 410. ARAD 202 and ARAD 410, as well as ARAR 202 and ARAR 410, clearly demonstrate student understanding of the client's role in architecture as seen in images of meetings, interviews, and students' presentations of their particular projects to the user groups. The student work and research provided in these courses shows many examples of students participating in projects with, as well as conducting research with, real clients, owners, user groups, and the public and community domains. The final product of ARAD 202 also makes evident specific client requests that were honored by the designer.

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

[X] Met

2015 Team Assessment: The criterion is **Met**. Evidence of an understanding of project management was found in the course examinations for ARDA 101 and ARDA 201. Project management strategies, such as carrying out contractual procedures, assembling teams, and recommending project delivery methods, were reviewed in the evidence submitted for ARDA 101 and ARDA 201. The former shows an understanding of legal ordinances affecting project management and securing simple transactions, while the latter shows an understanding of cost-effective real estate planning and development.

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

[X] Met

2015 Team Assessment: The criterion is **Met**. Evidence of an understanding of practice management was found in the examinations for ARLA 201 and ARDA 301. The material for ARDA 101 and ARLA 201 makes evident an understanding of principles such as those involved in financial management and business planning. ARDA 301 takes it a step further by demonstrating an understanding of, and correct use of, commercial communication skills, marketing, and branding exercises. The use of English by the students is prevalent, as it is the language of choice for international commerce.

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

[X] Met

2015 Team Assessment: The criterion is **Met**. Evidence of leadership skills was found in ARAD 202 and ARAD 401. It was evident in collaborative work in the building design, construction process, and social issues in the community, among other areas.

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

[X] Met

2015 Team Assessment: The criterion is **Met**. ARLA 101 and 201 and ARAC 301 successfully comply in helping students understand the architect's legal responsibilities to the public, to the client, and to the body of laws governing the profession.

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

[X] Met

2015 team assessment: The criterion is **Met**. Evidence of an understanding of ethics and professional judgment was indicated by the SPC matrix to be found in ARLA 101 and ARLA 201. Although ARLA 101 in Year 3 did not provide evidence of such an understanding, ARLA 201 in Year 4 was thorough regarding the ethical, social, political, and cultural issues in architectural design practice, and it complied with the criterion.

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

[X] Met

2015 Team Assessment: The criterion is **Met**. Material evidence supporting fulfillment of this criterion is closely linked to evidence for criterion C.1. Collaboration. Evidence was found in ARAC 101 (Fundamentals of Historical Preservation and Conservation) via semester-long teamwork researching the history of a structure and its context. Work required collecting, selecting, analyzing, and interpreting different types of information and levels of detail. In addition, student knowledge tested via exams required explanation of terms and concepts, regulations, and laws. Students also compared work in Puerto Rico with works of architecture abroad, mainly in Europe and Latin America.

Evidence was also found in ARUS 201 (Territorial and Urban Policy in a Global Society). In this course, students in collaboration (teamwork) and individually framed an urban problem, and developed a proposal for amending laws and creating new policies. Student work dealt with various topics such as laws on the preservation of historical property, storm water infrastructure, shrinking population, and community participation models.

<p>Realm C. General Team Commentary: Student work satisfied all SPC in this realm. The program prides itself on serving as a resource for communities in the region, as well as for practice.</p>
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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

2015 Team Assessment: A copy of the Middle States Commission on Higher Education Accreditation Status for the Pontifical Catholic University of Puerto Rico was included in the APR. Additional information, such as interim assessment reports associated with the institution's self-assessment procedures, was available in the team room.

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

2015 Team Assessment: The program offers a Bachelor of Architecture (B. Arch.) of 185 credit-hours, with a minor in any one of nine specialization areas. This number of credit-hours has been in effect since fall 2015 and eliminates a total of seven credit-hours in the general education requirements. Specifically, MATH 271 (Calculus) I (4 credit-hours) is no longer required, and only three credit-hours are mandatory in any of the three introductory fine arts courses.

This curricular review was encouraged in part by previous NAAB team visits indicating that the former 192 credit-hour Bachelor of Architecture "far exceeded the minimum requirements both for a bachelor and for a master in architecture." Visiting team reports expressed concern about the impact that the number of credits has on the cost of the program and on the students' ability to complete the program in 5 years.

Another curricular change, which was implemented in fall 2014, refocuses the fifth-year studios to strengthen their role as the capstone year experience (*Experiencia de Fin de Carrera, EFC*). It directly affected the content and structure of the following courses: ARAD 402 (Contextual Design Studio II), ARAD 410 (Developmental Design Studio I)/ARAR 410 (Independent Research Lab), and ARAD 420 (Developmental Design Studio II)/ARAR 420.

At present, the curriculum is distributed into 10 fall/spring semesters, and one summer semester. There are three aspects of the curriculum that are unique to this program. First, because it is sited in a faith-based institution, general education requirements include 18 credits in Philosophy and Theology. Second, every architecture student must complete a minor in one of nine experimental units or areas of specialization: Architectural Representation; History and Theory; Adaptive Conservation and Preservation; Sustainability and Technologies; Structural Framework and Assemblages; Landscape, Ecology, and Environment; Urban Scapes and Communities; Legal and Administrative Awareness; and Development Assessment, Entrepreneurship, and Feasibility. This implies that, aside from the credit-hours that all students are required to complete for each unit (15 credits), they take nine elective credit-hours in their area of specialization for a total of 24 credits. Third, every studio has an architectural representation lab (ARAR) co-requisite.

