Architecture Program Report- Initial Accreditation

Universidad Peruana de Ciencias Aplicadas

March 1st, 2024

National Architectural Accrediting Board, Inc.

Architecture Program Report-Initial Accreditation (APR-IA)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**Universidad Peruana de Ciencias Aplicadas**
Name of Academic Unit	**School of Architecture**
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☒ Bachelor of Architecture Track: ☐ Master of Architecture Track: Track: ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**Initial Accreditation**
Year of Previous Visit	2022
Current Term of Accreditation	Select...
Program Administrator	Arch. Mario Segami Program Director
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Arch. Miguel Cruchaga School of Architecture Dean
Chief Academic Officer of the Institution	Mrs. Milagros Morgan Vice-Rector for Academic Affairs and Research
President of the Institution	Mr. Edward Roekaert Rector - CEO
Individual submitting the APR	Ms. Danitza Huidobro Chief of Standards and Self-evaluation, Quality Assurance Department
Name and email address of individual to whom questions should be directed	Ms. Danitza Huidobro Danitza.huidobro@upc.pe

Submission Requirements:

- The APR-IA must be submitted as one PDF document, with supporting materials
- The APR-IA must not exceed 20 MB and 150 pages
- The APR-IA template document shall not be reformatted

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APR-IA Mandatory appendices:

- AIA UPC Architecture program
- Completion Assessment of PAIA
- UPC VTR-IC_2019
- UPC VTR-CC_2022
- Eligibility memorandum 2019

Are available for review via the following link: APR-IA Mandatory Appendices

INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.
The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

All appendices referenced in this section are available for review via the following link: Introduction

Program Response:

PC.5 Research and Innovation.

"This criterion is not yet met. The program provided evidence of this criterion being addressed in a new course, AR347 Research Methodology and new focus in thesis projects but needs to provide evidence of assessments that provide pass rate benchmarks, along with responses to assessment, as appropriate."

Program Response: The program has implemented strategic measures in specific courses to precisely align with PC5 learning objectives and outcomes:

AR347 Research Methodology: Implemented in 2023-1, the course enhances the curriculum by providing methodological foundations and research tools. Its goal is to reinforce student learning and lay the groundwork for research proposals in the subsequent AR349 Architectural Research course.

AR349 Architectural Research, now integrates a project bank curated by specialists in housing, health, and education typologies for development. The course fosters research and innovation, emphasizing the analysis and understanding of the latest innovative design approaches in the functional, technological, and formal aspects, recently applied in the aforementioned typologies.

In response to previous assessment results, the faculty conducted a thorough review and refinement of the PC5 rubric and created a specific checklist to provide students with clear guidance in their academic endeavors.

As of the 2023 terms, the PC5 assessment results achieved are as follows:

Program Criteria	Validation Course	Assessment Method(s)	Benchmark	Term Results	
				2023-1	2023-2
PC.5 Research and Innovation	AR349 Architectural Research	PC5 Rubric	Passed rate over 60%	Passed: 69.97%	Passed: 82.2%
Planned improvements. Maintain the pass benchmark by over 60%. for the 2024-1 term. Maintain in the next academic terms the implemented strategies on both courses in 2023 and assess students improvement identifying areas for enhancement.					

PC.7 Learning and Teaching Culture.

"This criterion is not yet met. The program provided evidence of enthusiasm and commitment to program values but needs to provide evidence of a positive and respectful environment that encourages optimism, respect, sharing engagement, and innovation among faculty, students, administration, and staff."

Program Response: Our robust learning and teaching culture at UPC's School of Architecture goes beyond the classroom, fostering an environment that promotes optimism, respect, engagement, and innovation among faculty, students, and staff, all within a framework of positivity and mutual respect. Some evidence of the diverse activities in which students, faculty, and staff are involved are:

- "Arquitecturas de la Imaginación" (Architectures of Imagination), is an ongoing initiative by the UPC School of Architecture, launched in 2020, with the aim to share with the community the works and architectural proposals developed by its students in their final projects. Each exhibition shares more than 200 students' projects; faculty, students, and staff work together toward its implementation each term. The 2023-1 term edition was visited by over 1,643

individuals up to date. The 2023-2 edition will be launched on February 28th, 2024. To access follow this link.

- Campus Exhibitions: students, faculty, and staff work together to showcase on campus the students' top projects from the Architecture Workshops across the 10 levels of the Architecture bachelor program. This year 145 projects have been showcased. Visitors were welcome to attend with their friends and families.
- On-campus film series: in 2023, a film series featuring renowned architectural masters. A total of 160 individuals, program faculty, students, and staff, attended these screenings. Here is a summary of the films and accompanying talks:
  - "My Architect, a Son's Journey": This film, centered on the extraordinary Louis Kahn, was screened on campus. It was preceded by a preliminary talk from architect Luis Longhi, recipient of the Hexágono de Oro award, the highest recognition granted by the Colegio de Arquitectos del Perú (Peruvian Architecture Board) for an architect's outstanding career and contributions over the past two years.
  - "AALTO" is a film about the life of one of the most significant modern architects Alvar Aalto.With a preliminary talk by Finland ambassador Antti Rytövuori.

PC.8 Social Equity and Inclusion.

"This criterion is not yet met. The program provided evidence of this criterion being addressed in the validation course, AR301, but needs to provide evidence of adequate pass rates in assessment."

Program Response: While the course, AR301, effectively addresses this criterion and supports the student learning process, the program identified the need for robust evidence of pass rates in relation to PC8. After an in-depth review, the program has strategically designated the course AR349 Architectural Research, to comprehensively furnish the evidence required for assessing. This course was reviewed and now includes a diverse project bank encompassing typologies within the education, health, and housing sectors. This enhancement enables students to delve into the research process related to users, contexts, and inclusivity.

PC8 pass rates, and as of the 2023-terms the assessment results are as follows:

Program Criteria	Validation Course	Assessment Method(s)	Benchmark	Term Results	
				2023-1	2023-2
PC.8 Social Equity and Inclusion	AR349 Architectural Research	PC8 Rubric	Passed over 40%	Passed: 53.87%	Passed: 95.3%
Planned improvements. Maintain the implemented strategies and increase the pass benchmark by over 60% for the 2024-1 term. The thesis topic repository is set to expand, encompassing projects in diverse and inclusive contexts. Future plans involve emphasizing accessibility and safety within the design criteria. Additionally, we are planning to implement master lectures on the typologies of education, health, housing, as well as safety and accessibility.					

SC.2 Professional Practice.

"This criterion is not yet met. The program provided evidence of the criterion being addressed in syllabi for a new course, AR350, but needs to provide evidence of assessment and student outcomes after the course has been offered."

Program Response: Implemented in 2023-1, the course AR350, Project Management enhances students' understanding of professional ethics, regulatory requirements, and fundamental business processes relevant to architectural practice. As of 2023 terms, the successful assessment results are as follows:

Program Criteria	Validation Course	Assessment Method(s)	Benchmark	Term Results	
				2023-1	2023-2
SC.2 Professional Practice	AR350 Project Management	SC2 Rubric Dimensions ○ Codes	Codes: Passed over 40%	Passed: Codes 77.6%	Passed: Codes 85.8%

Program Criteria	Validation Course	Assessment Method(s)	Benchmark	Term Results 2023-1	2023-2
		○ Business Process	Business Process: Passed 52.5%	Business Processes 57.7%	Business Process 94.7%
Planned improvements. Maintain the improvement strategies and pass rate benchmark for Codes by over 70%, and the pass rate for Business is increased by over 70%.					

SC.4 Technical Knowledge.

"This criterion is not yet met. The program provided evidence of technologies and assemblies of building construction but needs to provide evidence that understanding emerging systems, economic impacts of technical systems and performance objectives for projects is consistently present for all students."

Program Response: As a significant enhancement, the program has mandated the inclusion of technical specifications documentation in final project submissions across specified courses. Professors have introduced course checklists as evaluation tools during the critique and assessment of these submissions. These courses are:

AR313 Architecture and Construction: students are tasked with the formulation of a design proposal that hinges on a comprehensive exploration of how the proposed construction, structural systems, and installation methodologies impact spatial and artistic architectural decisions.

AR337 Structural Modeling I: students delve into the structural behavior of diverse construction systems through study models. This allows them to grasp the intricacies of these systems and their applicability in architectural projects.

AR301 Workshop VIII Architecture and the City: students are challenged to develop and substantiate design proposals that consider holistic factors such as site conditions, scale, relationship between buildings and the urban environment, as well as compliance with national building codes and regulations.

With these enhancements, the program has attained the following SC4 assessment results:

Program Criteria	Validation Course	Assessment Method(s)	Benchmark	Term Results 2023-1	2023-2
SC.4 Technical Knowledge	AR301 Workshop VIII Architecture and the City	SC4 Rubric	Pass rate over 90%	Passed: 94.9%	Passed: 98.1%
Planned improvements. Maintain all the improvement strategies in the 2024-1 term. The benchmark pass rate defined by the program at over 90% will be maintained in the following term. To enhance students' exposure to specialized areas like design, construction, and structures and installations, an initiative is underway to invite specialists to give talks starting from Workshop V, offering students an early introduction to these subjects, setting the stage for in-depth exploration in subsequent courses.					

