2022 Visiting Team Report

Universidad Peruana de Ciencias School of Architecture

B.Arch.

Continuing Candidacy Visit November 16-18, 2022

MAB

National Architectural Accrediting

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I. Summary of Visit

a. Acknowledgments and Observations

On behalf of the NAAB visiting team, we would like to express our gratitude for the helpful assistance provided by our Universidad Peruana de Ciencias Aplicadas (UPC) colleagues. We appreciate the careful preparation of program documents, responsiveness to our questions, and the extensive logistical support that made it possible for us to conduct our review remotely with simultaneous translation assistance.

We appreciate UPC's commitment to and investment in the architecture program and the many meaningful accomplishments of the program's passionate faculty and students.

We would also like to acknowledge that since the last NAAB review in 2019, the UPC School of Architecture has attended to the responsibilities of NAAB candidacy in truly extraordinary circumstances. It adapted teaching and learning to a global pandemic. The number of students in the program's learning community increased by nearly 30%. The program also responded to significant changes in the NAAB Conditions, which in 2020, shifted the approach from providing learning outcomes assessment, to evaluating the program's self-assessment and improvement processes--a best practice for quality assurance in higher education. During this time, UPC pursued continuous improvement of the architecture program through changes to the curriculum and improvements to its delivery.

One of the challenges our team encountered during this review was not fully understanding how the program ensures that every student who earns the UPC Bachelor of Architecture degree benefits from all of the NAAB's criteria, and achieves all of the NAAB's student criteria. This affected some aspects of the team's evaluation.

We recognize that the school is engaged in continuous improvement that addresses the NAAB Conditions. We also acknowledge that recent revisions to the program are improvements that are now in process and will be assessed as they are implemented. As with any program review, we are seeing a snapshot in time as we observe the school's ongoing efforts.

b. Conditions with a Team Recommendation to the Board as Not Achieved (list number and title)

In Progress

5.2 Planning and Assessment 5.3 Curricular Development 5.4 Human Resources and Human Resource Development

<u>Not Demonstrated</u> 5.5 Social Equity, Diversity, and Inclusion 5.6 Physical Resources

Not Yet Met PC.5 Research and Innovation PC.7 Learning and Teaching Culture PC.8 Social Equity and Inclusion SC.2 Professional Practice SC.4 Technical Knowledge SC.5 Design Synthesis SC.6 Building Integration 4.2 Professional Degrees and Curriculum

6.6 Student Financial Information

II. Progress Since the Previous Site Visit

Not Met	Not Yet Met	In Progress	Not Applicable
I.2.4 Information Resources.	A.2 Design Thinking Skills.	I.2.1 Human Resources and Human	II.4.1 Statement on NAAB- Accredited
B.3 Codes and Regulations.	A.8 Cultural Diversity and	Resource Development.	Degrees.
B.4 Technical	Social Equity.		II.4.2 Access to NAAB
Documentation.	B.2 Site Design.		Conditions
C.3 Integrative Design.	B.7 Building Envelope		Procedures.
	Systems and Assemblies.		II.4.4 Public Access to APRs and VTRs
	B.9 Building		
	Systems.		Rates.
	C.2 Evaluation and		III.1 Annual Statistical
	Making		Reports.
	D.2 Project		III.2 Interim
	Management		Progress
			Reports.

2014 Condition/Criterion Not Met

I.1.4 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 the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural 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.

Previous Team Report (2019): The program APR details the information resources available to students, faculty, and staff. UPC was the first Peruvian university library to offer self-service book-loans and to participate in an open shelf system. Their Knowledge Management Department (KMD) manages the library, collections, and volume acquisitions. Physical libraries (or information centers) exist at all four

campuses and offer both physical and digital collection access to all students, faculty, and staff. In addition to physical book titles, the libraries offer digital access to databases, journals, and e-books. In addition to information resources the libraries house printing/photocopy services, study spaces, and training in library use and information literacy.

The team toured the library/information center during the visit and consulted with library staff. The program notes the number of volumes and titles in the APR, which the team confirmed during the on-site visit. Given the large number of students and a much smaller number of titles/volumes, it is not clear to the team 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 the field of architecture. It is for this reason that the team cites this criterion as not demonstrated at this time.

2022 Team Analysis: The team confirmed that the program has made significant improvements to information resources. See Section 5.8-Information Resources of this report.

B.3 Codes and Regulations: Ability to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

Previous Team Report (2019): This SPC is not met. Evidence of student achievement at the prescribed level was not found in student work prepared for the course cited by the program in their matrix: AR247 Professional Project Guidelines. Some of the exams completed for the Structural Modeling I & Structural Modeling II courses reference structural codes, but it is not evident to the team that students are being exposed to building codes, regulations, life safety, and accessibility at the site and building scale

2022 Team Analysis: The team confirmed that the program ensures students' understanding of all aspects of the NAAB 2020 Condition SC.3 Regulatory Context, which addresses similar content. See Section SC.3 Regulatory Context of this report.

2014 Condition/Criterion 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.

Previous Team Report (2019): The team was unable to find consistent demonstration of student achievement at the prescribed level, particularly but not limited to those marked as low pass. The early evidence of technical documentation presented in Terms 2 and 3, identified by the program as secondary sources, shows more consistency, but on much smaller drawing projects and that consistency does not translate to the later design studio work. The team also did not find evidence of ability to prepare outline specs. Understanding that this form of documentation may not be customary in Peru, it is nevertheless a specific requirement of the current Conditions.

2022 Team Analysis: In student work randomly selected by the NAAB for review of NAAB 2020 Condition SC.6, the team found evidence that the students can make technically clear drawings; although the team did not find consistent evidence that all students possess the ability to prepare outline specifications and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design. See Section SC.6 Building Integration of this report.

2014 Condition/Criterion 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.

Previous Team Report (2019): The team was not able to find evidence of student achievement at the prescribed level within the student work prepared for the course indicated within the matrix. The team then looked at work of other terms, particularly Term 10, which is identified as the final / thesis project and

were not able to find evidence which was consistent across all projects or between high/low pass examples.

2022 Team Analysis: In student work randomly selected by the NAAB for review of NAAB 2020 Condition SC.6 and in other student work selected by the program (AR304 Workshop X Thesis, AR302 Workshop IX Professional Practice, and AR313 Workshop VI Architecture and Construction), the team found evidence that building systems are included in the curriculum and that students are learning how to apply these systems but did not find consistent evidence that student achievement, especially in the student work randomly selected by the NAAB, addresses all parts of this criterion. See Section SC.6 Building Integration of this report.

2014 Condition/Criterion Not Yet Met

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.

Previous Team Report (2019): Evidence of student achievement at the prescribed level was not found in student work prepared for AR252 TX-Thesis Workshop. Although the projects for this course provide evidence of effective graphic representation skills and comprehensive final design solutions, they do not provide tangible evidence of the process leading to the final design solution and the 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.

2022 Team Analysis: In the student work randomly selected by the NAAB or the program, the team did not find consistent work that addresses all parts of A.2 Design Thinking Skills. This may be due to lack of inclusion of pre-design and design process documentation. Student work is limited to final designs. The team could not find evidence of the process work and students considering diverse points of view or testing alternative outcomes against relevant criteria and standards.

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 buildings and structures.

Previous Team Report (2019): Evidence of student achievement at the prescribed level was not found in student work prepared for the course cited by the program in their matrix: AR158 Urban Planning and AR251 Urban Management. Some work demonstrated achievement at the understanding level for some of the aspects of cultural diversity (diverse needs, social and spatial patterns), but the team could not find evidence of student work that explored social equity or the remaining aspects of cultural diversity.

