Pontificia Universidad Católica de Puerto Rico
School of Architecture

2018 Visiting Team Report

B. Arch [181 semester credit hours]

The National Architectural Accrediting Board
October 20-24, 2018

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. Summary of Visit

a. Acknowledgments and Observations

The team wishes to extend their warmest appreciation to the entire staff and faculty of the School of Architecture at the Pontifical Catholic University of Puerto Rico (PCUPR) for its attention, warm welcome and hospitality during our visit. Your hard work and preparation made the work of our visit pleasant by providing a clear, well organized look at the work of your program. We would also like to commend the administration, particularly Dean Luis V. Badillo-Lozano; Program Director, Pedro A. Rosario-Torres; and Operations Director Juan Emmanuelli-Benvenutti for your efforts in organizing, and your untiring attention in personally overseeing every aspect of our visit.

The PCUPR is a non-profit private institution, connected with the Catholic Bishops Conference of Puerto Rico, and founded in 1948. Initially affiliated with Catholic University of America in Washington, DC, the university was incorporated by the Board of Regents of the University of the State of New York, then accredited by the Council of Higher Education of Puerto Rico (now the Puerto Rico Education Council) in 1948 and by the Middle States Association of Colleges and Secondary Schools in 1953. Since then, it has become a comprehensive institution with 157 academic programs that offer 13 associate, 73 bachelors', 36 masters', 8 doctoral degrees, 10 professional certificates, and a degree in law. The university was canonically established in 1972 and granted the title of Pontifical in 1991, officially ratifying the authenticity of the university as a genuine Catholic institution of the Church.

The School of Architecture of the PCUPR is located remotely, but only a few minutes, from the university's main campus. Its location, in the Central Plaza of the city's Historic District, provides an amazing canvas upon which students may draw their personal interpretations and understanding of the impact of architecture on our communities and simultaneously provides outreach opportunities to the town while its storefronts unveil the drama and theater of architecture in the making.

Its roots are first seen in early 2007 when a group of local professionals, led by Abel Misla-Villalba, who would become the founding dean in 2009, began consideration of the need for a "well-established, coordinated venue to further examine issues on communities, urban settings, design culture and overall character of the social realm," bringing forward a proposal for a new School of Architecture. The PCUPR School of Architecture was officially inaugurated on September 18th, 2009.

Today, the school plays a significant role within the greater university and in interviews with the president and provost, its impact as a magnet and as an extension of their greater mission to serve society is obvious. In many ways, the school, its curriculum and operations have become a model for other units to follow. The university administration also have a clear understanding of the value brought to the university by the school, particularly in the fulfillment of its mission to serve society.

b. Conditions Not Achieved (list number and title)

None

II. Progress Since the Previous Site Visit

2014 Student Performance Criterion B.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.

Previous Team Report (2015): 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.

2018 Visiting Team Assessment: The ability to make clear technical drawings and outline specification documents was found in ARST 302: Technical and Construction Documents, a course specifically created to address the deficiency in this SPC following the 2015 Initial Accreditation. The condition is now met.

Previous Team Report (2015): 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.

2018 Visiting Team Assessment: The island's challenging economic conditions have been ongoing for almost a decade and continue to be weak, even more so as a result of the effects of Hurricane Maria in September 2017. The team noted that the school was, in fact, created during these challenging times and found that it is well prepared to deal with current situations and quite entrepreneurial in its operations to the extent that the team found nothing to be lacking, no sign of negative impact and commented favorably on the quality of facilities, equipment and offerings to its student.

The school's response to this concern is well documented within the APR and we would refer the board to that document should they desire more information on specific programmatic changes that have occurred since the last visit.

III. Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT
This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

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

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. The description must include the program's benefits to the institutional setting and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.

[X] Described

2018 Analysis/Review: The narrative in the APR describes the history and mission at both the university level and the architecture program level. During the visit, additional information was shared in meetings with Luis Badillo-Lozano, the dean of the architecture school. The team met as well with key faculty members serving in the following capacities: program administrator, operations manager, heads of experimental units, and other significant faculty and staff members. All confirmed and added to the information in the APR.

The team's brief conversation with PCUPR, which included the president and the provost, reinforced the impression that the architecture program is a highly valued asset because of its projection into the future and its close involvement with the university and the social community. Maintaining and enhancing the presence of the architecture program is part of the strategic vision of the university, to serve as an example for other university departments.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages 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 nontraditional.

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

2018 Analysis/Review: The PCUPR School of Architecture demonstrates a successful learning environment, achieved through the Experimental Unit paradigm. The system implemented by the program strays away from traditional models of architectural education and focuses on more vertical, structured

learning. The Experimental Unit system is further distributed into nine units that run throughout the educational experience.