SC.5 Design Synthesis.

"This criterion is not yet met. The program provided sufficient evidence of course syllabi and materials addressing this criterion but needs to provide evidence of consistent student achievement across all sections and actions planned or taken to improve outcomes."

Program Response: Through a comprehensive evaluation of SC.5, it became clear that AR301, Workshop VIII Architecture and the City, serves as the optimal course to demonstrate uniform evidence of student work, performance, and success rates in this criterion. This course enables students to showcase their abilities in design synthesis, encompassing user requirements, regulatory constraints, site-specific conditions, accessible design principles, and the measurable environmental impacts of their design decisions.

The SC5 rubric underwent a thorough review by the program faculty and subsequent improvements were made, resulting in a more effective tool for assessing student performance. Also, a comprehensive list of deliverables, specifying the requirements for the student work, was meticulously developed by our faculty for our students.

As of the 2023 terms the program has achieved the following results for the SC5 assessment:

Program Criteria	Validation Course	Assessment Method(s)	Benchmark	Term Results	
				2023-1	2023-2
SC.5 Design Synthesis	AR301 Workshop VIII Architecture and the City	SC5 Rubric	Pass rate over 70%	Passed: 98%	Passed: 99%
Planned improvements. Maintain all the improvement strategies in the 2024-1-term to continue monitoring its success. The benchmark pass rate is increased to over 80%.					

SC.6 Building Integration.

"This criterion is not yet met. The program provided sufficient evidence of course syllabi and materials addressing this criterion but needs to provide evidence of consistent student achievement across all sections and actions planned or taken to improve outcomes."

Program Response: Through a meticulous evaluation of SC.6 Building Integration, it became evident that AR301, Workshop VIII Architecture and the City, stands as the ideal course for substantiating uniform evidence of student performance and success rates in this crucial facet of architectural education.

In this course students develop the ability to make design decisions in their architectural projects, with the premise of integrating building envelope systems and assemblies, as well as their structural, environmental control, and human safety systems, always considering the economy of their decisions.

The SC6 rubric underwent a thorough review by the program faculty and subsequent improvements were made, resulting in a more effective tool for assessing student performance. Also, a comprehensive list of deliverables, specifying the requirements for the student work, was meticulously developed for our students.

As of the 2023 terms the program has achieved the following results for the SC6 assessment:

Program Criteria	Validation Course	Assessment Method(s)	Benchmark	Term Results	
				2023-1	2023-2
SC.6 Building Integration	AR301 Workshop VIII Architecture and the City	SC6 Rubric	Passed over 70%	Passed: 93.6%	Passed: 99.1%
Planned improvements. Maintain all the improvement strategies in the 2024-1-term to continue monitoring its success. The benchmark pass rate will be increased over 80%.					

4.2 Professional Degrees and Curriculum

"This condition is not yet met. The program provided evidence of meeting the standards for the B Arch program under candidacy but needs to provide evidence of compliance with NAAB policy regarding the recently created program, M Arch, which is not subject to accreditation and therefore in violation of NAAB policy re: nomenclature."

Program Response: UPC has changed its Master in Architecture program name to Master in Architectural Development and Housing. UPC Rectoral Resolution 75-23 Appendix I.1[1] and WSCUC link.

5.2 Planning and Assessment

"This condition is not yet met. The program provided evidence of multiple programs of assessment but needs to identify multi-year strategic objectives and key performance indicators and describe its progress toward program and institutional missions, as well as challenges and opportunities faced by the program in meeting these goals."

Program Response: The Bachelor's degree program in Architecture has a Strategic Plan that aligns the university's and program's missions, as well as the NAAB Conditions. It includes multiyear strategic objectives with Key Performance Indicators to track progress and assess results annually. See APR IA section 5.2.

[1] Appendix I.1: UPC´s Rectoral Resolution 75-23

5.3 Curriculum Development

"This condition is not yet met. The program provided evidence that it is actively engaged in curriculum development, including development to meet NAAB Conditions, but needs to provide evidence that 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."

Program Response: Our curriculum development process is a well-structured and data-driven approach. It begins with the course coordinators compiling course assessment outcomes and course faculty feedback (Step 1), followed by meetings with the program Area Coordinators for collaborative reviews (Step 2). At the end of each term, the Architecture Assessment Committee[2] conducts a comprehensive curriculum review, considering the assessment results and student insights gathered through class representatives' and academic surveys (Step 3). This feedback loop informs improvements and guides program analysis. Further information and evidence are presented in APR-IA section 5.3.

5.4 Human Resources and Human Resource Development

"This condition is not yet met. The program provided evidence of the balance of faculty workloads and an active Architecture Licensing Advisor. The program needs to provide evidence of staff opportunities for professional development and how required faculty development contributes to program improvement."

Program Response: UPC´s Learning Management procedure (GHU-GDP-P-19)[3], outlines the framework for both internal and external training opportunities and professional development for UPC staff, and evidence of UPC´s dedication to providing these opportunities. APR IA section 5.4.

To ensure faculty development directly contributes to program improvement, all faculty members in the Architecture Bachelor program are required to complete a minimum of 20 hours of pedagogical and/or professional training annually. This significantly influences the quality of teaching and learning within the program, and its effectiveness is assessed through the following:

Academic Survey: At the end of each course, students are asked to provide feedback through an academic survey. Results for the 2022-1 term were 8.84, the 2022-2term were 8.87, the 2023-1 term were 8.94, and for the 2023-2 term were 8.98 out of a maximum score of 10.

360° Faculty Evaluation: The architecture faculty results in 2021 were 9.21, and in 2022 were 9.26, of a maximum score of 10; the 2023 results will be available for the accreditation visit.

5.5 Social Equity, Diversity, and Inclusion

"This Condition is not met. The program provided evidence of effective procedures and resources to support faculty staff & students with different physical and mental abilities. The program must provide evidence of its commitment to diversity and inclusion among current and prospective faculty, staff and students including how that commitment is reflected in the distribution of human, physical and financial resources, a place for maintaining or increasing the diversity of faculty, staff and students."

Program Response: To maintain diversity among our faculty and staff, the program has a welcoming environment that attracts individuals from diverse backgrounds. Up to date the program evidences a gender balance among faculty members, with 46% being female and 54% male. Additionally, we have encouraged foreign degree attainment, with 34.4% of our faculty holding such qualifications.

Our commitment to maintaining the diversity of our student body is underscored by our enrollment statistics as of the 2023-2 term. Currently, our student population comprises 65% female and 35% male students, while not a perfect 50-50 balance, this distribution reflects a balanced gender ratio among students' distribution.

[2] The Program Assessment Committee is comprised by the School Dean, Program Director, full time faculty and area coordinators.

[3] Appendix I.2: UPC´s Learning Management procedure (GHU-GDP-P-19)

Despite the absence of state scholarships in Peru, we actively support the government-sponsored scholarship program, PRONABEC. This program aids students from economically disadvantaged backgrounds in pursuing university degrees, including our Bachelor in Architecture program. As of 2023, we are proud to have 168 PRONABEC students, predominantly aged between 17-27 years old, and 44% are first-generation.
PRONABEC students are provided with a tailored support program to ensure their academic success and well-being throughout their academic journey. By the end of 2023-2, our program has achieved a remarkable retention rate of 97% among PRONABEC students, and their feedback on the support program indicates its positive impact on personal and academic growth.
This section will be elaborated on in detail later in this report, in section 5.5.

5.6 Physical Resources

"This Condition is not met. The program did not provide sufficient information to meet the requirements of this Condition. The program provided evidence of some of the physical resources to support the program but needs to provide evidence of adequate space to support and encourage studio-based learning, as well as labs, shops and equipment (printing and digital modeling) for both the current students and the expected program growth. In addition, the program needs to provide evidence of adequate collaborative spaces for students."

Program Response: To evidence compliance with adequate space to support and encourage studio-based learning, the APR-IA section 5.6 submits a report on the current and projected occupancy of the spaces required for the Bachelor in Architecture program for the 2024 period and the next two years.
The program also enjoys two distinct practice areas, an equipment warehouse, and a field material warehouse, in addition to the shared spaces available on each campus. The program's significance extends to the surroundings, enhancing students' access to a multitude of resources and services, as illustrated in the maps presented in the Student Handbook[4], Architecture Bachelor program section, pg.163 (link).

6.6 Student Financial Reporting

"This condition is not yet met. The program provided evidence that students have access to information about tuition and fees but need to provide evidence that students have access to complete and consistent information about expenses related to general supplies, books, and specialized materials."

Program Response: Complete information about tuition fees and expenses is presented in the Student Handbook[5], Architecture Bachelor program section, pg.163 (Link), in the Architecture Bachelor program section (page 163, all amounts are expressed in Peruvian Soles). This document is accessible to students and the public in general.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.
This section is limited to 5 pages, total.