2022 Team Analysis: The team found evidence in the curriculum and student work that focuses on diverse environments and users with emphasis on improvement of living conditions, accommodation of people with disabilities, and the architect's responsibility toward creating spaces that promote equity and inclusion. See Section 2 Shared Values of the Discipline and Profession, sub-criterion Equity, Diversity, and Inclusion of this report.

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.

Previous Team Report (2019): Student work prepared for AR249 TVIII-Architecture and Cities and AR217 TVArchitecture and the Environment provide evidence of ability to respond to urban context and developmental patterning. The team did not find consistent evidence of ability to respond to topography, ecology, climate, and building orientation in the development of a project design.

2022 Team Analysis: The program added AR338 Sustainability and the Environment in response to the 2019 NAAB finding of Not Yet Met for SPC B.2 Site Design. This course now serves as a process course for PC 3 Ecological Knowledge and Responsibility in the NAAB 2020 Conditions, which the team determined was met. See Section PC 3 Ecological Knowledge and Responsibility of this report.

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.

Previous Team Report (2019): This SPC is not yet met. While there is stronger evidence of contact with this topic within the project notebooks, the team was unable to find consistent evidence of student achievement at the prescribed level, within the final project results demonstrated in the team room, particularly within low level but also on some high pass work.

2022 Team Analysis: Through a review of the course syllabi and instructional materials for AR302 Workshop IX Professional Practice, the validation course for the 2020 Condition SC.4 Technical Knowledge, the team found evidence that the program ensures students' understanding of all aspects of B.7 Building Envelope and Systems and Assemblies. See Section SC. 4 Technical Knowledge of this report.

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

Previous Team Report (2019): This SPC is not yet met. In AR98 Special Equipment and Installations, the team found evidence of understanding of mechanical systems in the projects provided, but could not find evidence for plumbing, electrical, communication, vertical transportation, security, and fire protection systems. In the SPC matrix the program cited AR215 Installations in Buildings as the primary source of evidence; however, the team found no evidence of student work in the provided digital files, course notebooks and other work in the team room. The course description makes note of the missing building service systems, but the team had no student work to review to see that this SPC was met by that course.

2022 Team Analysis: In course syllabi and instructional materials for AR304 Workshop X Thesis Workshop and in AR293 Installations in Buildings and AR318 Special Equipment and Installations, the team found evidence that the program ensures students' understanding of building technologies including foundations, structures, building assemblies, acoustics, electrical, plumbing, drainage, ventilation, heating and cooling systems, with some emerging technical systems such as geothermal energy. The team did not find evidence that the program provides understanding of vertical transportation, security, and communication systems. See Section SC. 4 Technical Knowledge of this report.

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

Previous Team Report (2019): This SPC is not yet met. Evidence of student achievement at the prescribed level was not found in student work prepared for the courses identified by the program in the matrix: AR250 TIX – Professional Practice Workshop (studio course) and AR252 TX – Thesis Workshop (studio course). The team was able to find some evidence of evaluation and decision making in some work, but it was not consistent, not evident in low pass work, and not to the ability level. This was also due to the lack of student process work.

2022 Team Analysis: In the student work randomly selected by the NAAB and in the student's work selected by the program the team found some skills associated with this criterion such as problem identification, and in some cases setting evaluative criteria, but the team did not find the analysis of solutions or predicting the effectiveness of implementation.

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.

Previous Team Report (2019): This SPC is not yet met. Evidence of student achievement at the prescribed level was not found in student work prepared for the courses cited by the program in their matrix: AR248 Real Estate Management and AR223 Professional Synergy. The team found evidence of understanding of the assembly of teams, but not work plans, project schedules, time requirements, and project delivery methods.

2022 Team Analysis: The program responded to the previous team finding of 'Not Yet Met' by adding AR350 Project Management, a new course that will be taught in 2023. Going forward this course will serve as a validation course for PC 6 Leadership and Collaboration in the NAAB 2020 Conditions.

2014 Condition/Criterion In Progress

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. This includes 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 Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, 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.

Previous Team Report (2019): As stated in the APR, the program has 287 faculty members instructing 4051 students (14 to 1 ratio). The workloads of the full-time and part-time faculty are regulated to ensure a balanced distribution of the faculty responsibilities regarding teaching, research, and student advising. While the program does not currently have an Architect Licensing Advisor, they are aware of the need.

As stated in the APR, program professors are required to fulfill a minimum of 20 hours of internal and/or external training per year. The program offers partially supported educational opportunities to the faculty. There is no mention of sabbatical leave or workload reduction for program faculty in the APR. Faculty may apply for university-wide competitive research funding on an annual basis. The APR lists twelve awards granted this year and six the prior year (out of 287 faculty). The APR also provides a list of faculty research projects and publications for the past nine years.

The APR provides a comprehensive list of support services available to students in the program.

2022 Team Analysis: See Section 5.4-Human Resources and Human Resource Development of this report.

2014 Condition/Criterion Not Applicable

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.

Previous Team Report (2019): The program has not entered candidacy; however within the APR, they have expressed their commitment to comply with this requirement as soon as they are granted candidacy.

2022 Team Analysis: See Section 6.1 Statement on NAAB-Accredited Degrees of this report.

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:

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)

Previous Team Report (2019): The program has not entered candidacy; however within the APR, they have expressed their commitment to comply with this requirement as soon as they are granted candidacy.

2022 Team Analysis: See section 6.2 Access to NAAB Conditions and Procedures of this report.

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.

Previous Team Report (2019): The program has not entered candidacy; however within the APR, they have expressed their commitment to comply with this requirement as soon as they are granted candidacy.

2022 Team Analysis: See Section 6.4 Public Access to Accreditation Reports and Related Documents of this report.

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/postsecondary 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.

Previous Team Report (2019): The program has not entered candidacy, or graduated students that would qualify to take the ARE, as of yet; however within the APR, they have expressed their commitment to comply with this requirement as soon as they are granted candidacy.

2022 Team Analysis: This is not yet applicable. See Section 6.4 Public Access to Accreditation Reports and Related Documents of this report.

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.

Previous Team Report (2019): The program has not entered candidacy, and is not required to submit annual and Interim Reports.

2022 Team Analysis: This is not yet applicable. See Section 6.4 Public Access to Accreditation Reports and Related Documents of this report.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation*, 2012 Edition, Amended).

Previous Team Report (2019): The program has not entered candidacy, and is not required to submit such reports as of the time of this visit.

2022 Team Analysis: This is not yet applicable. See Team response for 6.4 Public Access to Accreditation Reports and Related Documents.

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

2022 Team Analysis: The team confirmed that the program changes developed in response to changes in the Accreditation Conditions, and in response to the 2019 NAAB review based on the 2014 Conditions, are accurately outlined in the 2022 APR Section Progress Since the Previous Visit. The changes include new and replacement courses as well as adjustments to existing courses that were developed as part of a comprehensive review of the curriculum with respect to student learning outcomes including student outcomes defined by the NAAB 2020 Conditions. The program is in the process of implementing and assessing these changes.

IV. Compliance with the 2020 Conditions for Accreditation

1-Context and Mission (Guidelines, p. 5)

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits-and benefits from-its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives

and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

• The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

☑ Described

2022 Team Analysis: Universidad Peruana de Ciencias Aplicadas (UPC) was created in 1993 as a private institution providing higher education programs at the undergraduate and graduate levels. UPC offers 61 bachelor's degree programs and 38 master's degree programs. The university is accredited by WSCUC, a U.S. regional accrediting agency, that recently renewed UPC's accreditation for a ten-year term.

