

FA-MO-008-23

February 1<sup>st</sup>, 2023

NAAB Board of Directors  
National Architectural Accrediting Board  
1101 Connecticut Avenue NW,  
Suite 410 Washington,  
DC 20036.

Subject: Response to the final VTR 2022

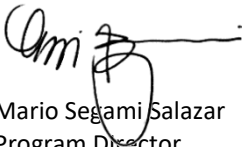
Esteemed Members of the NAAB Board of Directors,

The School of Architecture at Universidad Peruana de Ciencias Aplicadas, UPC, would like to thank you for your support throughout this process, in our efforts to seek NAAB Accreditation. As well as all the visiting teams who participated in this process, especially the last team chaired by Prof. Christine Theodoropoulos for their professional review and feedback.

Our response to the VTR will briefly address sections 4.2 Professional Degrees and Curriculum, 5.2 Planning and Assessment, and 5.3 Curricular Development, highlighting and integrating the information provided in the APR-C, the team room, and visit meetings to provide more clarity to these topics.

The NAAB accreditation process is a long journey that has positively impacted our Architecture Program in its continuous improvement process and commitment to academic excellence and high-quality standards.

Sincerely,



Mario Segami Salazar  
Program Director  
School of Architecture

/mb



**UPC**  
Universidad Peruana  
de Ciencias Aplicadas

Prolongación Primavera 2390  
Monterrico Surco  
Lima 33 - Perú  
T 511 313 3333  
[www.upc.edu.pe](http://www.upc.edu.pe)

*exígete, innova*

## UPC response to the Visiting Team Report 2022

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

**UPC Program Response:** As stated in the NAAB Conditions for Accreditation 2020 edition the National Architectural Accrediting Board "only accredits first professional architecture degree programs."

UPC's Graduate School offers a post-professional Master's degree program in Architecture with a mention in project management and housing ([link](#) and appendix 1)<sup>1</sup>. To pursue this degree applicants must hold a bachelor's degree in Architecture, Civil Engineering, or related fields.

In Peru, as stated by the University Law #30220, article 44, universities award the academic degrees of Bachelor, Master, and Doctor, and the corresponding professional titles, on behalf of the Nation. The Peruvian University Law is submitted in appendix 2.

To be a licensed architect in Peru one is required to hold a professional title of architect and a bachelor's degree in architecture granted by a university licensed by the National Superintendence of Higher University Education -SUNEDU, to fulfill the educational requirement.

The Peruvian Architecture Board regulates the procedures for registration and certification of licensed architects, both national and foreign, who wish to practice in different jurisdictions. This information was provided to the Team during the visit.

The aforementioned master's program offered by UPC's Graduate School is a specialized master's degree program in a specific architecture field, housing, and project management as shown in the program curricular map. This program is intended to add value to professionals in architecture, engineering, or related fields with at least two years of relevant work experience. This information is available to the general public on the program website ([link](#)).

UPC and the School of Architecture are committed to fulfilling all NAAB accreditation conditions and making the necessary adjustments the process requires, including, if appropriate, a statement in the program website indicating this program is not under the National Architectural Accrediting Board -NAAB program scope for accreditation.

---

<sup>1</sup> The website of the Master's degree program in Architecture with mention of project management and housing is in Spanish. In appendix 1 information presented on the web: the program description, the curricular map, and admission requirements have been translated into English.

## 5.2 Planning and Assessment (Guidelines, p. 18) 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 A1.3 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.*

**UPC Program Response:** As stated in the APR (p.67), UPC has implemented an Integrated Academic Quality System (SICA), which has been designed to ensure and contribute to the fulfillment of the University's mission and vision based on the expectations identified by its stakeholders, academic philosophy and pedagogical principles, as defined in UPC's Educational Model ([Link](#)) and the high quality standards defined by the University.

SICA has developed a Process Management Map based on the process approach principle. Said map displays three types of macro processes: (a) continuous improvement processes, (b) value chain processes, and (c) enabling processes.