Adopted by the program, the school drafts a Studio Culture policy written by the student body relying on key prospective points such as respect towards the valuation of diversity, and cooperation and collaboration as the valuation of a social exercise. At the beginning of each semester, it is electronically distributed to all members of the learning community for comments and approval. Once adjustments have been made accordingly, it is posted within all design studios and classrooms of the school. The resulting learning environment also encourages students and faculty members to expand their horizons through participation in professional organizations such as the American Institute of Architecture Students, Liga Nacional de Estudiantes de Arquitectura (LINEA Puerto Rico), and the United States Green Building Council (USGBC - Católica). The Office of International Relations Development & Community Affairs organizes academic trips to places such as Cartagena, Colombia to further explore the profession of architecture.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

[X] Demonstrated

2018 Analysis/Review: Pontifical Catholic University of Puerto Rico is very clear with their policies in that they do not discriminate, and they follow affirmative action programs as their policy and as law. The faculty and staff, as well as the student body, are primarily Hispanic as are the people of Puerto Rico. In conversation and observation there is an obvious sense of respect, engagement and sharing among them as a supportive and caring climate of teaching and learning. As a faith-based institution and by their mission, many projects are designed to take the student out of the classroom and into the larger community to create a positive impact as well as to learn. One class requires students to respond and design to a minority citizen group that sets them apart from the larger, homogeneous society. Several other classes documented colonial communities and performed heritage documentation of an important structure. The student male to female ratio is approximately 3:1. The team understands that this is reflective of the ratio within the profession on the island.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

A. Collaboration and Leadership. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

B. Design. The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

The Promotion of exploration, experimentation, and application

C. Professional Opportunity. The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure. .

D. Stewardship of the Environment. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

E. Community and Social Responsibility. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2018 Analysis/Review:

A. Student ability in Collaboration and Leadership was found in ARAD 301, ARAD 401, and ARAD 402 as students worked in teams to complete research assignments, conduct oral presentations, and prepare graphic presentations of their work. The school promotes community outreach initiatives within the city of Ponce and western Puerto Rico. This allows students to collaborate and lead projects that integrate the students with the particular community group. Student leadership is demonstrated in ARAD 201, particularly within the heritage documentation program broadening HABS records of significant projects in the region.

B. With reference to Design, the school's interdisciplinary approach, embedded in the Experimental Units and integrated minors, introduces students to beneficial, multifaceted approaches to research, analysis, and project resolution. Discussions with the dean, architectural program director, and unit coordinators verified that there are strong vertical connections between the concepts and methods within the Experimental Design Studios, ensuring continued development in student exploration, experimentation, and the application of integrated design principles.

C. Students are highly motivated to enter the profession, because of the mission of the program (to educate and forge a new architect, planner, thinker and entrepreneur in an interdisciplinary environment, specialized in one or even two areas of knowledge, ready to enter the profession) and because of the economic situation of Puerto Rico. Considering the humble background and economic situation of many entering students, the program achieves an admirable result.

The School of Architecture has appointed an Architecture Licensing Advisor (ALA) to help students with the transition to internship and licensure. The school has also started a Clinic for Architectural Assistance, in collaboration with the Clinic for Legal Assistance of the Law School, in which students can volunteer for community work under the supervision of a licensed faculty member, which becomes especially crucial in the aftermath of Hurricane Maria. The school provides students direct contact with the local professional community, housing the regional chapter of CAAPPR (Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico). Thus, students are regularly informed and exposed to continuing education courses, lectures, and events organized to provide professional opportunities.

D. The program places particular emphasis on the matter of Stewardship of the Environment, and has created two Experimental Units, ARST Sustainability & Technologies and ARLE Landscape, Ecology & Environment, in collaboration with the PCUPR College of Sciences (Dept. of Environmental Sciences and Physics-Mathematics). Other evidence consists of landscape architecture initiatives, including coastal remediation as well as water management and urban resilience. Additionally, preservation initiatives aim to restore and adaptively reuse existing structures, starting with the program's own building.

E. The School of Architecture has integrated itself into the urban fabric by connecting to the region and the city of Ponce. The program embodies the symbiotic relationships between public service, being a model citizen and a good architect. A few of the notable collaborative initiatives lie within the ties it has with the Municipality of Ponce, the "Patronato Castillo Serralles," the "Instituto de Cultura de Puerto Rico," "Colegio de Arquitectos de Puerto Rico," and "Casa del Veterano de Juana Diaz." The international relations, development and community outreach coordinator is responsible for seeking, coordinating,

structuring and assessing many of the initiatives carried out. In response to the aftermath of Hurricane Maria, the program implemented “La Clinica de Asistencia Arquitectonica” (Clinic for Architectural Assistance, CAA), that includes a series of workshops and seminars. The creation of this clinic serves as a catalytic institutional response in support of the community and the necessity behind urgent reconstruction of certain parts of Puerto Rico.

I.1.5 Long-Range Planning: The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional mission and culture.