UPC has four campuses in different locations in the city of Lima. The Bachelor of Architecture program is offered at three of the four campuses: the main campus in Monterrico, the San Miguel campus and the Villa campus. In the 2021-22 academic year the total number of students in the program was 4,837, distributed by campus as follows: 48% at Monterrico, 36% at San Miguel, and 16% at Villa. 84% of students enrolled in the program are from the city of Lima. The remaining 16% are from other locations in Peru. The School of Architecture recently added a master's degree in architecture.

The foundational mission of UPC is "to educate upstanding and innovative leaders with a global vision who will transform Peru." As one of the university's founding schools, the School of Architecture contributes to the university's mission through the engagement of practicing architects on the faculty and through a wide range of learning opportunities inside and outside the classroom. Like all undergraduate UPC programs the Bachelor of Architecture curriculum includes four extracurricular credits through Vida Universitaria UPC with options to enroll in extracurricular workshops, cultural activities, volunteer opportunities to apply their learned skills in real work environments. Additionally, the School of Architecture organizes and promotes exhibitions, national and international conferences, academic missions, international workshops, and lectures, among other activities. It also offers academic travel and maintains exchange agreements with international universities.

The team found Condition 1 Context and Mission to be Described.

2-Shared Values of the Discipline and Profession (Guidelines, p. 6)

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. ($\underline{p.7}$)

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. ($\underline{p.7}$)

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning,

teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education. ($\underline{p.7}$)

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. (p.8)

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. (p.8)

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. (<u>p.8</u>)

⊠ Described

2022 Team Analysis: Based on the APR and other information gathered prior and during the visit, the team confirmed that the program describes its response to all parts of this condition as noted below.

Design:

The curriculum focuses on a sequence of ten workshops, one in each semester, where students engage in "grounded design," a learning outcome defined by the program that integrates knowledge and skills that span subject areas across the curriculum. Grounded Design incorporates several NAAB Program and Student Criteria. Through a review of course materials associated with the workshop sequence, selected examples of student work, meetings with faculty and students, and observation of classes in session, the visiting team confirmed the program's response to the value of Design. The program's assessment process includes assessment of student achievement for workshop courses, especially AR304 Workshop X Thesis, the validation course for PC 2 Design, which indicates the program is engaged in planning with a continued commitment to this value.

Environmental Stewardship and Professional Responsibility:

This value is embedded in the pedagogical principles that comprise the UPC Educational Model, one of which is Learning Towards Sustainability. Within this context the School of Architecture incorporates environmental stewardship and professional responsibility into courses across the curriculum beginning with a humanities course, HU548 Ethics and Citizenship and a sequence of architecture courses: AR338 Sustainability and Environment, AR335 Architectural Analysis, AR309 Workshop V Architecture and Environment, AR284 Urban Planning, AR303 Urban Management. Starting in 2021-22, the school has added adaptive reuse as a subject within AR246 Architectural Research and AR271 Guidelines for Professional Projects that serve as thesis preparation courses. The program's assessment process for the PC 3. Ecological Knowledge and Responsibility indicates the program is engaged in planning with a continued commitment to this value.

Equity, Diversity, and Inclusion:

The program describes institutional policies and practices that address internal aspects of equity, diversity and inclusion including the UPC Diversity and Nondiscrimination Policy adopted September 20, 2021. It also describes aspects of the curriculum that focus on diverse environments and users with emphasis on improvement of living conditions, accommodation of people with disabilities, and the architect's responsibility toward creating spaces that promote equity and inclusion. Courses with relevant content include: AR271 Professional Project Guidelines, a new course; AR350 Project Management; and AR246 Architectural Research.

Knowledge and Innovation:

The program addresses this value in multiple ways across the curriculum through innovation-based studios that engage leading practitioners and program leaders in dialog that addresses regional and global trends, in courses that address research methods and emerging knowledge-including a new course on research methodology, in specialization options in the areas of digital technologies, graphic expression, and art and architecture history and criticism, and experimental work in the construction workshop. The team found evidence of learning opportunities related to developing knowledge and innovation in course materials. Student exposure to knowledge and innovation culminates in the thesis projects. A recent change to the curriculum focuses thesis work on specific research themes. As outlined in Appendix AI.3 Assessment Findings, the program is making curricular improvements related to knowledge and innovation.

Leadership, Collaboration and Community Engagement:

The program's design and construction workshops incorporate teamwork that develop student collaboration and leadership skills and involve specialists who provide students with input from the perspective of allied fields. UPC identifies citizenship as an institutional learning outcome. The architecture program's strategic plan prioritizes "the ability to evaluate the ethical sense of actions and decisions in relation to human coexistence in plural societies and the respect for citizens' rights and duties." The program addresses this learning outcome through the projects selected for design workshops and in AR303 Urban Management. It also monitors co-curricular activities including student involvement in community-based volunteer programs. Assessment of this shared value is conducted at the institutional level and by the architecture program.

Lifelong Learning:

The program promotes lifelong learning by organizing international seminars and conferences with presentations by architects and scholars that are both enrichments for currently enrolled students and open to program graduates. It also offers a lecture series that invites graduates of the program to share their experiences outside the university. As part of the process to become a licensed architect in Peru, the program maintains close contact with graduates who continue their thesis projects to meet professional licensure requirements. In addition, the university facilitates the International Continuing Education Program that is available to UPC graduates and has included short term architecture programs that provide graduates with an international experience. Planning for these activities is ongoing.

The team found Condition 2 Shared Values of the Discipline and Profession to be Described.

3—Program and Student Criteria (Guidelines, p. 9)

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC) (Guidelines, p. 9)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. (<u>p.9</u>)

🛛 Met

2022 Team Analysis: Through a review of the APR and supporting materials, and in meetings the team confirmed that the following required courses and activities ensure students understand the path to becoming licensed as an architect in the United States and the range of available career opportunities.

AR01 Introduction to Architecture, provides students with an overview of professional opportunities in architecture.

AR302 Professional Practice Workshop IX exposes students to building codes and regulations in the United States through a design project located in the United States. The architect licensing advisor offers training for all faculty teaching Workshop IX.

In 2021, the program appointed a qualified architect licensing advisor who is knowledgeable about architect licensing requirements in the United States. The advisor offered a series of required advisory workshops for students in AR304 Workshop X Thesis Workshop in fall of 2021 that presented requirements for becoming a licensed architect in the U.S. Some students attended the workshops in person and all students enrolled in AR304 had access to a workshop recording. Assessment of the workshop found that 12% of students attended in person, but data has not yet been collected about students' viewing of the recording. The program's assessment found a lack of student awareness of the possibility of licensure in the United States as a benefit of accreditation. Improvement actions included the addition of advising as part of the course, and providing a comparison of Peruvian and United States architect licensure requirements.

The required, credited pre-professional internships implemented in accordance with the UPC Preprofessional and Professional Internship Regulations. Internship activities are documented through reports prepared by participating interns and their supervisors. These reports are reviewed and approved by the program director who uses this process to assess the program. Assessment findings include the limited exposure all students have to the collective value of the diversity of their peers' internship experiences. The program plans to address this by disseminating information about internships to all students. The program also identified the opportunity to improve the evaluation conducted by internship supervisors to address student performance related to NAAB PCs and SCs. This is being addressed through a revision to supervisor evaluation forms.

The team found PC.1 Career Paths to be Met.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (<u>p.9</u>)

🛛 Met

2022 Team Analysis: As described in Section 2 Shared Values of this report, the curriculum is organized around a structured series of design-based workshop courses. In addition, courses in other formats provide students with opportunities to develop and inform design thinking.