Focusing on the program's continuous improvement, there is an assessment process defined to monitor results, collect data and information for decision-making and implementation of improvement actions:

- a. 360° Faculty Evaluation: The 360° Evaluation process is an annual evaluation that measures the comprehensive performance of faculty members in each of UPC's academic programs. It includes five dimensions: academic student evaluation, Program Director's report, internal training, compliance with regulations, and faculty self-evaluation.
- b. Net Promoter Score (NPS): UPC and the School of Architecture incorporated the NPS (Net Promoter Score) as a KPI of student overall satisfaction. It is measured on a Likert Scale 0-10 being a promoter if you answer 9 or 10 and a detractor if you answer from 0 to 6. The NPS is the score that results from %promoters - % detractors.

- c. Curricular Assessment Process: UPC, in line with its commitment to academic excellence, has developed an institutional curricular assessment plan that establishes guidelines and processes so as to evaluate the level of achievement of learning outcomes developed by students. The assessment culture is defined as the organizational environment where decisions are made based on facts, research and analysis of relevant information so as to identify opportunities for improvement that maximize the learning outcomes developed by students. UPC's assessment process involves faculty members, students, academic directors and administrative staff.
- d. Program Review: a faculty led process intended to evaluate the results of a program taking into consideration the following aspects: strategic management, student and graduate results, faculty management, curricular management and research results. This process is broken down as follows: planning, self-study, peer evaluation, implementation of improvement plans, and evaluation of results.
- e. Student Success: UPC's student success results are reflected in the following institutional accomplishments: student achievement including the awards and recognitions as presented annually in the Students' Achievement Report, graduate employability results in their professional field, a salary above market average, satisfaction with their education, retention rates and completion on time. The School of Architecture analyzes these results to uncover new strategies and support activities that would contribute effectively to ensure students' on-time progress toward their degree.
- f. Internal Audits: Processes are systematically and independently analyzed so as to determine if the activities of the quality management system comply with the established procedures and if they are implemented in an efficient manner. The results show the performance and compliance with the university regulations and policies.
- g. Self-Assessment Processes for Accreditation Purposes: Finally, the self-evaluation processes carried out within the framework of institutional and programmatic accreditation procedures contribute to performance evaluations based on high-quality international standards.