[X] Demonstrated

2018 Analysis/Review: The program provided a copy of the institution’s Long-Range Plan (2013-2020) in the team room and the program’s intersections with this plan are explained in the APR (p. 18-19), melding the eight priorities of the PCUPR Institutional Operational Plan and the Mission with the NAAB’s five perspectives. The team verified the implementation of, and recent expansions to, the plan through discussions with the university’s president, provost, dean, and architecture program director. This plan particularly reinforces community and social responsibility, through an integration of faith and research-based practice to enrich the community.

The plan is monitored and critiqued for development through general school meetings as well as meetings with professors within the Experimental Units.

I.1.6 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

[X] Demonstrated

2018 Analysis/Review: The Program Self-Assessment Procedures are outlined in the APR (p. 19-22). Through discussions with the dean, the architecture program director, and the faculty, the team verified that the school conducts a thorough assessment process that engages the profession, students, the university, and faculty. As described in the APR and verified through team discussions, the school implements a system for collective planning and feedback through two general meetings with faculty, one at the beginning and one at the end of the semester, and feedback meetings with professors in the Experimental Units. Every semester, all active faculty members undergo evaluation by students, and on a yearly basis by the Dean and Program Director; these results are shared privately.

The Curricular Assessment and Development plans are outlined in the APR (p. 23-26). The school established a departmental Curricular Committee composed of the library director, operations manager, Experimental Unit coordinators, and the capstone year coordinator, in collaboration with the dean and program director. This committee makes recommendations regarding SPCs and thematic elements to be adjusted. This process also resulted in beneficial revisions: the recent reduction of required credits from 192 to 181 and the integration of an additional, required English course as well as the delivery of exams in both Spanish and English to respond to the fact that approximately 40% of the program's students will pursue work in the U.S. or other, primarily English-speaking locations. This equips the school's graduates for work within a global market, where fully bilingual architects are in high demand. The school should consider continued expansion of these English-based programs to better prepare students for entry into the profession, with other essential elements (e.g. ARE) based in English.

The student survey results within the APR (p. 24) illustrated mixed reviews on faculty guidance for selecting courses, but high approval of academic counselors. Nonetheless, the team witnessed the application of the assessment outcomes to the curriculum development through student comments and semester course reviews. Comments run both ways from the dean, architecture program director, unit coordinators, and faculty. In the team's meeting with the faculty, they stressed that the school has a family feel. However, the team did receive comments from some students during meetings that indicate a possible need for greater clarity in the process or understanding how their feedback is incorporated into curricular adjustments.

Part One (I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2018 Analysis/Review: The APR and other university supplemental information document the faculty and staff commitment, opportunities and resources. An Architecture Licensing Advisor (ALA) has been appointed (Pilarín Ferrer-Viscasillas, former president of CAAPPR and the AIA Puerto Rico Chapter). The APR includes the support services available to students. Conversations with school officials further clarified this point.

On initial review, the APR relies on a significantly greater-than-usual percentage of adjunct faculty in comparison to full-time faculty. The team had various conversations with stakeholders to determine the extent to which this impacts the school's ability to support student learning and development. The dependence on adjunct faculty is the result of two variables: (1) the lack of local architects available for teaching, (2) the school's pedagogical decision to pursue a partnership between the practice and academy, and (3) the school's implementation of the nine Experimental Units and the resulting need for highly specialized, subject-matter experts. The team did not find any apparent adverse impacts from the distribution of faculty numbers and assignments; but rather, this composition presents real advantages to their chosen instructional methodologies and the local community.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include but are not limited to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

[X] Described

2018 Team Assessment: The School of Architecture is the sole occupant of the 1926 Forteza Building, a historic structure designed by local architect Francisco Luis Porrata-Doria. Located along Ponce's historic central square, Plaza Las Delicias, the building sustained very little damage from Hurricane Maria in 2017.

The three-floor building has approximately 45,000 square feet that houses design studios, the library, IT/multimedia spaces, the Fabrication Laboratory, a lecture hall, classrooms, and offices for administration. Due to sporadic power outages, key functions of the building's systems are protected by battery backups. Each student has a dual-screen work station with access to licenses of current software. The Fab Lab contains a woodshop and work tables, and provides digital fabrication technologies, including laser cutters, 3D printers, and a CNC 3-axis router.

Due to the largely open plan layout of the building, originally designed as a department store, and the program's ethos, the team found a collegial and collaborative studio environment that is conducive to the current needs of the school. Since there is unused space and programmatic demand, the school is considering the development of a 2-year Associates degree in graphic design to occupy a portion of the available studio space.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2018 Team Assessment: The school has demonstrated, through the financial information presented within the APR, that it has sufficient resources to support student learning and activities. Budget figures presented for the school's last three years shows very little variance in expenses (3%), with slightly

lowered expenses in the 2016-2017 year, then leveling off in the latter year; and in revenues, which are down 12% in 2016-2017. Current year revenues are not yet available.