Through review of course materials and evaluation rubrics, observations of workshop teaching, and the program's processes for reviewing design outcomes, the team found strong evidence that the program emphasizes the role of the design process, beginning in year 1 and culminating in year 5 where the validation course AR304 Workshop X Thesis Workshop is assessed to ensure that students understand and implement design methods to integrate multiple factors in different settings and scales of development. The team also noted evidence of student achievement in student work prepared for courses AR301 Architecture and Cities and AR302 Professional Practice which are identified by the program as process courses that contribute to this PC.

Based on these findings the team found PC.2 Design to be Met.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to

mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. ($\underline{p.9}$)

🛛 Met

2022 Team Analysis: The program demonstrated the incorporation of PC.3 in course syllabi, and evaluation rubrics of process and validation courses. The team found evidence of meeting PC. 3, primarily in the process courses AR338 Sustainability and Environment and AR 309 Workshop V-Architecture and Environment. Both courses focus on protecting the natural environment from building impacts, understanding the application of passive design strategies, generating a critical vision of the causes and effects of climate change, and the importance of the application of energy efficiency and resource management systems in all areas, in the search for the minimization of negative impacts on the environment and ensuring the habitability of the planet for future generations.

Both process courses (AR338 and AR309) are assessed using the one-to-one basis method in which faculty evaluate the achievement of individual students for each learning outcome. Assessment data of the validation course AR271-Professional Project Guidelines includes student performance data that informs a benchmark to be reviewed annually. The team reviewed data for AR271 that was provided in APR Appendix 3.4.

The team found PC.3 Ecological Knowledge and Responsibility to be Met.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (<u>p.9</u>)

🛛 Met

2022 Team Analysis: The program identifies AR110 Peruvian Architecture and AR345 Modern and Contemporary Art and Architecture, and the validation course AR112 Theory of Architecture as addressing PC.4. Based on a review of course materials for these and other relevant courses, the team found that AR284 Urban Planning and AR301 Workshop VIII- Architecture and Cities make significant contributions to aspects of history and theory including culture, economic, and political forces. In addition to student performance data collected using the One-to-One assessment method, the program plans to evaluate the final academic assignment completed by students for AR112 Theory of Architecture.

The team found PC.4 History and Theory to be Met.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (<u>p.9</u>)

⊠ Not Yet Met

2022 Team Analysis: The program presents recent curricular changes that respond to PC. 5. They include the addition of a new course AR347 Research Methodology, and a new structure for student research that focuses thesis projects on the topics of housing, education, and health, however the program has not yet had adequate opportunity to assess the impact of these changes. Based on a review of the course materials submitted and associated assessments which provide pass rate benchmarks and state that continued monitoring is required, the team was unable to confirm that all graduates of the program are prepared to engage in research that tests and evaluates architectural innovations.

Therefore, the team determined that PC. 5 Research and Innovation is Not Yet Met.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (<u>p.9</u>)

🛛 Met

2022 Team Analysis: The program provided syllabi and rubrics for the PC.6 validation courses AR303 Urban Management, AR248 Real Estate Management, and AR295 Professional Synergy. The program will replace AR248 and AR295 with a new course, AR350 Project Management, which will become the validation course for this PC. Due to its pedagogical approach, AR346 Lightweight Roofing and Formworks was also presented as contributing. Although AR350 was not taught prior to completion of the 2022 APR, the syllabus was available for the team to review.

Evidence of Leadership and Collaboration was found in AR303 which provides students with knowledge of contemporary approaches to intervening in deteriorated areas of a city, as well as of architects' performance in the multidisciplinary teams required by large scope urban projects. Evidence was also found in the course AR295 Professional Synergy where students get involved with the identification and analysis of stakeholder interests, and the management of stakeholder relationships, both for those who participate in the design process and for those who are affected by design outcomes.

Assessment of the validation courses AR248, AR303 and AR295 is presented as evidence of modifications made to the curricula, which informed the improvement action to add AR346 into the assessment system in 2022. In Appendix AI.3 Findings & Improvements SC and PC provided in response to the team's questions, the program mentions that when AR350 Project Management is incorporated into the program it will provide more direct focus on associated NAAB program and student criteria.

Based on these findings the team found PC.6. Leadership and Collaboration to be Met.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (<u>p.9</u>)

Not Yet Met

2022 Team Analysis: In meetings the visiting team was impressed with the great pride and commitment to the architecture program's values and mission that is shared by all of the program's stakeholders. The team also confirmed the program's widespread commitment to engaging all constituents in design-based education that creates a collaborative and respectful environment.

Some aspects of the program's operations that impact student experience including class scheduling, and limited availability of space, services and equipment interfere with progress toward creating a positive teaching and learning culture. For example, students are assigned to create models, but do not have adequate facilities and equipment available on UPC campuses to build them; students spend long hours on campus during and between courses but don't have adequate access to workstations or to electrical outlets to charge their laptops. This causes stress as they strive to do their best work under difficult circumstances that require long days on campus with barriers to using the time between classes effectively. The need to carry their models and supplies as they commute to and from their campuses or as they navigate their campuses is also a challenge. Limited physical resources, both space and equipment, such as printing capability, as described in section 5.6 of this report are a factor.

Assessment data revealed that some courses have a low pass rate, a finding that may be associated with aspects of teaching and learning cultures. See section 5.4.4 of this report.

Therefore, the team determined that PC.7. Learning and Teaching Culture is Not Yet Met.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

Not Yet Met

2022 Team Analysis: The APR presents AR301 Workshop VIII Architecture and Cities as the validation course for this PC. The team reviewed the syllabus and supporting materials, including some samples of student work. Assessment data for this course shows an uncommonly low pass rate. Less than 30% of the class passed in the most recent year collected which the program plans to increase. Assessment data presented in Appendix 3.4 for AR301 Workshop VIII indicates that 9% of students do not meet PC.8 and that 68.4% are in process. Based on the Program and Student Criteria Matrix, there does not seem to be another opportunity for the program to effectively assess student learning related to PC.8.

In its assessment of student work the program determined that the choice of project settings affects the explorations of social equity and inclusion topics. Plans for improvement include shifting project sites to urban areas that present more direct equity and inclusion challenges.

Other courses identified by the program and the team as contributing to social equity and inclusion are: HU548 Ethics and Citizenship, AR307 Workshop III Architecture and Surroundings, AR272 Urban Planning Seminar, AR271 Professional Project Guidelines, a new course-AR350 Project Management, AR246 Architectural Research, AR349 Research in Architecture, and AR304 Thesis Workshop X.

Considering the syllabi and supporting materials available from all these courses, some of which are still in the early stages of development and revision, the team found convincing evidence that students develop understanding of diverse social and cultural contexts. The team also identified some projects that addressed all parts of this condition such as the Community Development Center in Comas does. The team was unable to confirm that all graduates of the program learn to translate this understanding into built environments that equitably support and include people of different backgrounds, resources and abilities.

The team also noted that the program provides study abroad opportunities that have potential to deepen student understanding of diverse cultural and social contexts but financial factors limit the number of students who participate to less than 1% of students enrolled.

Therefore, the team determined that PC.8. Social Equity and Inclusion is Not Yet Met.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (*Guidelines*, p. 10) A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (<u>p.10</u>)

🛛 Met

2022 Team Analysis: The team reviewed syllabi and supporting materials for validation courses AR309 Workshop V-Architecture and Environment, and AR304 Workshop X-Thesis Workshop. AR309 asks students to design a medium-sized project that is sustainably adapted to the natural environment, and AR304 asks students to formulate, through an architectural proposal of their choice, the design of a complex project where they can demonstrate an integrated design that addresses health, safety and welfare. Syllabi of both courses show learning outcomes, methods of assessment with their relative weight, course schedules with topics covered, and instructional material.