In total, architecture students complete 47 credit-hours of general education courses, 50 credit-hours of architectural design studios, 69 credit-hours in professional major courses, and 9 credit-hours in electives in the specialization area of their choice.

An architecture school Curriculum Review Committee has been developing proposals for further reducing the number of credit-hours required to complete the Bachelor of Architecture while maintaining the minor. Among other actions, the committee has recommended identifying similarities and redundancies in the architecture professional courses (studios, lectures, and labs). It has proposed reducing the number of required credits per area of specialization (from nine to six), which every student takes, for a total reduction of 12 credit-hours. This would shift the current B. Arch. credit-hour total from 185 to 173 credits. The committee envisions students completing another major with the courses reclassified as electives.

II.2.3 Curriculum Review and Development: *The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

[X] Met

2015 Team Assessment: Evidence supporting the satisfaction of this condition was found in the APR and in documentation available in the team room such as the Curriculum Review Committee reports and other communications from the central administration.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PREPROFESSIONAL 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 preprofessional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/preprofessional 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

2015 Team Assessment: The program has a protocol for accepting transfer students, as well as for admitting students in general. The procedures were described in the APR, and documentation was available in the team room.

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

2015 Team Assessment: A link is provided to the “Statement on NAAB-Accredited Degrees” on the program’s website <http://www.pucpr.edu/arquitectura/>. It is also on the back cover of the PCUPR School of Architecture’s Official Catalog and on the last page of the *Escuela de Arquitectura* brochure.

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

2015 Team Assessment: A link is provided to the “NAAB Conditions and Procedures” on the program’s website <http://www.pucpr.edu/arquitectura/> but is not found in the program’s official catalog or in the *Escuela de Arquitectura* brochure.

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.aiaa.org
www.acsa-arch.org

[X] Met

2015 Team Assessment: Links to the websites noted, which provide Career Development Information, were found on the program’s website <http://www.pucpr.edu/arquitectura/> but were not found in the program’s official catalog or in the *Escuela de Arquitectura* brochure.

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

2015 Team Assessment: Links to the websites noted, which provide public access to APRs and VTRs, were found on the program's website <http://www.pucpr.edu/arquitectura/> but were not found in the program's official catalog or in the *Escuela de Arquitectura* brochure.

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

2015 Team Assessment: This criterion is not yet applicable, since students are not yet eligible to take the ARE. However, the program's website has a link to NCARB, where ARE Pass Rates can be accessed. It also has a link to the *Junta Examinadora de Arquitectos y Arquitectos Paisajistas de Puerto Rico*, which is Puerto Rico's Architects and Landscape Architects Examination Board.

III. Appendices:

1. Program Information

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

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

Reference Pontificia Universidad Católica de Puerto Rico, APR, pp. 9-10

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

Reference Pontificia Universidad Católica de Puerto Rico, APR, pp. 11-15

C. Long-Range Planning (I.1.4)

Reference Pontificia Universidad Católica de Puerto Rico, APR, pp. 30-31

D. Self-Assessment (I.1.5)

Reference Pontificia Universidad Católica de Puerto Rico, APR, pp. 31-46

2. Conditions Met with Distinction

- I.1.3 Response to the Five Perspectives, A. Architectural Education and the Academic Community
- B.1. Pre-Design
- B.3. Sustainability
- B.4. Site Design
- B.6. Comprehensive Design
- B.7. Financial Considerations
- B.9. Structural Systems
- B.10. Building Envelope Systems
- C.3. Client Role in Architecture

3. The Visiting Team

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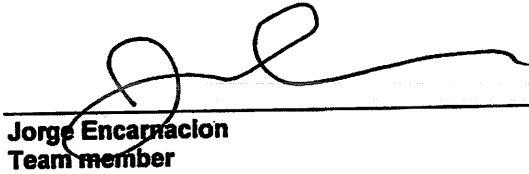
IV. Report Signatures

Respectfully Submitted,



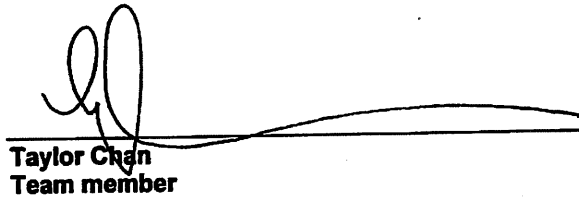
Carmina Sanchez-del-Valle, ArchD, RA, DPACSA
Team Chair

Representing the ACSA



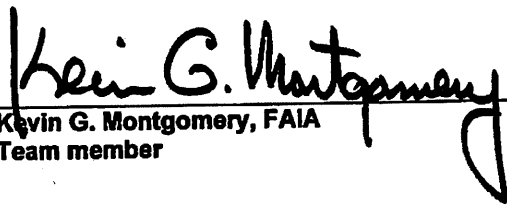
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Taylor Chan
Team member

Representing the AIAS



Kevin G. Montgomery, FAIA
Team member

Representing the NCARB



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