Program Response: Since our previous visit in 2022 the Accreditation Conditions haven't changed. In our APR-C 2022, our program evidenced its successful transition from the 2014 Accreditation Conditions to the updated 2020 Accreditation Conditions. Our approach involved making judicious adjustments, ensuring that the essence of our bachelor's program remained intact. These adjustments were thoughtfully reviewed during the 2022 Continuing Candidacy visit and as a result, we were granted the continuing candidacy status by the NAAB Board.

[4] Appendix I.3: UPC´s Student Handbook 2023 (pg.163)
[5] Appendix I.3: UPC´s Student Handbook 2023 (pg.163)

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NARRATIVE TEMPLATE

1—Context and Mission

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.
Program must specify their delivery format (virtual/on-campus).

All appendices referenced in this section are available for review via the following link: Section 1 - Context and Mission

Program Response:

1.1.a UPC's Institutional context:

Established in 1993[6] in Lima, Peru's capital, Universidad Peruana de Ciencias Aplicadas (UPC) is an innovative and private university committed to deliver higher education programs, both at the undergraduate and graduate levels, distinguished by academic excellence, alignment with labor market demands, and a commitment to offering students a rigorous, meaningful, and comprehensive educational experience. This experience is designed to foster scientific and technological research, along with the cultivation of cultural, intellectual, and artistic knowledge.

UPC's mission, "to educate upstanding and innovative leaders with a global vision who will transform Peru," serves as the guiding principle for all activities within the institution. Periodically, UPC engages in a review of its institutional mission statement with stakeholders to ensure its ongoing relevance and suitability. This process aims to precisely define the essential values and attributes that articulate how UPC contributes to the transformation of Peru and the public good.

UPC aspires "to be at the forefront in higher education for academic excellence and innovative capability." To realize its mission and vision, UPC has identified key core values: Leadership, teamwork, service, excellence, and innovation. These values form the foundational DNA of UPC's institutional culture, serving as guiding principles for the decisions and performance of faculty and staff. These 30 years were full of challenges and accomplishments, as presented in the timeline in appendix 1.2[7].

Currently, UPC offers 64 bachelor's degree programs spanning its 13 Schools: Architecture, Business, Communications, Contemporary Arts, Design, Economics, Education, Engineering, Health Sciences, Hospitality and Tourism Administration, Human Sciences, Psychology, and Law. Additionally, the university offers 43 master's degree programs through its Graduate School.

UPC is situated across four strategic locations in Lima, the main city of Peru: Monterrico (main campus - link), San Isidro (link), San Miguel (link), and Villa (link).

1.1.b UPC´s School of Architecture:

The School of Architecture was one of the founding schools of the university. Its built-in process involved analysis to compare the characteristics of the most representative Architecture programs in Peru and in the world at that time, defining relevant guidelines for the new UPC School of Architecture that would begin its activities in 1994.

[6] Appendix 1.1: Law N°26276 Creation of Private Universities
[7] Appendix 1.2: UPC a History of excellence

UPC´s School of Architecture sets its focus on developing the aptitudes of the students to understand, conceive, design, and execute buildable projects in the context of the professional practice of architecture. In this approach, reason, emotion, intuition, and knowledge of history must come together with balance to shape physical forms that respond adequately to the needs of both society and the individual.

In this sense, the School of Architecture's vision consists in being recognized for educating professionals in Architecture with the highest professional skills and leadership in the transformation of Peru, whereas the mission aims to educate professionals, leaders and innovators with a global vision to generate value through the professional practice of architecture and contribute to transforming Peru.

With this commitment, the School implements a diverse approach, characterized by offering students a broad and multidimensional vision of the architectural work in the contemporary world, favoring the broadest academic freedom, and giving the student a more complete, global, and free vision of what the realization of the architectural project implies in the contemporary world.

1.1.c Delivery format

The Bachelor in Architecture program, within its approved curricular map, has implemented a flexible delivery modality (FDM) that provides the students with the opportunity to choose between face-to-face or online courses giving them the flexibility to enroll in the course modality that best fits their schedule, needs, and activities, with the assurance of the attainment of the student learning outcomes and the program graduate profile regardless of the delivery modality taken.

This flexible delivery modality ensures that:

- There is only one approved curricular map for the Architecture Bachelor program, one set of program learning outcomes, and one graduate profile, regardless of its delivery modality.
- The courses may be offered in up to two modalities (face-to-face, or distance education), but its outcomes, syllabi, learning outcomes, and most activities remain the same regardless of the delivery modality.
- Before the term starts, students can select the course modality that best fits their needs.
- All design, construction and drawing courses of the program are only offered in a face-to-face option.
- All distance education courses will be offered synchronously.
- All courses in the program promote and ensure academic engagement among students and faculty, whether on campus or online, through Blackboard's Virtual Classroom. The design of class sessions and learning resources (readings, videos, presentations, exercises, and simulations, among others) allows creating spaces for academic exchange and interaction between faculty members and students, which promotes lifelong and gradual learning experiences for the development of learning outcomes, as defined in the Graduate Student Profile.
- All support services are provided for both the face-to-face and the distance education modalities.
- Faculty members assigned to course sections offered in the distance education modality are trained in the use of digital learning and evaluation resources.

This flexible delivery modality for UPC´s undergraduate degree programs has been approved by WSCUC, our institutional accreditor.

The face-to-face courses are offered in three of the four UPC campuses: Monterrico, Villa Site, and San Miguel, the online courses are offered through Blackboard's Virtual Classroom.

The School of Architecture Dean and the Program Director have the academic and administrative leadership and responsibilities of the Bachelor in Architecture program assuring the same quality

standards, academic excellence, and resources for the program across all three campus and online learning.

Further information on our sites and online learning is presented in the Remote Location Questionnaire[8].

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.

Program Response:

The Architecture bachelor program at UPC benefits from its institutional context and culture of quality and excellence. This is evident through:

- Diverse Educational Environment: UPC's coexisting undergraduate programs alongside architecture provide students with exposure to various academic and professional perspectives and approaches. This diversity enriches their academic experience.

- Collaborative Agreements: Through framework agreements with external institutions, UPC offers students access to international programs, enhancing their academic experience (link).

- Corporate Support: UPC´s management model is strategically designed to provide comprehensive support to the academic program. This is achieved by consolidating services and processes through dedicated offices and departments. Which enables the program to focus on its mission, academic goals and objectives, while receiving guidance and support from the central departments such as Educational Quality department, Quality Assurance department, International Office, Library, Human Resources and Finance departments, among others.

- Financial Strength: UPC is a financially sound institution whose financial management aims at ensuring the availability of the financial resources required for the sustainability, development, and continuous improvement of its programs.

The Architecture bachelor program highly represents UPC, providing it with a relevant presence in the national educational and cultural environment. Some examples of the activities and initiatives that show the benefits that the program provides to the institution are as follows:

- "Arquitecturas de la Imaginación" (Architectures of Imagination), is an ongoing initiative by the UPC School of Architecture with the aim to share with the community the works and architectural proposals developed by its students in their final projects.

  Each exhibition shares more than 200 students' projects, faculty, students, and staff work together toward its implementation each term. The 2022 edition was visited by over 1,700 individuals. In the following link the exhibition is presented in the local news; subtitles are available in English.

  The 2023 edition, open to the public until February 2024, was visited up to date by 1,643 individuals. The 2023-2 edition will be launched on February 28th, 2024. To access follow this link.

[8] Appendix 1.3: Remote Location Questionnaire

- UPC´s School of Architecture and the Colegio de Arquitectos del Peru: UPC´s School of Architecture has a close relationship with the Colegio de Arquitectos del Peru, the architectural national board that licenses and regulates architects in Peru. This institution plays a vital role in promoting architectural development through continuing education, professional development opportunities, and advocacy. UPC´s School of Architecture and the National Board have been working together in several initiatives such as:

    - Travelling exhibition of the “Bienal de Arquitectura de Lima” in UPC three campuses
      In October 2023, the Peruvian Architectural National Board organized the "Bienal de Arquitectura de Lima - BiaLima CAP" a significant event in the country dedicated to the discussion and reflection on architectural advancements and emerging trends.
      Following the event, the Peruvian Architectural National Board collaborated with UPC's School of Architecture in a project to showcase the winning projects of the BiaLima CAP through a traveling exhibition across three UPC campuses (Villa, Monterrico, and San Miguel). This collaborative effort seeks to disseminate architectural innovations and trends, fostering a broader dialogue within the university community.

    - Initiatives for Student Engagement with the Architectural Community
      To actively involve architecture students in the professional architectural community, the Faculty of Architecture at UPC and the College of Architects of Peru have committed to joint initiatives throughout 2024 aimed at promoting student engagement.

- Vertically Integrated Project (VIP) Georgia Tech: Under the leadership of the School of Architecture, UPC participated in the II International Bootcamp Challenge 2023 South American Cluster, focusing on Climate Change and Disaster Zones.

  UPC students from the Architecture, Systems Engineering, Psychology, Communications, and Marketing programs took part in this Bootcamp Challenge.