The team found evidence of SC.1 Health, Safety and Welfare in the Built Environment in syllabi or instructional material (required readings, lecture materials, pedagogical material) at the building scale in AR309 and AR304. Although it was not listed as a validation course for this SC.1, the team found evidence that AR301 Workshop VIII-Architecture and Cities addresses SC.1 at the urban/city scale in the syllabus, bibliography and course material.

Assessment of AR309 addressed this criterion using the One-to-One method and assessment data for AR304 is provided in Appendix 3.4. Based on this data and workshop review findings the program identified the need to monitor compliance with SC.1 in AR309. A recent improvement action to AR304 that requires students to focus projects on topics related to housing, education or health has potential to strengthen student learning outcomes for this criterion.

Based on these findings the team found SC.1 Health, Safety and Welfare in the Built Environment to be Met.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. (<u>p.10</u>)

⊠ Not Yet Met

2022 Team Analysis: In the APR and supporting materials the program presents AR295 Professional Synergy and AR248 Real Estate Management as the validation courses that meet SC.2 Professional Practice. It also presents the U.S. Architect Licensing Advisory Sessions as meeting an aspect of regulatory requirements. Assessment data presented for these courses includes pass rates and pass rate benchmarks. As part of improvement actions designed to address the NAAB 2020 Conditions, the Program developed a new course, AR350 Project Management, which will replace AR295 and AR248.

Since AR350 is still under development and was not yet taught, the team had access to the syllabus, but was unable to fully evaluate the course's effectiveness for ensuring that all students will meet all parts of this condition.

Therefore, the team determined that SC.2 Professional Practice is Not Yet Met.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. (p.10)

🛛 Met

2022 Team Analysis: Through review of the APR, course syllabi and instructional materials for the validation course AR302 Workshop IX Professional Practice Workshop, the team found evidence that the program ensures students' understanding of all aspects of SC.3 Regulatory Context. In this course students are exposed to the International Building Code and common zoning practices with activities that develop their understanding of how codes and regulations apply to buildings and sites.

The APR and Appendix AI.3 Findings & Improvement SC and PC state that the program's assessment of SC.3 led to the improvement action that requires students to carry out a project located in a U.S. city. Another improvement action was the development of training sessions for faculty who teach this workshop. These are taught by the program's architectural licensing advisor who is a licensed architect in the U.S.

The team found SC.3 Regulatory Context to be Met.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

⊠ Not Yet Met

2022 Team Analysis: Through a review of course syllabi and instructional materials, the team found evidence that the program ensures students' understanding of building technologies including foundations, structures, building assemblies, acoustics, electrical, plumbing, drainage, ventilation, heating and cooling systems, with some emerging technical systems such as geothermal in the validation course AR304 Workshop X Thesis Workshop and in AR293 Installations in Buildings and AR318 Special Equipment and Installations.

Appendix AI.3 Findings & Improvement SC and PC, states that the Program's assessment of SC.4 in thesis projects completed for AR304, determined that they did not provide tangible evidence of technical specifications. This resulted in an improvement action to require technical specifications documentation in final project presentations. The team's review of student work samples for AR304 that were randomly selected by the NAAB for SC.6 confirmed the program's finding that evidence of technical understanding is not consistently present for all students.

The team did not find evidence that the program provides understanding of emerging systems, economic impacts of technical systems, or performance objectives for projects that pertain to technical systems.

Therefore, the team determined that SC.4 Technical Knowledge is Not Yet Met.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

Not Yet Met

2022 Team Analysis: Through review of the appendices with supporting materials and student work for the validation courses: AR304-Workshop X Thesis Workshop, AR302-Workshop IX Professional Practice Workshop, and AR310 Workshop VII Integrated Workshop the team did not find consistent evidence that student achievement, especially in the student work randomly selected by the NAAB, addresses all parts of SC.5 Design Synthesis. The inconsistencies in student work affected each part of this criterion and may be due to a combination of factors such as inconsistency in instruction across sections; incomplete documentation; lack of inclusion of the group work students undertake during the pre-design phase; or inconsistent presentation requirements among different sections that may cause omissions in the student work record or limit students' opportunities to engage in all aspects of design synthesis.

The APR presents the program's rubrics and assessment findings for AR304, AR 302 and AR310 which document pass rates and establish pass rate benchmarks, but there were no associated improvement

actions identified. Appendix 3.1 Findings & Improvement PC and SC states that an improvement action in progress is focusing AR304 projects on specific use typologies (education, health and housing). This has not yet been fully assessed and it is unclear how this improvement action will advance student learning outcomes for all parts of SC.5.

Therefore, the team determined that SC.5 Design Synthesis is Not Yet Met.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

⊠ Not Yet Met

2022 Team Analysis: In the appendices containing supporting materials and student work for the validation courses AR304-Workshop X Thesis Workshop, AR302-Workshop IX Professional Practice Workshop and AR313 Workshop VI Architecture and Construction the team found evidence that building systems are included in the curriculum and that students are learning how to apply these systems but did not find consistent evidence that student achievement, especially the student work randomly selected by the NAAB, addresses all parts of SC.6 Building Integration. As with SC.5 this may be due to a variety of inconsistencies that make it difficult for the visiting team to determine that all students graduating from the program have achieved all learning outcomes associated with SC.6.

The APR presents the program's rubrics and assessment findings for AR304 and AR302 and reports that the One-to-One method of assessment for AR313 is being implemented. The team could not identify improvement actions specifically associated with SC.6. Building Integration. Appendix 3.1 Findings & Improvement PC and SC states that an improvement action for AR304 includes more emphasis on solutions for specialized fields, but it is unclear how this action is intended to advance student learning outcomes for all parts of SC.6.

Therefore, the team determined SC.6 Building Integration is Not Yet Met.

4-Curricular Framework (Guidelines, p. 13)

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation (Guidelines, p. 13)

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

🛛 Met

2022 Team Analysis: The APR and UPC website include the 2016 WSCUC accreditation letter which states that accreditation was granted in 2016 with the next accreditation review scheduled for the spring

of 2022. In meetings with university leaders the team learned of WSCUC's recent reaffirmation of UPC's accreditation for a full ten year term. The team confirmed this on the WSCUC website at:

https://wascsenior.app.box.com/s/pxkzygan46ncd5stuhfppt4td9z180km

The team found 4.1 Institutional Accreditation to be Met.

4.2 Professional Degrees and Curriculum (Guidelines, p. 13)

The NAAB accredits 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.

- 4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)
- 4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge. In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)
- 4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

- 4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.
- 4.2.5 **Master of Architecture**. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required

professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

4.2.6 **Doctor of Architecture**. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Not Yet Met

2022 Team Analysis: The team's analysis of the Bachelor of Architecture Program found that it meets all of the applicable requirements of 4.2 Professional Degrees and Curriculum.

The APR states that the school offers a Master of Architecture degree program. In meetings and from information available in the most recent WSCUC report the team confirmed that UPC founded a Master of Architecture program in 2021. Since this master's program is not accredited by the NAAB and is not a candidate for NAAB accreditation, it does not meet the requirement that only NAAB accredited degree programs have the exclusive right to use the Master of Architecture degree title.

Therefore, the team determined that 4.2 Professional Degrees and Curriculum is Not Yet Met.

4.3 Evaluation of Preparatory Education (Guidelines, p. 16)

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

- 4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.
- 4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.
- 4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureatedegree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

🛛 Met

2022 Team Analysis:

<u>4.3.1.</u> The team found evidence that the process used to evaluate student's prior academic coursework for admission to the professional degree program is documented. UPC has implemented the Admissions Policy for Undergraduate Students found in APR appendices 4.5, 4.6, and 4.7. The UPC considers two evaluation modalities, the 'ordinary' process which is based on a general knowledge admissions examination and is used for the majority of students entering the program, and the 'extraordinary' process which serves as an alternative for international students, transfer students and students participating in

PRONABEC, a national scholarship and educational credit program. The UPC has also implemented an aptitude test and provides two remedial courses AR206 and AR242 to those that do not achieve the minimum score required.