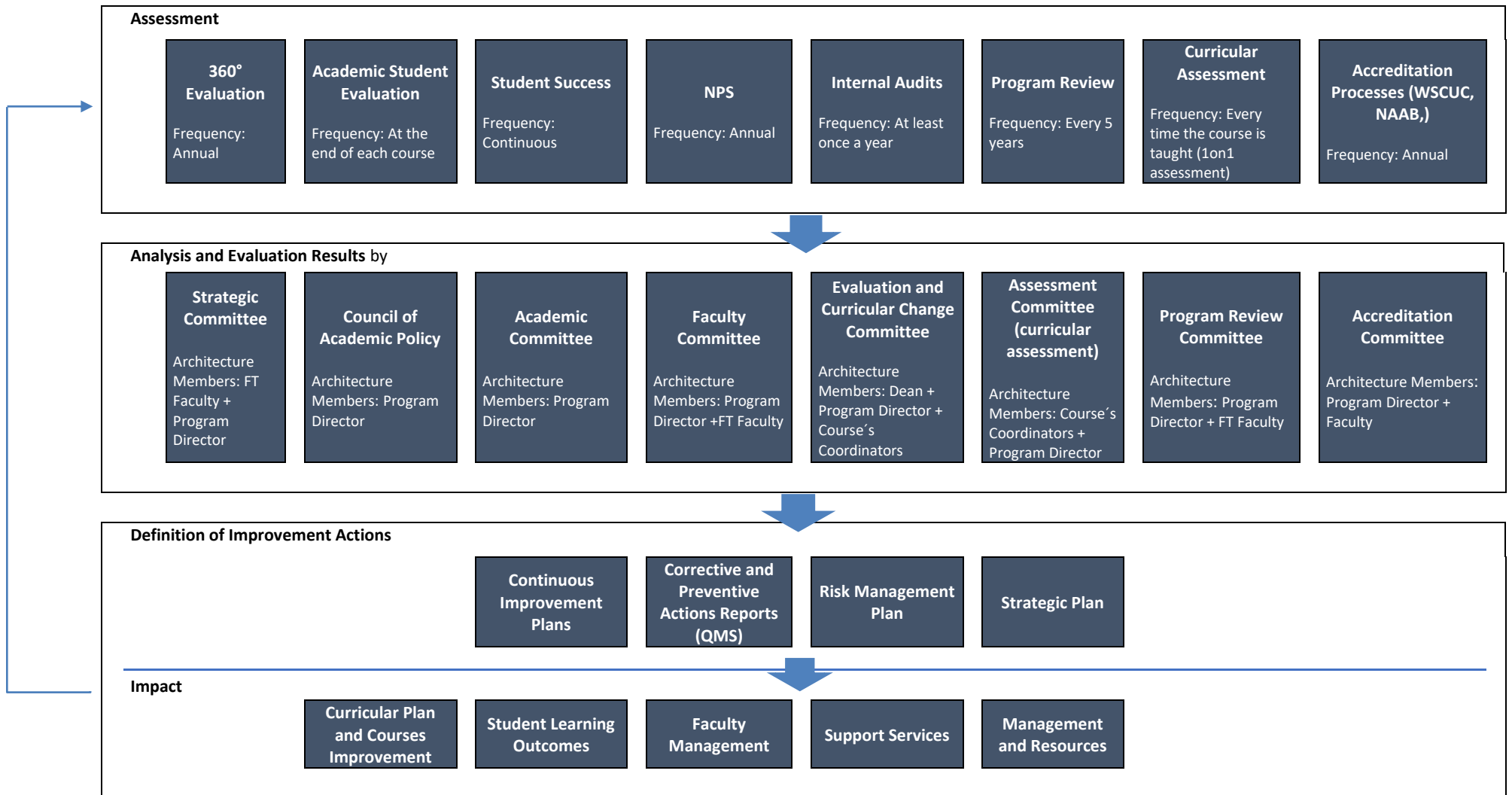
The results and data provided from the aforementioned processes are analyzed by the School of Architecture through its various academic committees. These committees include the participation of the School dean, program director, and full-time faculty, who are also area coordinators of the program.

As a result of this assessment process the School of Architecture identifies patterns and trends in data, determines the root causes of problems, and the potential impact of improvement actions, as well as the effectiveness of these actions.

The improvement actions may have an impact on course improvement (methodology, content, materials, learning activities, bibliography), student learning outcomes, curricular changes, faculty management, support services, management, and resources.

For a better understanding, All the process described before is synthesized in Figure 1.

Figure 1. Continuous Improvement Structure – School of Architecture



### 5.3 Curricular Development (Guidelines, p..19) 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 A1.6.

5.3.2. 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.

**UPC Program Response:** The curricular development improvement process is aligned to UPC's assessment culture which is defined as the organizational environment where decisions are made based on facts, research and analysis of relevant information so as to identify opportunities for improvement that maximize the learning outcomes developed by students. This process involves faculty members, students, academic directors and administrative staff. As stated in the APR-C.