The budgeting process is such that the university allocates an annual budget to each academic unit, and then requires it to respond with a detailed allocation of those monies, which becomes the school's actual budget. The school, in turn, aligns priorities identified within their strategic and operational plans to determine the most favorable distribution of monies from the budget allocation. It can also request additional funding, when necessary, subsequent to its allocation for review and approval by university administration.

Despite ongoing economic challenges affecting the island of Puerto Rico and noted as a cause for concern during the prior visit, the school's entrepreneurial attitude led to various initiatives, some already implemented and several that are in the planning stages. The result, in the team's opinion, is that there is no impact on student learning and achievement.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

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

[X] Demonstrated

2018 Team Assessment: The CARIBET Library (Center for Technological and Architecture Resources, Spanish acronym) succeeds in promoting knowledge needed within the profession in a dynamic, accessible, and well-organized manner. Through the adoption of the Experimental Unit format, the school encompasses a wide range of themes, displayed in both physical and electronic formats. A main mission of the CARIBET Library is to create an environment that facilitates research and an integrated design-research process. By doing so, the school promotes the latest information and technological resources to serve research and academic development, and to enrich the cultural, social, and professional education of future architects and designers. Through a symbiotic relationship established among library personnel, the school's administrative structure, faculty, and the Experimental Unit Coordinators, the CARIBET Library has managed to create well-balanced and inclusive collection of textbooks, periodicals, and digital resources. Every fiscal year, each Experimental Unit coordinator provides a list of books, journals, and electronic subscriptions to be considered, and if feasible, purchased by the library. In addition, the school also has direct access to ongoing yearly subscriptions of periodicals related to architecture, urbanism, design, and complimentary subjects, as well as electronic databases such as the Avery Index to Architectural Periodicals Literature and Art Source. Interlibrary loan is available and described at: http://arquitectura.pucpr.edu/wp-content/uploads/2017/06/Prestamos-Interbibliotecarios-11-15-17.pdf.

I.2.5 Administrative Structure and Governance:

• **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution.

• **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2018 Team Assessment: As described in the APR (p. 57-64), the team verified that the school holds a unique position within the infrastructure of PCUPR since it has the same sovereignty as a college. As the executive, the dean reports directly to the vice president of academic affairs, the president, and the board

of trustees. The second-ranking official is the architecture program director, leading academic affairs, and implementing and maintaining the school's mission. The school presents a clear hierarchy diagram in the APR (p. 58) that facilitates the parallel operations of academic and administrative staff; the library director, operations manager, student affairs & public relations coordinator, and international affairs, development, and community relations coordinators directly report to the dean. All facilities, multimedia, and Fab Lab staff and assistants report to the operations manager, who in turn, liaises with the PCUPR.

Students have representation within the school through participation in the Student Senate (one elected representative) and direct liaisons with the student affairs & public relations coordinator. Additional student representation, both within the school and to larger professional networks, is achieved through four official organizations: MAS (Movimiento de Arquitectura Social), AIAS (American Institute of Architecture Students), USGBC Students, and LINEA (Liga Nacional de Estudiantes de Arquitectura).

CONDITIONS FOR ACCREDITATION

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 each criterion.

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include

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

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the public.

[X] Met

2018 Team Assessment: Ability to write and communicate with integrated visual evidence was presented in the term papers for ARHT 101 Architectural History I: Ancient to Baroque. ARHT 301 Architectural History III: Latin American and Puerto Rico synthesized these skills further with the addition of oral presentations for research projects. Distillation of communication in the form of diagramming and urban analysis was presented in ARAD 401: Landscape, Ecology and Environment and ARAD 402: Urban Scapes 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

2018 Team Assessment: Evidence was generally found in all ARAD courses, and most notably in ARAD 201 Analytical Design Studio I: History and Theory, ARAD 302 Experimental Design Studio II: Structural Framework and Assemblages, and ARAD 410: Developmental Design Studio I.

A.3 Investigative Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2018 Team Assessment: Comprehensive investigative skills, with particular attention to the local context, were demonstrated in the design proposals and products for ARAD 202: Adaptive Conservation and Preservation.

A.4 **Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2018 Team Assessment: Evidence was demonstrated in ARAD 101: Architectural Design Fundamentals I and ARAD 102: Architectural Design Fundamentals II.

A.5 **Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2018 Team Assessment: Evidence was generally found in introductory ARAD courses, particularly in Architectural Design Fundamentals I and II (ARAD 101 and ARAD 102).

A.6 **Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

[X] Met

2018 Team Assessment: Evidence was displayed in student work found in ARAD 201: Analytical Design Studio I, ARAD 202: Analytical Design Studio II, and ARAD 402: Contextual Design Studio II.