<u>4.3.2.</u> Through analysis of the curriculum, the team confirmed that the program does not require any admitted students, including transfer students, to have attained any NAAB Conditions for Accreditation prior to admission. The program matrix and supporting course materials demonstrate that all NAAB PCs and SCs are met in years 4 or 5, which all students who graduate from the program complete at UPC.

<u>4.3.3.</u> In Appendix 4.6-Course Validation Guidelines the team found evidence of a clear approach to evaluation of coursework in baccalaureate or associate degree programs completed in different higher education institutions including universities, institutes, international baccalaureate programs and for internal transfer processes. Additionally, the program's evaluation of students' preparatory education was confirmed through a review of sample student transfer analysis files.

The team found all parts of Condition 4.3 Evaluation of Preparatory Education to be Met.

5—Resources

5.1 Structure and Governance (Guidelines, p. 18)

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

- 5.1.1 **Administrative Structure**: Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance**: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

⊠ Described

2022 Team Analysis:

5.1.1 Administrative Structure

Through a narrative, organizational charts, position descriptions and committee purpose statements, the APR provides an outline of UPC's administrative structure at the institution and the school levels. The program identifies key personnel, their organization and reporting lines and the responsibilities of each administrative entity. The team confirmed this information in visit meetings.

At the university level, a CEO and rector, appointed by an independent governing board, lead the institution's management and oversee the strategic priorities of the academic mission and quality assurance of academic programs. Key positions include vice-rectors for planning and academic development and for research and academic affairs, and a school general director to whom all school deans report. The university leadership team includes a quality assurance director who is responsible for accreditation, program review and quality assurance processes. This position provides direct support to the school in the development, implementation and analysis of assessment that informs both institution-wide and program-specific accreditation.

Within the School of Architecture, a dean and program director work with university and school administrators, and the school's faculty and staff. They are responsible for program administration and operations, including budgetary and human resource planning, curricular review and overall strategic planning that guides the school's programs.

Through these documents and visit meetings the team confirmed that the administrative structure for the program is comprehensive, addresses the full spectrum of administrative support needs and is led by qualified personnel.

5.1.2 Governance

The APR outlines a multi-dimensional governance structure that provides opportunities for architecture faculty and program administrators to guide the program through coordination meetings, committees, and other opportunities to provide feedback. Appendix 5.3-School of Architecture Committees describe the different academic committees of the school, their objectives, function, and membership. The full-time faculty that comprise the program's leadership team work closely with the program director, participate in university committees, and lead committees at the program level.

In visit meetings the team learned that faculty governance processes to address curriculum development are organized by a team of course coordinators who develop course content and teaching methods in consultation with the faculty teaching courses. This provides part-time faculty with opportunities to contribute to development of the academic program.

As described in the APR and confirmed in meetings the team found evidence that the program provides students with opportunities to give input to the university and to the program through surveys of students and meetings with student representatives.

The team found 5.1 Structure and Governance to be described.

5.2 Planning and Assessment (Guidelines, p. 18)

The program must demonstrate that it has a planning process for continuous improvement that identifies:

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

☑ In Progress

2022 Team Analysis: Through review of the assessment process described in the APR including the assessment data provided in the appendices, responses to team questions, and the improvement actions identified by the program, the team did not find convincing evidence that assessment data and its analysis is consistently informing program improvements.

The data collected and analyzed by the program assessment committee and UPC Quality Assurance Department, based on student pass rates and the "one-to-one" assessments in which faculty complete a survey that scores each student's attainment of relevant NAAB Conditions and other institutional learning outcomes appear to have some inconsistencies. The data also indicates that all students who pass validation courses may not be attaining all NAAB Conditions. How this data informs ongoing improvement is unclear. In the Appendix AI.3 Findings & Improvements SC and PC provided in response to the team's questions the program identifies improvement actions for each validation course. In some courses it is unclear how the improvement actions identified relate to the assessment results listed.

However, the program is attentive to student achievement in validation courses using other assessment methods such as student and faculty meetings, and jury assessments of end of term student work that provides both internal and external input. Improved documentation of these processes could better demonstrate planning and assessment that leads to continuous improvement.

Therefore, the team determined that demonstration of 5.2 Planning and Assessment is In Progress.

5.3 Curricular Development (Guidelines, p. 19)

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 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.

☑ In Progress

2022 Team Analysis: The APR describes two types of curricular assessment, the jury assessment carried out by the School Assessment Committee, and the one-to-one assessment by faculty who score individual student achievement based on a rubric described in Appendix 5.11. Additionally, Appendix 5.8 provides the Institutional Learning Outcomes Assessment Process Flowchart. From meetings the team learned that curricular assessment and development is also undertaken by faculty coordinators who work closely with the faculty who teach the same course. The frequency for assessing all parts of the curriculum is every four years.

5.3.1. The matrix in Appendix 5.18 correlates the Program Learning Outcomes (PLOs) and the NAAB 2020 PCs & SCs with the validation courses. Assessment data has been provided in Appendix 5.18. and some samples of how the course's assessment informs curricular development are in Appendix AI.6.

<u>5.3.2.</u> The APR identifies the roles and responsibilities of personnel and committees involved in setting curricular agendas and initiatives, including participants in the curricular evaluation process and committees' objectives. The team observed that the charge of these committees sometimes overlaps, and that most meet on an as-needed basis.

The program is actively engaged in curriculum development, including development to meet NAAB Conditions, but it has not yet sufficiently demonstrated the curriculum development process used by the assessment committee or the faculty coordinators and their teaching teams, or how the data gathered using the one-to-one surveys informed curricular change. Therefore, it was difficult for the team to fully understand the reasoning behind several of the listed improvement actions. As stated in section 5.2 of this report, this may be partly due to lack of documentation of relevant activities.

Therefore, the team determined that demonstration of 5.3 Curricular Development is In Progress.

5.4 Human Resources and Human Resource Development (Guidelines, p. 19)

The program must demonstrate that it has appropriate and adequately funded 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:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

- 5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

⊠ In Progress

2022 Team Analysis:

5.4.1 Based on information provided in the APR and through conversations during the visit the program demonstrated attention to balanced faculty workloads. UPC maintains clear policies about time commitments for various types of faculty assignments. The program ensures that class sizes are appropriate for faculty and student exchange that promotes teaching and learning.

5.4.2 Through a review of the APR and supporting material the team confirmed that the program has an active Architect Licensing Advisor who undertakes the position duties defined by NCARB. Additionally, the UPC Architect Licensing Advisor offers faculty training on the regulation of architecture in the United States.

5.4.3 Through meetings and a review of the APR, the team confirmed UPC's requirements for all faculty to complete an assigned number of professional development hours. Faculty have flexibility to choose from programming provided by UPC, which is primarily associated with teaching and learning. Faculty also have access to some kinds of professional development opportunities through the architecture school's public, extended education, professional and co-curricular programing. Faculty can choose to pursue professional development outside of the university, such as attendance at academic conferences related to their teaching area, but any expenses associated with external programs are typically self-funded by the faculty. It is unclear if all faculty have professional development opportunities to remain current in their knowledge of the changing demands of the discipline in the subject areas they are assigned to teach. The program did not describe or demonstrate professional development activities for non-teaching staff.