  The event brought together institutions such as the Federal University of Santa Catarina in Brazil, Universidad Mayor de Chile, Universidad ICESI in Colombia, and Universidad Peruana de Ciencias Aplicadas in Peru. Information about this event can be reviewed in the following link.

- UPC´s School of Architecture and the Iberoamerican Society of Digital Graphics (SIGraDi): SIGraDI (link) is a non-profit organization which its primary purpose is to promote the dissemination and exchange of ideas in computer graphics and emerging technologies in professional practice, education, and research in Architecture, Design, Art, and related disciplines.

  Since 2003, the School of Architecture has been actively involved in SIGraDi, including holding the presidency from 2015 to 2017. In 2022, it organized the XXVI Congress, bringing together over 200 authors from 19 countries in more than 90 online presentations. Additionally, there were 12 workshops with over 150 participants, featuring four keynote speakers from the United States and one from Asia (Link).

  SIGraDi collaborates with sister societies in Europe (eCAADe), North America (ACADIA), Asia/Oceania (CAADRIA), and West Asia/North Africa (ASCAAD). Since 2009, UPC’s School of Architecture has been actively involved in the scientific committees of CAADRIA (Association for Computer-Aided Architectural Design Research in Asia) and since 2012 in the committees of eCAADe (Education and research in Computer Aided Architectural Design in Europe).

- UPC´s School of Architecture and the Editorial Board of the International Journal of Architectural Computing: The International Journal of Architectural Computing, a Q2 journal in Scopus and Q1 in Web of Science (Link), has featured the active participation of the School of Architecture since 2009.

  Since 2014, the School has been entrusted with four editorial responsibilities, with one ongoing and scheduled to conclude in 2024 (link).

- Co-curation of the International Exhibition Homo Faber Digital Fabrication from Latin America: Since 2015, the School of Architecture has been involved in the co-curation of the International Exhibition Homo Faber Digital Fabrication from Latin America. Homo Faber 3.0 took place in Peru in collaboration with the University of Sao Paulo and the University of Bahia in Brazil. Further details can be found at link.

- Research project Design for Emergency: In 2019, the School of Architecture was a Global Partner in the research project Design for Emergency (link) led by the Center for Design, Northeastern University, Boston, USA. This initiative aimed to analyze the situation of confinement during the COVID-19 pandemic.

1.2 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).

Program Response:

The following are some activities that generate learning opportunities inside and outside the classroom:

- **Construction Labs:** Architecture students use construction labs at each campus for our different construction-related program courses. This allows students to actively take part in their own learning and experience being in a construction work area.

- **Field trips:** Throughout the academic term, students actively engage in field trips as essential elements of their learning experiences. These excursions play a crucial role in connecting architecture students with their communities, fostering empathy, leadership, and teamwork among both students and faculty.

- **Exhibitions:** students and faculty can become involved and interrelate through different exhibitions, conducted regularly during the academic terms.
  On 2023 exhibitions showcasing the students' top projects from the Architecture Workshops across the 10 levels of the Architecture program were held on Campus.

- **Sketch contest:** is an activity organized through the Architecture program's Drawing and Graphic Representation Area that serves as a platform to test the talent and perception of our future architects towards the city, open for all architecture students, thesis candidates and alumni.
  Participating in this significant event fosters an atmosphere of camaraderie and fellowship among our architecture academic community: faculty, students regardless of their academic level, and alumni. During the 2023 academic terms, this contest had the active involvement of 415 participants.

- **School of Architecture Workshops Competition:** This cross-sectional design competition, which spans the various terms of the academic year, provides recognition to the top-performing students, and encourages and motivates effort while fostering a spirit of competitiveness. During the 2023 academic terms, this contest had the active involvement of 345 participants.

- **Academic Missions:** these academic trips propose students and faculty pedagogical experiences to live in situ the development of the profession in different scenarios. The description of each academic mission is presented in appendix 1.4[9].

- **Pre-professional internships (mandatory):** aimed at allowing students to apply their acquired knowledge and competencies through experiencing a real work situation.

- **Extracurricular activities:** UPC's University Life Department is in charge of managing extracurricular activities offered at an institutional level to complement academic education by developing co-curricular learning outcomes. As part of the requirements to obtain the Bachelor's academic degree, students must earn four extracurricular credits.

- **Film series about architecture masters:** On 2023 the following films were screened:
  - The movie "My Architect, a son's journey" about the unparalleled Louis Kahn was screened on campus. With a preliminary talk by architect Luis Longhi, winner of the Hexágono de Oro award (The highest recognition awarded by the Colegio de Arquitectos del Perú to an architect for their outstanding career and production in the last 2 years).

  - The movie "AALTO" about the life of one of the most significant modern architects Alvar Aalto was screened on campus. With a preliminary talk by Finland ambassador Antti Rytövuori.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

Established in 1993, the Universidad Peruana de Ciencias Aplicadas – UPC is recognized as a leading private university in Peru which stand out for its academic quality, alignment with the labor market demands and for offering students a rigorous, meaningful, and comprehensive educational experience. Committed to innovation and scholarly research, UPC's mission is to "educate upstanding and innovative leaders with a global vision who will transform Peru." Guided by the vision "to be at the forefront in higher education for academic excellence and innovative capability."

As one of the university founding Schools, the UPC´s School of Architecture embodies this commitment in its own mission to educate professionals, leaders and innovators with a global vision to generate value through the professional practice of architecture and contribute to transforming Peru through its Bachelor in Architecture program, which focuses on developing student aptitude to understand, conceive, design and execute buildable projects within the context of the practice of architecture.

To fulfill these objectives the program implements a diverse approach, characterized by offering students a broad and multidimensional vision of the architectural work in the contemporary world, favoring the broadest academic freedom, and giving the student a more complete, global and free vision of what the realization of the architectural project implies in the contemporary world.

[9] Appendix 1.4: Architecture Academic Missions

2—Shared Values of the Discipline and Profession

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.

All appendices referenced in this section are available for review via the following link: Section 2 - Shared Values of the Discipline and Profession

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.

Program Response:

Design is a foundational component of the architecture program, integral to the education of all its students, and embodied in the program learning outcome: "Grounded Design", a learning outcome aimed at ensuring that all students design by comprehensively considering all variables involved in the architectural project and grounding their architectural proposals in prior research.

The Design value is cultivated through the ten architectural design workshops embedded in the program curriculum. These workshops, constituting the core of the program, are initiated from the first term onward, providing the academic space where theoretical knowledge of the different training areas is applied. To explain our approach to the teaching of Design value, the following Table 2.1 presents the structure of the program's design workshops and its objectives.

Table 2.1 Bachelor in Architecture program, design workshops and objectives.

Design Workshops	Objectives
AR305 TI - Introduction to Architectural Design (Term 1)	To introduce the student to the architectural composition practice, considering the elements of plastic and spatiality.
AR334 TII - Architecture and Art (Term 2)	To introduce the student to the exercise of architectural design solving, in plastic and spatial terms, a functional requirement and an aesthetic intention.
AR307 TIII - Architecture and Surroundings (Term 3)	To solve an architectural design, proposing a straightforward process in which the site conditions are added to the functional requirement and the aesthetic intention.
AR308 TIV - Architecture and Functionality (Term 4)	To solve an architectural design, proposing a straightforward process based on an investigation of the type worked on, and focusing more on the gravitation of the functional requirement than on the other variables of the project.
AR309 TV - Architecture and Environment (Term 5)	The workshop aims to develop an architectural preliminary project based on a theme chosen by the student and previously researched. The objective is to enable students to establish design criteria from conceptual, programmatic, and user constraints, as well as environmental, urban, and landscape aspects.

Design Workshops	Objectives
AR313 TVI - Architecture and Construction (Term 6)	To elaborate and support a design proposal after investigating the influence of the proposed construction, structural, and installation systems on the spatial and plastic architectural decisions.
AR310 TVII - Integrative Workshop (Term 7)	To elaborate and support a design proposal that responds to the holistic consideration of the different formal, functional, and technical variables inherent.
AR301 TVIII - Architecture and Cities (Term 8)	To provide a design proposal that solves the conditions posed by the site and its environmental conditions, the building-city relationship, the construction systems applied, the national building codes and regulations, and U.S. Code guidelines, showing it through the adequate use of professional documents and means of graphic expression.
AR302 TIX - Professional Practice Workshop (Term 9)	To demonstrate through an architectural project the validity of the design criteria related to the formal, functional, and technical aspects of the architecture, its urban context, its architectural type, and the regulations of the locality in which it is inserted. These aspects are hypothetically raised from the beginning of the project after an investigation.
AR304 TX - Thesis Workshop (Term 10)	The purpose of the course is the development of the architectural draft individually worked on by each student in Workshop IX, culminating in the final project defense of the proposal. This final presentation serves as the student's submission for the attainment of their professional degree.

These design workshops purposely embrace diversity allowing the participation of various approaches within the design workshops fostering free thinking and empowering students to respond individually, creatively, and contextually to diverse professional scenarios they may encounter in their future careers.