A.7 **History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

[X] Met

2018 Team Assessment: Evidence was found in coursework for ARHT 101: Architectural History I, ARHT: 201 Architectural History II, and ARHT 301: Architectural History III.

A.8 **Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

[X] Met

2018 Team Assessment: Evidence was displayed in student work found in ARAD 201: Analytical Design Studio I, with supplemental evidence provided in the course notebook for ARUS 201: Territorial and Urban Public Policy in a Global Society, and ARUS 301: Territorial Planning Strategies on Infrastructure and Communities.

Realm A. General Team Commentary: Sufficient evidence in the student course work allows the team to arrive at the conclusion that students' representational skills clearly reflect understanding and ability,

as required by the respective SPC. Their knowledge of critical thinking and representation is particularly embodied through the manifestation of drawings and an array of advanced digital media techniques.

In terms of critical thinking and responsiveness to the cultural context, student work in both studio and architectural history courses demonstrated that astute attention is paid to the local architectural fabric, preservation, and adaptive reuse, thereby equipping graduates to thoughtfully respond to and enrich their immediate environment. It is clear that faculty and student engagement in Ponce is serving as a conduit for economic growth and redevelopment in an area that places value on the integration of design with local traditions.

The program has substantially broadened its incorporation of English into quizzes and exams (presented bilingually), and on presentation boards. The program is encouraged to expand this initiative to term papers and other writing exercises that will help prepare students to apply for jobs, take the ARE, and the like.

Realm B: Building Practices, Technical Skills, and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2018 Team Assessment: Evidence was displayed in student work in ARAD 401: Contextual Design Studio I, ARAD 402: Contextual Design Studio II, and ARAD 410: Developmental Design Studio I.

B.2 **Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

[X] Met

2018 Team Assessment: Evidence was found in courses ARAD 401: Contextual Design Studio I, ARAD 402: Contextual Design Studio II, and ARAD 420: Developmental Design Studio II. The team found that demonstrated ability related to the element of topography was not consistent.

B.3 **Codes and Regulations:** *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations and include the principles of life-safety and accessibility standards.

[X] Met

2018 Team Assessment: Evidence was found in coursework for ARAD 301 Experimental Design Studio I: Sustainability and Technologies and ARAD 302 Experimental Design Studio II: Structural Framework and Assemblages. The principles of life-safety and accessibility standards were demonstrated, but inconsistently indicated.

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

[X] Met

2018 Team Assessment: Evidence was found in coursework for ARST 301 Building Acoustics, Illumination and Special Systems, ARAD 302 Experimental Design Studio II: Structural Framework and Assemblages, and ARST 302 Technical Construction Documents.

B.5 **Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2018 Team Assessment: Evidence was found in coursework for ARST 101: Tectonics on Material Applications and Methods, ARST 201: Introduction to Mechanical and Electrical Systems, and ARAD 302 Experimental Design Studio II: Structural Framework and Assemblages.

B.6 **Environmental Systems:** *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2018 Team Assessment: Evidence was found in courses ARAD 301 Experimental Design Studio I: Sustainability and Technologies, ARST 201 Introduction to Mechanical and Electrical Systems, and ARST 301: Building Acoustics, Illumination and Special Systems. The team noted consistently demonstrated ability in the implementation of active and passive systems, as well as astute attention to the specific demands of the geographic region to the extent that it determined that this SPC was "Met with Distinction." Further information is noted in that Appendix, below.

B.7 **Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2018 Team Assessment: Evidence was found in coursework for ARST 101: Tectonics on Material Applications and Methods, with secondary evidence found in ARAD: 301 Experimental Design Studio I and ARAD: 302 Experimental Design Studio II.

The team found that fundamentals were established in a way that the understanding of the building enclosure can be explored successfully and implemented within the fabric of their upper class studios. The strong presence of performance aspects of the building enclosure, as well as the fundamental materials, were so well-presented that the team determined that this SPC was "Met with Distinction." Further information is noted in that Appendix, below.

B.8 Building Materials and Assemblies: *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2018 Team Assessment: Evidence was demonstrated in coursework for ARAD 301: Experimental Design Studio I, ARAD 302: Experimental Design Studio II, ARST 101: Tectonics on Material Applications and Methods, and ARST 201: Introduction to Mechanical and Electrical Systems.

B.9 Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

[X] Met

2018 Team Assessment: Evidence was found in coursework for ARST 201: Introduction to Mechanical and Electrical Systems, ARAD 301 Experimental Design Studio I: Sustainability and Technologies, and ARST 301: Building Acoustics, Illumination and Special Systems

B.10 Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met

2018 Team Assessment: Evidence was found in coursework for ARDA 101: Architectural Design Fundamentals I and ARAD 420: Developmental Design Studio II.