5.4.4 The APR describes the student support services provided. Through review of supporting materials and visit discussions, the team confirmed that the university provides a comprehensive range of student services that include all parts of this subcondition, but the effectiveness of services related to academic success in the architecture program is not clearly demonstrated. Architecture Support Workshops, one per year level, help students develop representation skills and formal and informal academic advising is available, but assessment data indicate persistence of low pass rates and low pass rate benchmarks (less than 70%) for several required courses. This impacts graduation rates, time to graduation and the total cost of an architectural education. In meeting discussions, the team learned that the reported pass rates and pass rate benchmarks are within norms for the program. The team observed that action plans to address student performance were not consistently provided for courses that the program identified for pass rate improvement.

The program's response does not fully address all sections and parts of this condition. Therefore, the team determined that demonstration of 5.4 Human Resources and Human Resource Development is In Progress.

5.5 Social Equity, Diversity, and Inclusion (Guidelines, p. 20)

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

☑ Not Demonstrated

2022 Team Analysis:

5.5.1 The university's commitment to social equity, diversity and inclusion is demonstrated in the UPC Diversity and Nondiscrimination Policy adopted September 20, 2021.

The university does not collect data about the distribution of races/ethnicities/minorities distribution of students or faculty and has reported that collecting this information is perceived as an attempt to discriminate and is therefore inappropriate. Appendix 5.27-Students Diversity Report shows the distribution of students by gender, age and geographical origin, with a majority of female students (63.4%), majority of students between 17-25 years old (94%), and that the geographical origin of the students is mostly from Metropolitan Lima (about 80%). Additional information about languages students speak and applicants for financial need also inform the student diversity profile.

During the visit the team was provided with the policy on how to prevent and intervene in cases of sexual harassment (only available in Spanish), and information about the UPC ombudsman office where students can file a complaint. The program did not adequately demonstrate how the program identifies and assesses discrimination based on race, ethnicity, gender, religion, how those behaviors are monitored, or if architecture faculty, students, and staff are engaged in activities that address social equity, diversity, and inclusion within the school community.

5.5.2 The program did not demonstrate engagement in planning to increase or maintain faculty and staff diversity or identify architecture administrators or faculty who have responsibilities to plan for social equity, diversity and inclusion at the program level.

5.5.3 The program did not demonstrate engagement in planning to increase or maintain student diversity.

5.5.4 Through a review of the APR and supporting documents, and in meetings during the visit the team determined that the program's response to this subcondition is incomplete. There are policies in place at the university level that address academic freedom, diversity and non-discrimination, and accessibility for students and employees but how these policies are implemented at the program level was not demonstrated.

In meetings during the visit the team learned that the faculty hiring process does not include public postings of faculty position openings. Program administrators invite individuals to apply based on their network of contacts. Since the program has a large faculty, all of whom are appointed by invitation, qualified individuals who are not part of the program's existing contact network are unable to learn about or apply for employment consideration. This is inconsistent with best practice that advances equal employment opportunity for prospective faculty and best practice for promoting faculty diversity. Faculty CVs show that few faculty have significant experience abroad which seems inconsistent with the university's mission to prepare "global leaders" and may limit opportunities to expose students to a diversity of points of view or cultures.

5.5.5 The APR and supporting documents demonstrate effective procedures and adequate resources to support individuals with different physical and mental abilities and needs including a psycho-pedagogical counseling program that is available to all students, and faculty training.

The program is not fully responsive or engaged in planning to address each subcondition and part of 5.5 Social Equity, Diversity, and Inclusion. Based on the APR and consideration of written responses to questions and meeting discussions, the team observed that the program would benefit from taking a more fine-grained approach to responding to all the NAAB language that describes this condition and others that address equity, diversity and inclusion at the program level. The program may benefit from further discussion with the NAAB about how to interpret condition requirements. When presenting university level programs or initiatives, the architecture program should demonstrate how they are implemented and assessed at the program level.

Therefore, the team determined that Condition 5.5 is Not Demonstrated.

5.6 Physical Resources (Guidelines, p. 21)

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 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, off-site, or hybrid formats have on digital and physical resources.

☑ Not Demonstrated

2022 Team Analysis:

The virtual tour provided by the program included aerial views of the three campuses where the program is being taught, Monterrico, San Miguel and Villa, each of which provide instructional and support space.

5.6.1 The 2019 NAAB review mentioned "significant spatial limitation" in the program and that "physical resource limitations can become critical should the program continue to grow". In Appendix 5.5_SoA Strategic Plan 2019-21 it is mentioned in page 18/27: "The growing demand of applicants is causing issues in terms of infrastructure, which is why students must study on Saturdays (this did not happen previously), as there are not enough workshop classrooms. Infrastructure should be expanded to provide more space for students to do their homework and assignments." Since the last visit (2019) the program has increased the student population by 27% (from 4051 to 5157), but space has not increased

proportionally. Four new studio classes have been added in Villa campus and two new studio classes will be added in 2023 in San Miguel campus.

Students do not have designated workstations. Although the program has equipment and space available for student use, the number of students these facilities can serve appears to be limited. As stated in section PC.7 Learning and Teaching Culture of this report, students struggle to produce, print and transport assigned work, or find serviceable individual and collaboration workspace on campuses. Besides classrooms and computer labs, the program has limited printing and digital modeling equipment. Students have difficulty accessing the full range of services that are typical of studio-based instruction and often need to print their work outside of the university.

In meetings the team learned that changes in space use, including online learning, and expansion of class meeting times have been leveraged to accommodate increased enrollment. University administration and the program leadership are aware of the challenge and are considering solutions for securing the space needed for the size and instructional methods of the program.

5.6.2. The virtual tour shows other didactic and interactive learning spaces including lecture halls, seminar spaces, small group study rooms, computer labs, shops, and mockup rooms.

5.6.3. The virtual tour shows, and the APR describes, the following space for faculty: The Red Room, a digital education resource room in each library, a faculty lounge and meeting rooms. These spaces are shared with faculty who teach in other programs.

5.6.4. The Digital and Online Learning Department (DADO in Spanish) was created in 2016 to provide integrated technologies to transform teaching and learning experiences and to implement innovative digital methods. The APR describes computer labs and their capacity. There are from 15 to 20 computer stations per campus, and the program lent I Pads to students who needed them to participate in classes during the campus closures caused by Covid-19.

The adequacy of physical facilities to serve the needs of architecture students continues to be a challenge. Therefore, the team determined that 5.6 Physical Facilities is Not Demonstrated.

5.7 Financial Resources (Guidelines, p. 21)

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

☑ Demonstrated

2022 Team Analysis:

Based on the information provided in the APR and online, including publicly available financial reports, and in meeting discussions, the team confirmed program participation in the budget development process, the availability of financial aid for students, appropriate class sizes, faculty to teach in the program, access to classroom space, and funds to support specialized learning experiences such as the construction workshops. Financial resources are sufficient to support the program's progress toward accreditation.

In the APR and supporting materials UPC describes a five-tier payment structure that addresses different student economic situations. There are also university level programs in place that support student wellbeing. Students have access to scholarships through PRONABEC, a government-sponsored scholarship for students with high academic performance and ability who come from the poorest areas of Perú and have limited financial resources. The team confirmed that this information is available on the UPC website. The program also provided a list of financial aid alternatives available to architecture students and the number of architecture students that applied for financial aid in 2021.

The team found 5.7 Financial Resources to be Demonstrated.

5.8 Information Resources (Guidelines, p. 22)

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture 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 discipline-relevant information services that support teaching and research.