By the end of each academic term a Design Workshop Tour is performed by the School Dean, Program Director and the faculty members of the course were the students' projects developed during the term are presented to analyze and discuss continuous improvement actions.

Also, UPC's School of Architecture fosters a Design Workshops Competition: a cross-sectional design competition, which spans the various terms of the academic year, provides recognition to the top-performing students, and encourages and motivates effort while fostering a spirit of competitiveness. During the 2023 academic terms, this contest had the active involvement of 345 participants.

To teach this value the design workshops, are not standalone; they are supported by two key areas. History and Human Sciences, that familiarizes students with the humanistic aspects of architectural practice, and Basic Sciences and Construction which provides technical knowledge and concepts related to structures, buildings, and particularly emphasizes structural safety.

Also, to learn about better built environments design, safer, more equitable, resilient, and sustainable hands-on experience is a must. To that end, from the fourth term onwards, a sequence

of construction workshops is conducted to supplement theoretical learning with practical experience. These workshops involve on-site exploration of preliminary works, masonry, roofing, light coverings, timber construction, and finishes.

As of the 2023-2 term to evaluate and establish the current status regarding teaching this value, and identifying improvement opportunities, the Architecture program used the Workshop X - Thesis (AR304) assessment outcomes. This evaluation is carried out in terms of the NAAB PC2 Design. The outcome in the 2023-2 term indicated that the level of achievement for PC2 was 95.7%, surpassing the established target pass rate of 70%.

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.

Program Response: UPC's Educational Model (link) is based on five pedagogical principles that underpin its actions and educational processes, one of which is *Learning towards sustainability*: *"Education, as a process by which human beings and societies can reach their full potential, is decisive in favoring sustainable development (UNESCO, 2015). UPC is focused on the education of people and professional leaders capable of transforming their environment through innovative processes and means towards sustainability. In this way, they will contribute to the country's sustainable development. The relations kept by the university with different stakeholders in its various processes allow it to respond —based on its academic proposals— to the economic development, social well-being and environmental protection."*

Within this context, the Bachelor in Architecture program is committed to training in values that will lead future architectures to become responsible professionals who fulfill their commitments to society, the city, and their country, emphasizing the need for a built environment that must be conceived in terms of environmental sustainability, as well as the health and safety of its users and society in general.

Aspects of ethics and professional responsibility are included in the program since the first term in the **Ethics and Citizenship (HU548)** course, where cases arising from current issues are analyzed and discussed in a critical manner, as can be seen in the syllabus attached in Appendix 2.1[10].

Professional responsibility towards the natural world, public health, safety, and welfare is developed in our students through the following courses:

- **Sustainability and Environment (AR338)** [11]**,** in this course students develop awareness of their role as citizens in the development of a sustainable professional practice, generating a critical view on the causes, effects of climate change and the importance of the implementation of energy efficiency systems and resource management 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.

- **Architectural Analysis (AR335)** [12]**,** which provides the knowledge of formal, functional and technical aspects, the study of the conditions of habitability, safety and relationship with the environment that make up an architectural work, as well as the codes, norms, regulations and standards that apply to them.

[10] Appendix 2.1: Syllabus Ethics and Citizenship (HU548)
[11] Appendix 2.2: Syllabus Sustainability and Environment (AR338)
[12] Appendix 2.3: Syllabus Architectural Analysis (AR335)

- **Workshop V Architecture and Environment (AR309)** [13], in this course students are required to carry out and support a project with a holistic understanding of how the built environment modifies and impacts the natural environment, and therefore applying ecological and sustainability principles efficiently focused on mitigating the adverse effects of architectural interventions.

- **Urban Planning** (AR284) [14] in this course students understand that cities are the result of the agglomeration of people, which poses the challenge of achieving a city with human quality: inclusive, resilient, safe, environmentally responsible, and sustainable. This course introduces students to the knowledge of the structure and morphology of the city: the complex dynamics that we as humans generate by interacting economically and socially in its spaces, how we perceive these spaces, how we affect the environment and how the architect sets up city spaces—whether a street, square or some cozy city corner—with the design of its buildings.

- **Urban Management** (AR303)[15] this course encourages reflection on decision-making in ever-changing cities, addressing issues such as land appraisal, urban mobility strategies, risk management at the city level, among others, which constitute the fundamental topics of the course, making benchmarking an essential tool that allows for the detection and learning of best urban practices and of relevant mistakes.

- **Architectural Research** (AR349)[16] this course involves applied research, incorporating exercises in inquiry and the processing of information from real and objective situations. These exercises serve as the foundation and support for demonstrating the relevance and feasibility of a proposed architectural theme. Furthermore, they aid in defining the architectural program, site selection, urban and/or landscape dossier, and all aspects that will influence the criteria considered in the architectural thesis project.

This holistic approach to architectural education ensures that our graduates not only possess the theoretical knowledge but are also equipped with the practical skills and ethical mindset necessary to navigate the complexities of the built environment responsibility and environmental stewardship.

The assessment of this value has been aligned with the PC.3 evaluation in the AR349 Architectural Research course, as presented in Section 3. The current status stands at 88.6% achievement, and the goal is to maintain this figure for the upcoming academic period.

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.

Program Response: The School of Architecture and its Bachelor degree in Architecture program promote a respectful learning environment where equity and inclusion in the practice of architecture, as well as respect for the environment are values that integrate the training of its students and are embedded in the program's culture and courses.

[13] Appendix 2.4: Syllabus Workshop V - Architecture and the Environment (AR309)
[14] Appendix 2.5: Syllabus Urban planning (AR284)
[15] Appendix 2.6: Syllabus Urban management (AR303)
[16] Appendix 2.7: Syllabus Architectural Research (AR349)

The program culture and context

The Architecture Bachelor program fosters a diverse academic community comprising staff, faculty, and students within a respectful learning environment. We are committed to a discrimination-free and harassment-free atmosphere, valuing individuals regardless of race, diverse opinions, nationality, gender, socioeconomic level, sexual orientation, religion, age, disability, or marital status, as outlined in UPC's Diversity and Non-Discrimination Policy (link), Academic Freedom Policy (link), and Regulations for prevention and intervention in harassment cases (link).

The program's staff embraces a mix of backgrounds, professional journeys, and experiences across all roles—from our Dean to our technical assistants, this diversity extends beyond gender, with a distribution of 33% female and 67% male members. Each one contributes distinct perspectives from their roles, all driven by a shared commitment to the program's quality and students' success adding genuine value and impact to the program.

The program faculty members are 54% male and 46% female, with diverse academic backgrounds, as of the 2023-2 term 45% of these professors teaching in the program held a foreign professional degree which is aligned within the program mission that aims to provide its students a global vision.

As of the 2023-2 term, had out of a population of 4882 diverse enrolled students:

- Gender diversity: 65% were female and 35% male. This distribution reflects a representatively diverse gender ratio among students' distribution.

- Geographical diversity: Being aware of the geographical diversity within Peru, our students are distributed across three major regions. The Coastal Zone hosts most of our students, accounting for 85% of the total, while the Highlands region accommodates 12% of our students. The remaining 3% belong to the Rainforest region.

  Although the individual percentages may appear modest, when considered collectively, they underscore a commitment to embracing Peru's geographical diversity. They collectively represent a diverse cross-section of students from various geographical backgrounds within Peru. Although the Coastal region is predominant, it is essential to emphasize that the main coastal cities, from which our students come, serve as hubs for permanent migration from other regions.

  This geographic diversity enriches our program with a range of perspectives, experiences, and cultural insights, fostering a dynamic and inclusive learning environment that aligns with our commitment to equity, diversity, and inclusion.

- Diverse economic backgrounds: To address the diverse economic backgrounds of our students, the university has a category structure designed to cater to their individual financial situations. This structure encompasses five categories, ranging from the U category (lowest) to the Q category (highest). Currently, our student distribution among these categories stands at 86.2% in the U category, 9.4% in the T category, 2.8% in the S category, 1.1% in the R category, and 0.4% in the Q category.

  In Peru, government-sponsored scholarships and financial aid programs for education are limited. Nevertheless, our program actively supports PRONABEC, a government-sponsored scholarship initiative that assists students from economically disadvantaged backgrounds in pursuing university degrees, including our Bachelor in Architecture program.

  As of 2023, we are proud to have 168 PRONABEC students, predominantly aged between 17-27 years old, and 44% are first-generation.

- Students with disabilities: To foster an inclusive and equitable environment for all students, including those with disabilities, our Architecture program at UPC is committed to supporting their needs. We adhere to the UPC's Accessibility for Students with Disabilities Policy (link). Currently, we have 9 students with disabilities as of the 2023-2 term.

- High-Performance Student-Athletes: The group of accomplished athletes is composed of students with high sporting performance who are part of national teams in various sports or university teams representing us in national and international high-level competitions, such as the Panamerican Games. Currently, we have 13 high-performance student-athletes as of the 2023-2 term.

The diversity, equity and inclusion among our students presents needs that are important to identify and address offering support services such as Academic Advisory Sessions, Tutoring, Risk Counseling, Psychological Counseling, Personal Development Workshop, University Coaching for Incoming Students coming to Lima from Other Cities or Abroad and the Diversity and Inclusion Program (PADI).