Realm B. General Team Commentary: The ten SPC for Realm B include codes, technical documents, structures, building assemblies, and systems and financial considerations for building design. Student work, both in the studio projects and in related coursework, demonstrated understanding and ability, as required in the respective SPC, related to gathering and assessing information for analysis, design, and documentation phases of a project. The team noted minor inconsistencies in the students' demonstrated ability related to topography, accessibility, and life safety.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations in this realm include:

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.

C.1 **Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

2018 Team Assessment: Evidence of theoretical and applied research was demonstrated in the compiled books for ARAD 301 Experimental Design Studio I: Sustainability and Technologies, with more advanced methodologies reflected within the studies presented in ARAD 410: Capstone Year Experience.

C.2 **Integrated Evaluations and Decision-Making Design Process:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2018 Team Assessment: Evidence of systems-driven decision-making, with particular respect to environmental conditions and planted forms, was demonstrated in ARAD 401 Contextual Design Studio I: Landscape, Ecology and Environment. Integrated evaluations were present throughout the Capstone Year Experience (ARAD 410+420).

C.3 **Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Met

2018 Team Assessment: Evidence of integrative design was present in the Capstone Year Experience (ARAD 410+420).

Realm C. General Team Commentary: The program is clearly structured with transverse and vertical integration of disciplines; this permeates the studios and culminates in the Capstone project. This integration is actualized in terms of content, but also in terms of work assignments, where the students work both independently and collaboratively.

The school should be commended for its dedication to fostering environmental stewardship, as it relates to the embodiment of the university's mission.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.

Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 **Stakeholder Roles in Architecture:** *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—the architect's role to reconcile stakeholders needs.

[X] Met

2018 Team Assessment: Papers written by the students in ARAD 301 Experimental Design Studio I: Sustainability and Technologies, 401 Contextual Design Studio I: Landscape, Ecology and Environment, and 410 Developmental Design Studio I were well-researched on larger public and community issues. Case studies in Analytical Design Studios (ARAD 201 and ARAD 202) addressed architect responsibility issues.

D.2 **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARDA 101: Entrepreneurship on Developmental Politics and ARDA 201: Economic Feasibility and Finances in Real Estate.

D.3 **Business Practices:** *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARDA 101: Entrepreneurship on Developmental Politics, ARDA 201: Economic Feasibility and Finances in Real Estate, and ARDA 301: Marketing and Branding through Commercial Communication Skills.

D.4 **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARLA 101: Codes and Regulations in Architectural Design and ARLA 201: Professional Practice and Contractual Procedures in Architecture.

D.5 **Professional Ethics:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARLA 101: Codes and Regulations in Architectural Design and ARLA 201: Professional Practice and Contractual Procedures in Architecture.

Realm D. General Team Commentary: The team found that the topics represented within Realm D are very well presented to students through a broad variety of topics spread over five courses that deal with all aspects of business, entrepreneurship, ethics, law, development and practice. The scope presented to students is exemplary in its depth and breadth to the extent that the team determined that the entire Realm was "Met with Distinction." Further information is noted in that Appendix, below.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

For a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. 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); or the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
    a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.
    b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2018 Team Assessment: The institution is accredited by the Middle States Commission on Higher Education and was last reaffirmed on June 26, 2014. The institution's next periodic report is scheduled in 2019. This information was provided by inclusion of the last report starting on page 67 of the APR.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: 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 optional studies.

The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees and therefore should not be used by nonaccredited programs.

Therefore, any institution that uses the degree title B. Arch., M. Arch., or D. Arch. for a nonaccredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these nonaccredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *2014 NAAB Conditions for Accreditation*. All accredited program must conform to the minimum credit hour requirements:

[X] Met

2018 Team Assessment: The program provides a diverse curriculum for its students, requiring a total of 181 credit hours for graduation with a Bachelor of Architecture, which exceeds the minimum NAAB requirements. Degree nomenclature is properly used and presented.

The distribution of credits is made complex by the school's choice to deliver program elements through the Experimental Units. The team found the curriculum information presented within the APR to be somewhat confusing and, as a result, met with the dean to review and further examine the curricular offerings.

From that meeting, the team now understands that the actual credit hour distribution is slightly different from what is presented in the APR, as follows:

1. Through a university-wide program, the school has been able to submit its own courses which are similar to the content of other general education courses for review and approval by the university's curriculum committee as acceptable substitutions. These substitute courses are identified as professional concentration courses and not as general education. As a result, the actual number of general education courses required by the program is 61 credits, not the 43 reported in the APR. This number exceeds the required NAAB minimum of 45 credits.
2. Students are required to complete a minor for graduation. These are offered within each of the nine Experimental Units. Fifteen (15) credits towards the minor are included within the required professional concentration courses and generally delivered through studios. The students are then required to complete an additional nine (9) credits, offered in the form of Optional Courses, which must come from within the offerings of the Minor's Experimental Unit. These courses offered by the school but outside of the professional studies curriculum qualify as nine of the required Optional Credits. There is an additional one-hour credit in physical education required by the university. This was not clearly presented in the APR but brings the total number of Optional Credits available to students to ten and in compliance with NAAB requirements.