☑ Demonstrated

2022 Team Analysis: The APR and virtual tour describe a physical library (information center) on each campus and an intercampus lending option. The libraries system is managed by the UPC's Knowledge Management Department (KMD) that is also responsible for Academic Production Support, UPC's Publishing House, Platform Support, and Visual and Digital Resources. Since 2018 and in response to the 2019 VTR, the program has increased information resources, including physical and electronic publications and subscriptions to digital databases. The LibGuides© platform for architecture has seen a large increase in its use. A librarian is assigned to the architecture program with advisory service, academic support, and liaison responsibilities. LibAnswer, an online assistance system, has also been implemented. The team observed that growth of information resources and services continues to be a priority in order to serve a growing student population.

The team found 5.8 Information Resources to be Demonstrated.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees (Guidelines, p. 23)

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

🛛 Met

2022 Team Analysis: The team confirmed that the exact language from the 2020 NAAB Conditions Appendix 2 is provided on the school's website on a publicly accessible page linked to the home page of the School of Architecture. In meetings and through review of the university course *catalog, the team* also confirmed that the website is the sole source of program information available to students and the public and therefore the only location where the NAAB Statement is required.

The team found 6.1 Statement on NAAB-Accredited Degrees to be Met.

6.2 Access to NAAB Conditions and Procedures (Guidelines, p. 23)

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) Conditions for Accreditation, 2020 Edition
- b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) Procedures for Accreditation, 2020 Edition
- d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

🛛 Met

2022 Team Analysis: The team confirmed that NAAB Conditions (2020 and 2014) and Procedures (2020 and 2015) are provided on a publicly available page on the School of Architecture website.

The team found 6.2 Access to NAAB Conditions and Procedures to be Met.

6.3 Access to Career Development Information (Guidelines, p. 23)

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

🛛 Met

2022 Team Analysis: The APR reports that architecture students have access to career development and placement opportunities through the UPC Career Services Department that provides internship and job placement services for the students. This department also assists students with employment planning, creating resumes and preparing for job interviews. The visiting team confirmed this through a review of supplementary materials and in meetings.

The team found 6.3 Access to Career Development Information to be Met.

6.4 Public Access to Accreditation Reports and Related Documents (Guidelines, p. 23)

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

🛛 Met

2022 Team Analysis: The APR provides links to documentation of Sections c, d, and e. The team confirmed that these documents are publicly available from the accreditation page on the school's website. The APR also provides links to university web pages that document Sections i) and j). The team

confirmed that these documents are publicly available from the university's web pages. Sections a, b, f, g, and h are not applicable.

The team found 6.5 Admissions and Advising to be Met.

6.5 Admissions and Advising (Guidelines, p. 24)

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

🛛 Met

2022 Team Analysis: Policies and procedures related to admissions and advising that document Sections a, b, c, and d for first-year and transfer students are provided in the APR through links to the university website. These links were verified by the team.

The program states that Section e) <u>Explanation of how student diversity goals affect admissions</u> <u>procedures</u> is not applicable. The visiting team determined that Section e) is applicable and that the accessibility of the admissions and advising processes, as well as the availability of preparatory courses that qualify students to apply to the program aligns with the university's diversity commitment.

The team found 6.5 Admissions and Advising to be Met.

6.6 Student Financial Information (Guidelines, p. 24)

- **6.6.1** The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.
- **6.6.2** 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.

Not Yet Met

2022 Team Analysis:

6.6.1 Students have access to resources and information for making decisions about tuition, fees and scholarships on the university's website and in supporting materials provided in the APR and in the Student Handbook.

6.6.2 The team did not find evidence that students have access to complete and consistent information about expenses not related to tuition or fees, such as cost of equipment (computers, laptops, tablets), supplies, books, software, printing services and specialized materials that may be required to complete the program.

Therefore, the team determined that 6.6 Student Financial Information is Not Yet Met.

V. Appendices

Appendix 1. Conditions Met with Distinction

None

Appendix 2. Team SPC Matrix

APPENDIX 2: PROGRAM AND STUDENT CRITERIA MATRIX AMENDED BY VISITING TEAM

		Year 1						Year 2									Year 3									Year 4									Y	ear {	5		Non-Curricular Activity									
Shared Values	AR305 Workshop I - Introduction to Architectural Design	HU548 Ethics and Citizenship MA618 Resir Mathematics	AR287 Artistic and Spatial Expression	AR334 Workshop II - Architecture and Art	AR01 Introduction to Architecture	MA619 Differential Calculus	AR351 Architectural Drawing	4R307 Workshon III - Architecture and Surroundings	AR335 Architectural analysis	AR336 Art and Architecture from Ancient Times to the Middle Ages	MA621 Integral Calculus AR337 Structural Modeling I	AR308 Workshop IV - Architecture and Functionality	AR338 Sustainability and Environment	AR339 Art and Architecture from the Middle Ages to the Renaissance 0 AR340 Preliminary Works	AR341 Structural Modeling II	AR342 Understanding CAD	AR309 [Workshop V - Architecture and Environment	HU543 Language Comprehension and Production 1	AR343 Art and Architecture from Baroque to Art Nouveau	Ar544 Masonry AR293 Installations in Buildings	AR313 Workshop VI - Architecture and Construction	AR110 Peruvian Architecture	AR345 Modern and Contemporary Art and Architecture	AR346 Lightweight Roofing and Formworks.	ELECTIVES PACKAGE	AR310 Workshop VII - Integration Workshop	AR284 Urban planning	AR161 Conservation of the Immovable Cultural Heritage		AR301 Workshop VIII - Architecture and Cities	AR303 Urban Management 60	AR318 Special Equipment and Installations		AR302 Workshop IX - Professional Practice Workshop	AR272 Urban Planning Seminar		ELECTIVES PACKAGE	AR304 Workshop X - Thesis Workshop 60	AR112 Theory of Architecture	ELECTIVES PACKAGE	Workshops for professors and students of 9th and 10th terms (ALA)		Participation in competitions, social out reach projects and volunteer projects	Thesis Advising Workshop	Research Lines. Projects and publications Sturv trin programs	Construction Workshops Tour	Design Workshops Tour	
Env. Stewardship & Professional Respon. Equity, Diversity & Inclusion Knowledge & Innovation Leadership, Collab. & Community Engmt. Lifelong Learning Program Criteria PC.1 Career Paths PC.2 Design PC.3 Ecological Know. & Respon. PC.4 History & Theory PC.5 Research & Innovation PC.6 Leadership & Collaboration PC.7 Learning & Teaching Culture PC.8 Social Equity & Inclusion					X								X				X 						2	1						×	X X X X		2	X		(X (X) (X) (X) (X) (X) (X) (X					X 2			X X				
Student Criteria SC.1 HSW in the Built Environ. SC.2 Professional Practice SC.3 Regulatory Context SC.4 Technical Knowledge SC.5 Design Synthesis SC.6 Building Integration															1									2		1				X				× 2 2		3		X 3 3 3										

KEY Value development Value assessment 1 Process course 1 2 Process course 2 3 Validation course

VISITING TEAM CONFIRMATION OF COURSES WHERE EVIDENCE THAT MET CRITERIA OR DESCRIBED VALUES WAS FOUND ARE MARKED WITH AN X

NOTES:

ONLY CRITERA AND VALUES MET OR DESCRIBED ARE INCLUDED AR350 WAS NOT YET TAUGHT BUT INCLUDES PC. 6 CONTENT PREVIOUSLY IN AR248 AND AR295 AND CONFIRMED BY THE TEAM AR246, NOT SHOWN IN MATRIX, CONTRIBUTES TO DESIGN AND EQUITY, DIVERSITY & INCLUSION VALUES

Appendix 3. The Visiting Team

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VI. Report Signatures

Respectfully Submitted,

Chit This

Christine Theodoropoulos, DPACSA, AIA, PE Team Chair

Denis Henmi, FAIA Team Member

Miguel Angel Calvo Salve, PhD Team Member