By fostering a diverse community, we instill values of equality and inclusivity that extend beyond the program context, preparing our students to contribute meaningfully to a globalized architectural landscape.

The program curriculum

The students consider diverse environments as they prepare architectural projects considering the specific needs of different users, aiming to enhance their living conditions. Architecture serves the purpose of promoting social and economic development in accordance with the context, while also incorporating accessibility regulations for individuals with disabilities, and generating spaces that ensure equity and inclusion.

- In the **Project Management course (AR350)** [17] the student identifies and analyzes the different perspectives required to manage and develop an architectural project with a collaborative, inclusive, creative, and empathic attitude with other disciplines, the communities they serve and the clients they work for, developing skills for proper management of professional activity.

- In **Workshop TVIII - Architecture and the City** (AR301)[18] students develop architectural proposals enhancing their skills as designers committed with diverse cultural and social contexts translating their awareness into built environments that equitably support and include people of different backgrounds, resources, and abilities.

- The course **Architectural Research** (AR349) [19] introduces a project bank curated by specialists in education, healthcare, and housing typologies. Students, aware of various cultural and social contexts and mindful of the unique needs and challenges within different communities, focus their research on aspects involving diverse users, contexts, and considerations of accessibility and equity.

To measure advancements in instilling this shared value, evaluation occurs through assessing PC8 outcomes in the Architectural Research course (AR349)[20]. Currently, the achievement stands at 95.3%, and our aim is to maintain this level in the forthcoming academic period.

[17] Appendix 2.8: Syllabus Project Management course (AR350)
[18] Appendix 2.9: Syllabus Workshop VIII Architecture and Cities (AR301)
[19] Appendix 2.7: Syllabus Architectural Research (AR349)
[20] Appendix 2.10: Rubric Architectural Research (AR349)

As cultural context of our country it is important to state that due to the racial and cultural diversity in Peru, asking about a person's race and ethnicity is considered inappropriate and could imply the intent to discriminate based on that information. Therefore, public or private organizations in any sector do not require or publish information about the race or ethnicity of their members.

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.

Program Response: The Bachelor in Architecture program is committed to fostering knowledge and innovation among its students, aligning with its mission to cultivate professionals who are both principled and forward-thinking leaders with a global perspective, contributing to the transformation of Peru.

To create and disseminate knowledge focused on design and the built environment, students in the Bachelor in Architecture program are trained in research as an integral part of each course and workshop, to be able to adapt to ever-changing conditions.

Formative research is embedded in the program's courses: Research Methodology (AR347), Architectural Research (AR349), Professional Project Guidelines (AR271), Workshop IX Professional Practice Workshop (AR302), and Workshop X Thesis (AR304), which provide students with formal methodologies and instruments for formative research, connecting the practice of the profession with a comprehensive awareness that foster possibilities for innovation.

Also, Formative research in digital technologies begins in the fourth level, utilizing specialized laboratories specialized laboratories of the School of Architecture incorporate software’s from Adobe Suite and Autodesk like: AutoCAD, Revit, 3DS Max, Rhinoceros, NavisWorks, V-Ray for Rhino, V-Ray for 3DS Max, and Grasshopper3D, along with Makerbot 3D Printers and large format printers to link students with representational technologies.

To train future architects able to create and disseminate knowledge focused on design and the built environment the program curriculum embedded the following key learning experiences:

- Design is cultivated through the ten architectural design workshops embedded in the program curriculum. These workshops, constituting the core of the program, are initiated from the first term onward, providing the academic space where theoretical knowledge of the different training areas is applied with the involvement of professors with diverse specialties, providing valuable insights into national and international professional trends. This inspires students to expand their creative boundaries.

- The program construction workshops, initiated in the fourth term, are mandatory and complement theoretical learning with practical construction experience. Covering aspects such as preliminary works, masonry, roofing, light coverings, timber construction, and finishes, each workshop addresses a specific topic. Utilizing specialized machines and tools, students confront real-time construction challenges, facilitating practical knowledge and innovation. This hands-on approach provides students with a sensory understanding of construction techniques at a 1:1 scale.

Students in their final term engage in the Workshop X - Thesis (AR304) course in which their architectural projects to the level of a comprehensive professional architectural endeavor. Some examples of the students' thesis research projects are outlined below:

- Cultural Learning and Public Space Rehabilitation Center in La Balanza, Comas
- Formative Community Center in Villa Salvador
- Regular Basic Education Center in Villa María del Triunfo
- Community Development Center for Children, Adolescents, and Youth at Social Risk in Villa El Salvador
- Juvenile Rehabilitation Center for Offenders with Psychoactive Addictions in the District of Bellavista
- Pediatric Oncology Center in San Juan de Miraflores
- Regular Primary and Secondary Education Center in Pachacamac
- Public Library in Ventanilla, Callao

Research within the School of Architecture:

The School of Architecture In collaboration with UPC's Research Department, promotes scientific research, contributing to the development of its research lines:

- "Digital Fabrication and Computational Modeling in Architecture"
- "Urbanism in History and Actuality."

The publications made in the last years are:

2024

- Herrera, P. (In press, 2024). Machine not Homed: Growth and Perspectives on Digital Fabrication made in Latin America. In Galo Canizares and Zach Cohen (Eds.). Homing the Machine in Architecture. London: Routledge https://www.routledge.com/Homing-the-Machine-in-Architecture/Canizares-Cohen/p/book/9781032283654

- Herrera, P., Gomez, P., Cardoso-Llach, D., and Soza, P. (In press, 2024). Critical Appropriations. International Journal of Architectural Computing. 22(1): i-iii.

- Herrera, P., Valenzuela-Zubiaur, M., Caycho, V., and Dreifuss-Serrano, C. (In press, 2024). Beyond class activities to involve Women. Fab Lab-based learning in Latin America. 2024 IEEE VIII IEEE World Engineering Education Conference (EDUNINE). Mar 13, 2024

2023

- Dreifuss-Serrano, C., Herrera, P., Braida, F., and Reátegui, J. (2023). Assessing Cheating in MOOCs a Systematic Literature Review. In IEEE Learning with Massive Open Online Courses LWMOOCs 2023. Cambridge, MA: Massachusetts Institute of Technology.

- Herrera, P., Hurtado, M., and Arteaga-Juárez, P. (2023). Visual Programming for Teaching Geometry in Architectural Education. In: Cheng, LY. (eds) ICGG 2022 - Proceedings of the 20th International Conference on Geometry and Graphics. ICGG 2022. Lecture Notes on Data Engineering and Communications Technologies, vol 146. Springer, Cham. https://doi.org/10.1007/978-3-031-13588-0_84

- Herrera, P., Scheeren, R., and Sperling, D. (2023) (Eds.) Homo Faber 3.0. Appropriation of Digital Fabrication from Latin America. Lima: Editorial Universidad Peruana de Ciencias Aplicadas. https://editorial.upc.edu.pe/homo-faber-30-0bx58.html

- Reategui JL. (2023) Handcrafting Objects made with Machine Learning: An Object Design Approach with Computer Vision. Engineering Proceedings. 55(1):49. https://doi.org/10.3390/engproc2023055049

- Reategui JL. (2023) Architectural Design Guidelines Based on Computer Core Evaluation and Processing Paradigms. Engineering Proceedings. 55(1):43. https://doi.org/10.3390/engproc2023055043
- Valenzuela, M., Caycho, V., and Herrera, P. (2023). Evolution and impact of research within Academic Makerspaces. Analysis of the ISAM Case. In International Symposium on Academic Makerspaces 2023. Pittsburgh, PA: Carnegie Mellon University.

2022

- Arteaga-Juárez, P., Dreifuss-Serrano C., and Herrera, P. Undergraduate perceptions of remote teaching in Computer-Aided Design courses. 2022 IEEE Learning with MOOCS (LWMOOCS), Antigua Guatemala, Guatemala, 2022, pp. 227-232, doi:https://doi.org/10.1109/LWMOOCS53067.2022.9927920

- Balerdi Arrarte , J. A. y Giacchetti Lobatón , E. (2022). Reciclajes arquitectónicos. Arquitectura limeña doméstica transformada. Universidad Peruana de Ciencias Aplicadas (UPC). https://editorial.upc.edu.pe/reciclajes-arquitectonicos-4j2nh.html

- Dreifuss-Serrano, C., and P. C. Herrera, (2022) Assessing ethics in Problem-based Learning volunteer experiences 2022 IEEE International Symposium on Technology and Society (ISTAS), Virtual Conference, 2022. https://doi.org/10.1109/ISTAS55053.2022.10227120

- Dreifuss-Serrano, C and P. C. Herrera, (2022) SDGs for the assessment of voluntourism learning experiences 2022 IEEE International Humanitarian Technology Conference (IHTC), Ottawa, ON, Canada, 2022, pp. 27-31. https://doi.org/10.1109/IHTC56573.2022.9998409.