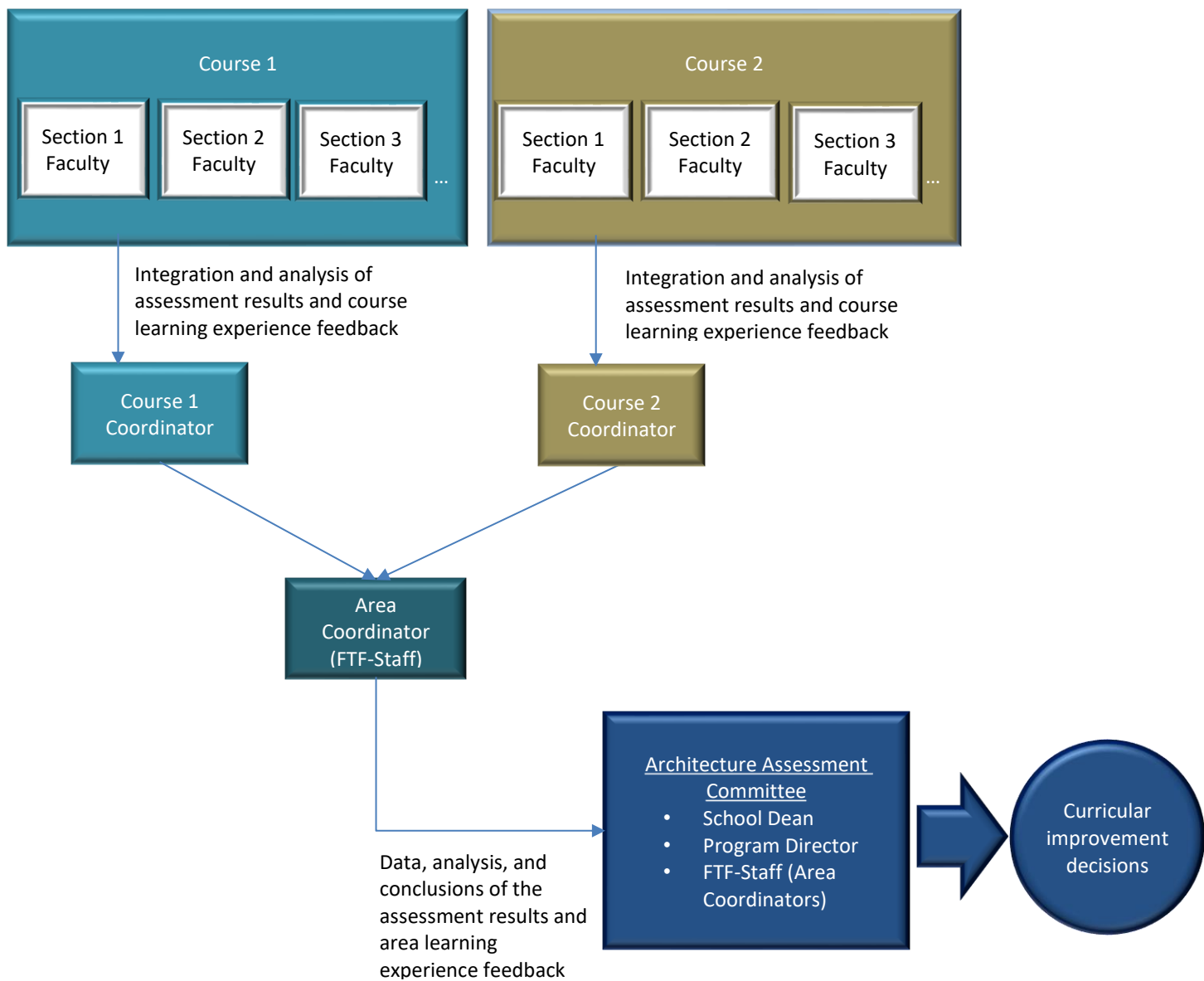
In the Architecture Bachelor program, each course faculty meets with their course coordinator to report their assessment results and course learning experience feedback.

All course coordinators, who belong to a program area, meet with the area coordinator, a full-time faculty staff, in a meeting to integrate their previous assessment analysis, review the results and discuss improvement actions.

This information is submitted to the School of Architecture Assessment committee (APR appendix 5.3), integrated by the Program Director and the full-time faculty (FTF) staff. The committee in its review process defines strategies, and action plans that maximize the learning outcomes developed by students and may have an impact on curricular changes, course improvement methodology, content, materials, learning activities, and bibliography among others.

This curricular assessment improvement process is presented in figure 2.

Figure 2: Curricular assessment improvement process of the bachelor's degree in architecture.



Based on the information presented to the Team during last year’s visit, figure 3 presents an example of the curricular assessment improvement process of the program in the course AR112 Theory of Architecture.

Figure 3: Example of the curricular assessment improvement process