The school has responded to recommendations from initial NAAB visits concerning the total number of credits required for graduation, originally 192, and has undertaken several initiatives to reduce the credit load to the current 181.

Part Two (II): Section 3 – Evaluation of Preparatory Education
The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted 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.
- The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2018 Team Assessment: The program does not rely on preparatory educational experience. There are, however, a series of clear processes at the levels of both the university and school for evaluating all transfer students, outlined in the APR (79, 84-85) and on the website: http://arquitectura.pucpr.edu/facilities/

Part Two (II): Section 4 – Public Information

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[x] Met

2018 Team Assessment: The program's statement on NAAB-Accredited Degrees is provided on their webpage, under the "NAAB" tab found at: http://www.pucpr.edu/arquitectura/?page_id=1907 and is also on the back cover of their printed catalogs which are also available in digital download form from their webpage under the "Program" tab. Initially, the digital and print forms both contained outdated language related to Terms of Accreditation; however, the web content was updated during the team's visit and the school is undertaking the process of updating already-published catalogs by applying corrective stickers to reflect the language included in the 2014 Conditions.

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2018 Team Assessment: The NAAB Conditions and Procedures are available from the school's webpage, under the "NAAB" tab found at: http://www.pucpr.edu/arquitectura/?page_id=1907.

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2018 Team Assessment: Links providing access to career development information are available from the school's webpage, under the "NAAB" tab found at: http://www.pucpr.edu/arquitectura/?page_id=1907.

II.4.4 Public Access to APRs and VTRs:

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

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).

- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.[1]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2018 Team Assessment: Public access to APRs, VTRs, and annual reports are available from the school's webpage, under the "NAAB" tab found at: http://www.pucpr.edu/arquitectura/?page_id=1907.

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2018 Team Assessment: Links providing access to ARE Pass Rates and other NCARB literature are available from the school's webpage, under the "NAAB" tab found at: http://www.pucpr.edu/arquitectura/?page_id=1907.

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2018 Team Assessment: Admissions information, including both online and downloadable forms, is provided on the School of Architecture's page, at: http://arquitectura.pucpr.edu/facilities/.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

2018 Team Assessment: Student financial aid information is provided on the university's website and can be accessed by link from the School of Architecture's page or directly from the university's home page: http://www.pucpr.edu/estudiantes-nuevos/ayudas-economicas/.

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the 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.

[X] Met

2018 Team Assessment: The letter certifying the accuracy of the information and data provided within the Annual Statistical Reports, dated February 27, 2018, is included in the APR. The team confirmed with the NAAB office that the program had filed the required statistical reports in a timely manner.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation,* 2015 Edition).

[X] Met

2018 Team Assessment: The program received a three-year Initial Accreditation term during its last visit in 2015. Interim Reports have not yet been required.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

B. 6 Environmental Systems – especially passive and landscape strategies

The team noted consistently demonstrated ability in the implementation of active and passive systems, as well as astute attention to the specific demands of the geographic region with respect to solar orientation, the use of shade as a dynamic design element, the integration of natural lighting and ventilation, and attention to air and soil conditions through the implementation of well-conceived native plant systems.

B.7 Building Envelope Systems and Assemblies

Building science fundamentals were established in a way that the understanding of the building enclosure can be explored successfully and implemented within the fabric of their upper class studios. There was a strong presence on the performance aspects of the building enclosure as well.