- Dreifuss-Serrano, C. and Schreier-Barreto, C. (2022) Back to the Face-to-Face classroom: instructors' perceptions on students' performance, 2022 IEEE 2nd International Conference on Advanced Learning Technologies on Education & Research (ICALTER), Lima, Peru, 2022, pp. 1-4, doi: 10.1109/ICALTER57193.2022.9964961.

- Dreifuss, C., and Herrera, P. (2022). ETC Distance Learning Studies during COVID-19, a meta-analysis. 2022 IEEE VI IEEE World Engineering Education Conference (EDUNINE). Mar 21, 2022. doi: https://doi.org/10.1109/EDUNINE53672.2022.9782397

- Herrera, P., Dreifuss-Serrano, C., Arris, L., and Gómez, P. (2022) (Eds.) SIGraDi 2022. Critical Appropriations. XXVI Congreso de la Sociedad Iberoamericana de Gráfica Digital. Lima: Editorial Universidad Peruanade Ciencias Aplicadas. http://dx.doi.org/10.19083/978-612-318-444-5

- Herrera, P., Dreifuss-Serrano, C., Valenzuela, M. and Caycho, V. (2022). Fablab-Based Learning: A Methodology to promote Women´s leadership in engineering education. 2022 IEEE Global Engineering Education Conference (EDUCON). Mar 28, 2022, pp.1336-1345. https://doi.org/10.1109/EDUCON52537.2022.9766775.

- Herrera, P., and Valenzuela, M. (2022) The impact of the democratization of technologies in vulnerable groups, artisans and micro-entrepreneurs. The role of Mobile Fab Labs 2022 IEEE International Symposium on Technology and Society (ISTAS), Virtual Conference, 2022. https://doi.org/10.1109/ISTAS55053.2022.10227095

- Reategui, J.L. "Wood wide web design. A computational model to adapt the cities design with mycorrhizal networks," 2022 IEEE International Humanitarian Technology Conference (IHTC), Ottawa, ON, Canada, 2022, pp. 108-113, doi: 10.1109/IHTC56573.2022.9998366.

The Knowledge and Innovation shared value is embedded in the Architecture Bachelor program as part of our students training, to that end its assessment is conducted through the evaluation of PC5 in the Architectural Research course (AR349). The current status stands at 82.2% and the objective is to sustain this figure for the upcoming academic period.

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.

Program Response: The program instills values of leadership, collaboration, and community commitment in students throughout their professional training. They learn to work creatively, collaboratively, and empathetically with specialists from various disciplines, potential clients, and among themselves.

Design and construction workshops are strategically designed to foster teamwork. In design workshops, the initial phase involves collaborative research and information gathering, while construction workshops integrate role-playing dynamics into the project-building process. This deliberate structuring ensures that students experience and develop effective collaborative skills throughout their training.

In the early stages of their architectural education, students in courses like Structural Modeling and Installations in Buildings begin engaging with specialists. This initial exposure sets the stage for ongoing interactions throughout their academic journey.

As they progress, these collaborative encounters intensify, particularly in courses such as Urban Management (AR303)[21], where students conduct a thorough analysis of city management. This collaborative knowledge-building extends into real-life projects that actively involve the local community, demonstrating the program's commitment to inclusive, creative, and empathetic urban transformations.

This collaborative spirit and interaction with specialists continue to flourish in subsequent courses like Workshop IX Professional Practice (AR302) and Workshop X Thesis (AR304). These capstone experiences provide students with invaluable advisory support for their research and degree projects, ensuring a seamless evolution of collaborative engagement throughout their architectural education.

Students are trained not only as architects but also as responsible citizens capable of generating socially impactful projects. Equipped with critical thinking skills, they contribute their design expertise to serve the community. This commitment is tangible in the diverse topics covered in architectural design workshops, as illustrated in Table 2.2:

[21] Appendix 2.6: Syllabus Urban management (AR303)

Table 2.2 Architectural Design Workshops 2023terms

Code	Courses	Project
AR307	Workshop III - Architecture and Surroundings	Community Center Mala
AR260	Workshop IV Architecture and Functionality	Community Center Surquillo
AR260	Workshop IV Architecture and Functionality	Collective housing
AR309	Workshop V - Architecture and Environment	Community Center Pachacamac
AR309	Workshop V - Architecture and Environment	Community Center Cieneguilla
AR313	Workshop VI Architecture and Construction	Cultural and Community Center Surquillo
AR301	Workshop VIII Architecture and the City	Community Center - Texas
AR302	Workshop IX - Professional Practice Workshop	Basic special education center in Huamanga, Ayacucho
AR302	Workshop IX - Professional Practice Workshop	Regular Basic Education Institution with an emphasis on Universal Education in San Borja.
AR302	Workshop IX - Professional Practice Workshop	SOS Children's Village with an early childhood and primary school.
AR302	Workshop IX - Professional Practice Workshop	Residential Student Shelter for Children and Adolescents in Lamay.

Field trips during the academic term are essential in connecting architecture students with the city, the diverse needs of their communities, fostering empathy, leadership, and teamwork among both students and faculty. These excursions play an important role in nurturing a commitment to service and collaboration, generating innovative ideas to enhance living conditions and address community needs. For a comprehensive overview of the field trips undertaken during the 2023-2 term, please refer to Table 2.3.

Table 2.3 Field trips 2023-2 term. Design Workshops and History area courses.

Design Workshops	Location	Faculty in charge
AR307 - Workshop III - Architecture and Surroundings	La Punta peninsula	Denise Goshima
AR309 - Workshop V - Architecture and Environment	Pachacamac Andean coast Sanctuary	Tamara Alarcón
AR307 - Workshop III - Architecture and Surroundings	Pueblo Libre downtown	Jose Miguel Rios
AR308 - Workshop IV - Architecture and Functionality	Benemérita Guardia Civil Park (Parque La Pera) San Isidro	Gonzalo Del Castillo
AR308 - Workshop IV - Architecture and Functionality	San Borja Navy club	Luis Mendiola
AR307 - Workshop III - Architecture and Surroundings	La Rinconada Hacienda XIX century (Mala Valley)	Mariano Quiroga
AR309 - Workshop V - Architecture and Environment	Mala Valley - Between the river and the mountains	Mariano Quiroga

Design Workshops	Location	Faculty in charge
AR307 - Workshop III - Architecture and Surroundings	Inca's archeological site Tambo Colorado	Susel Rodriguez
AR307 - Workshop III - Architecture and Surroundings	Historic Center of Lima	Eugenio Giacchetti
AR308 - Workshop IV - Architecture and Functionality	Jesus Maria downtown	Lorena Reategui
AR309 - Workshop V - Architecture and Environment	Cieneguilla - Lurin river valley	Milagros Antezano
AR334 - Workshop II - Architecture and Art	Barranco's Ermita church (XIX century)	Pilar Guerra
AR309 - Workshop V - Architecture and Environment	Cerro Azul fishing village, Cañete	Maurizio lértora
AR309 - Workshop V - Architecture and Environment	La Herradura beach, Chorrillos, Lima	Jesús Lopez
AR307 - Workshop III - Architecture and Surroundings	Place of Memory, Tolerance and Social Inclusion (LUM)	Patricia Diaz Mendo
AR309 - Workshop V - Architecture and Environment	Lomas del Paraiso ecological circuit	Sandra Román
AR309 - Workshop V - Architecture and Environment	Antioquia picturesque town, Huarochiri	Wilson García
AR307 - Workshop III - Architecture and Surroundings	Beato Marcelino Champagnat Park, Miraflores	Maria Alejandra Briceño
AR307 - Workshop III - Architecture and Surroundings	Barranco Bohemian district	Rodrigo Cordova
AR309 - Workshop V - Architecture and Environment	Bicentennial park, Miraflores	Milagros Antezano
AR308 - Workshop IV - Architecture and Functionality	Barranco Bohemian district	Maria del Pilar Caldas
AR309 - Workshop V - Architecture and Environment	Lomas de Asia ecological circuit	Silvia Chura
AR308 - Workshop IV - Architecture and Functionality	El Olivar park, San Isidro	Juan Carlos Doblado
AR308 - Workshop IV - Architecture and Functionality	Gutierrez Roundabout	Javier Solórzano
AR307 - Workshop III - Architecture and Surroundings	Historic Center of Lima	Denise Goshima
AR307 - Workshop III - Architecture and Surroundings	Barranco Bohemian district	Claudia Fuentes
AR334 - Workshop II - Architecture and Art	Contemporary Art Museum (MAC Lima)	Cesar Irigoyen
AR334 - Workshop II - Architecture and Art	Forum Gallery: Maricruz Arribas art	Melissa Ghezzi
AR308 - Workshop IV - Architecture and Functionality	Corriente Alterna Visual Arts Academy	Jorge Cheng
AR307 - Workshop III - Architecture and Surroundings	Plaza San Martin, World Heritage Site	Lorena Reategui
AR305 - Workshop I - Introduction to Architectural Design	Place of Memory, Tolerance and Social Inclusion (LUM)	Juan Carlos Altuna
AR334 - Workshop II - Architecture and Art	Place of Memory, Tolerance and Social Inclusion (LUM)	Paola Astete
AR308 - Workshop IV - Architecture and Functionality	The Residencial San Felipe, modern housing	Lorena Reategui