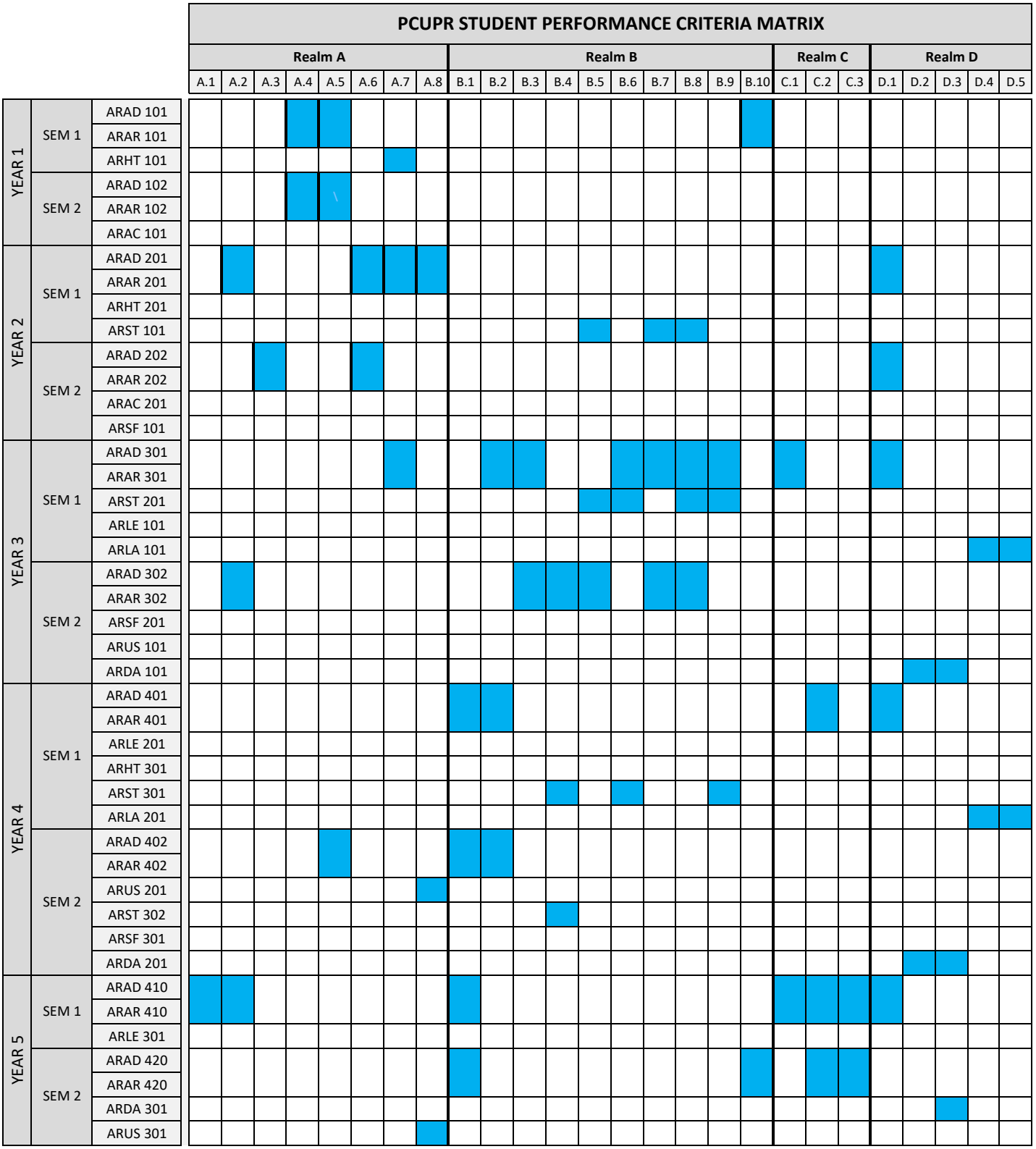
Entire "D" Realm, inclusive of: D.1 Stakeholder Roles in Architecture; D.2 Project Management; D.3 Business Practices; D.4 Legal Responsibilities; and D.5 Professional Ethics

The subjects contained within this realm are taught across a range of five (5) required courses which allows a breadth and depth of material that notably exceeds that which is normally required. Topics include all aspects of business, business law, construction law and contract law, as well as entrepreneurship, ethics, regulation, land development and professional practice. The coursework indicates that these topics are presented in depth and require students to grasp the finer details of each, verified through examinations, written assignments, and projects.

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work was found that demonstrated the program's compliance with Part II, Section 1.

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.


PCUPR STUDENT PERFORMANCE CRITERIA MATRIX
Realm A
Realm B
Realm C
Realm D
A.1 A.2 A.3 A.4 A.5 A.6 A.7 A.8
B.1 B.2 B.3 B.4 B.5 B.6 B.7 B.8 B.9 B.10
C.1 C.2 C.3
D.1 D.2 D.3 D.4 D.5
YEAR 1
SEM 1
ARAD 101
ARAR 101
ARHT 101
SEM 2
ARAD 102
ARAR 102
ARAC 101
YEAR 2
SEM 1
ARAD 201
ARAR 201
ARHT 201
ARST 101
SEM 2
ARAD 202
ARAR 202
ARAC 201
ARSF 101
YEAR 3
SEM 1
ARAD 301
ARAR 301
ARST 201
ARLE 101
ARLA 101
SEM 2
ARAD 302
ARAR 302
ARSF 201
ARUS 101
ARDA 101
YEAR 4
SEM 1
ARAD 401
ARAR 401
ARLE 201
ARHT 301
ARST 301
ARLA 201
SEM 2
ARAD 402
ARAR 402
ARUS 201
ARST 302
ARSF 301
ARDA 201
YEAR 5
SEM 1
ARAD 410
ARAR 410
ARLE 301
SEM 2
ARAD 420
ARAR 420
ARDA 301
ARUS 301

Appendix 3. The Visiting Team

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V. Report Signatures

Respectfully Submitted,

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Team Member

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