Design Workshops	Location	Faculty in charge
AR305 - Workshop I - Introduction to Architectural Design	Archeological complex of Puruchuco	Melissa Ghezzi
AR305 - Workshop I - Introduction to Architectural Design	Archeological complex of Puruchuco	Melissa Ghezzi
AR309 - Workshop V - Architecture and Environment	Pachacamac site Museum & Peruvian National Museum (MUNA)	Rocío Morales
AR310 - Workshop VII - Integration Workshop	Historic Center of Lima	Julian Contreras
AR313 - Workshop VI - Architecture and Construction	Parque de la amistad, cultural centre & public space	Alejandra Jordán

History area courses	Location	Faculty in charge
AR161 - Conservation of the Immovable Cultural Heritage	Historic Center of Lima	Pilar Guerra
AR170 - City of Lima	Pachacamac Andean coast Sanctuary	Pilar Guerra
AR110 - Peruvian Architecture	Historic Center of Lima	Pilar Guerra
AR110 - Peruvian Architecture	Historic Center of Lima	Pilar Guerra
AR170 - City of Lima	Historic Center of Lima	Pilar Guerra
AR110 - Peruvian Architecture	Historic Center of Lima	Pilar Guerra
AR161 - Conservation of the Immovable Cultural Heritage	Pachacamac Andean coast Sanctuary	Pilar Guerra
AR112 – Architecture theory	Peruvian National Museum (MUNA)	Oscar Pasquel

Moving forward in their training, students focus on social commitment is also evident in their research projects for their bachelor's degree, in which the presence of this approach and commitment is a majority. Some students project examples are as follows:

- Cultural Learning and Pública Space Rehabilitation Center in La Balanza, Comas
- Formative Community Center in Villa Salvador
- Regular Basic Education Center in Villa María del Triunfo
- Community Development Center for Children, Adolescents, and Youth at Social Risk in Villa El Salvador
- Juvenile Rehabilitation Center for Offenders with Psychoactive Addictions in the District of Bellavista
- Pediatric Oncology Center in San Juan de Miraflores
- Regular Primary and Secondary Education Center in Pachacamac
- Public Library in Ventanilla, Callao

Moreover, the training received in these values is also reflected in the achievements of our students and alumni, some of them are the following:

- Architect Javier Atoche Intili, author of the book “Lima la moderna, migracion europea y arquitectura peruana” won la Segunda edicion del concurso literario La Calcina – John Ruskin: “Scrivere D’Architettura” 2023.

- Architects Jose Carlos Hayakawa, Angela Anchante, Malu del Castillo, and Pamela Paz are the authors of "The Aqueduct Speaks: Pandemic Reflections 50 Years After the UNESCO World Heritage Convention." This presentation was delivered at the ICONOS Scientific Symposium in Brazil, 2022.

- Architects Maria Jose Acero, Maribel Romani, and Valeria Alata's winning proposal for the Bus Station in Vilcashuaman excels in blending cultural identity, functionality, and sustainability. The design showcases a deep understanding of the local context, ensuring seamless integration with the cultural identity of Vilcashuaman. The emphasis on functionality meets the needs of both commuters and operators, while the sustainable features contribute to a more environmentally conscious structure. Overall, their holistic approach sets a high standard, deserving the recognition in the "Semilla" contest, 2021.

- Architects Esteban Zupan, Mariana Majima Ueda, as part of an interdisciplinary team, won the first place on the VII National Housing Design Contest "Grow to Build" issued by Ministerio de Vivienda, Construcción y Saneamiento, November 2020

The program commitment to these shared values is evaluated through the program course AR304 Workshop X Thesis, in which all students develop the design process logbook for their architectural project. In this logbook, they demonstrate the values of leadership, collaboration, and commitment to the community reflected in well-founded decisions for solving architectural problems.

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.

Program Response: As part of our commitment to continuous learning, the Architecture Bachelor program implements a noteworthy practice by inviting program alumni to return as guests to Workshop X - Thesis (AR304). During this workshop, they share their valuable experiences with students on the verge of graduation, creating a virtuous circle of mutual learning.

Dedicated to fostering the value of lifelong learning, the Architecture program offers to its alumni the possibility to participate in its study trip programs held in diverse locations such as Europe, the USA, Asia, and Peru[22].

Moreover, the School of Architecture dedication to lifelong learning is further exemplified through the development of conferences, events and contests Some examples include:

- The Project and its Urban Context - Arq. Mario Braganini:This conference delves into the role of urban context as the genesis point for initial concepts in the creative architectural design process. Arq. Mario Braganini will showcase various projects developed by Bragagnini Arquitectos over the last decade, spanning multifamily housing, mixed-use developments (Honorable Mention at the Cusco Biennial 2022), and recent hotel projects for Marriott and Hilton in Lima.

- Lecture by MASSLAM Companies on Wood Lamination Techniques for Structures and ETEX: This session focuses on wood lamination techniques for structural applications, presented by MASSLAM Companies. Additionally, ETEX will explore drywall systems specifically tailored for students in the construction field.

[22] Appendix 2.11: Architecture Academic Missions

- The Andes and Digital Fabrication:Digital fabrication is an increasingly widespread tool in today's world. This conference explores its symbiotic connection between digitally formulated designs and the physical world, materializing digital concepts through 3D printing or CNC technology. The application of this technology extends to data sculpture and topography, utilizing geographic information data to create 3D models that are then physically manifested. This process allows us to comprehend the three-dimensional nature of the Andean territory, opening new possibilities for studying and interpreting it, thus adding value. This presentation explains how technology aids in understanding and appreciating a territory as diverse and biodiverse as ours.

- Travelling exhibition of the “Bienal de Arquitectura de Lima” in UPC three campuses
  In October 2023, the Peruvian Architectural National Board organized the "Bienal de Arquitectura de Lima - BiaLima CAP" a significant event in the country dedicated to the discussion and reflection on architectural advancements and emerging trends.
  Following the event, the Peruvian Architectural National Board collaborated with UPC's School of Architecture in a project to showcase the winning projects of the BiaLima CAP through a traveling exhibition across three UPC campuses (Villa, Monterrico, and San Miguel). This collaborative effort seeks to disseminate architectural innovations and trends, fostering a broader dialogue within the university community.

- Sketch contest: is an activity organized by the School of Architecture through the Architecture program Drawing and Graphic Representation Area.
  Drawing the city or urban scenes is an integral part of the Sketch course, and the Contest serves as a platform to test the talent and perception of our future architects towards the city. Architectural and landscape, classical architecture, republican architecture, modern architecture, brutalist architecture, among others, are the themes explored in each contest.

  Each year, the growing interest in learning to perceive and represent the architecture that surrounds us has led to changes in the Contest's structure. Initially involving students from the Sketch course and higher levels, the competition has evolved into an open event for all architecture students, including alumni and thesis candidates.

  Participating in this significant event fosters an atmosphere of camaraderie and fellowship among participants, regardless of their academic level. During the 2023 academic terms, this contest had the active involvement of 415 participants.

The School of Architecture extends an opportunity for specialized education through a Master's Degree in Architectural Project Development and Housing. This program delves into the essentials of abstraction, conceptualization, architectural and urban history and theory, and the utilization of advanced design tools. The aim is to equip participants with the expertise to devise sustainable solutions that bring about transformative changes in the built environment.

UPC’s Graduate School facilitates a comprehensive Continuing Education offer with exclusive benefits for the program alumni.

In alignment with this commitment, the program evaluates its performance statistically, tracking the number of activities and conferences conducted each academic year. The School of Architecture strives to organize a minimum of five conferences annually, further reinforcing its dedication to fostering continuous learning.

3—Program and Student Criteria

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

All appendices referenced in this section are available for review via the following link: Section 3 - Program and Student Criteria

The Architecture Bachelor program has integrated NAAB Program and Student Criteria (PC/SC) into its Program Learning Outcomes (PLOs): Grounded Design, Technique and Construction, Architectural Culture, and Professional Management.

In Appendix 3.1 the PC/SC Matrix[23] detailing the assessment courses/activities defined for NAAB PC and SC and in Appendix 3.2[24] the program NAAB PC/SC Assessment results summary are submitted.

3.1 Program Criteria (PC)

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.

Program Response: To provide students with a comprehensive understanding of the pathways leading to architectural licensure in the United States, Arch. John Hertz assumed the role of Architect Licensing Advisor (ALA) for UPC's School of Architecture in August 2021, and his registration with the National Council of Architectural Registration Boards (NCARB) is provided in Appendix 3.3[25].

The School of Architecture, in collaboration with its ALA, has instituted a mandatory advisory session held each term for students enrolled in Workshop X - Thesis Workshop (AR304). This session focus on a thorough examination of the Licensing Requirements in the United States, NAAB criteria; NCARB AXP; NCAEB SON; NCARB Pass Rates; Continuous Education.

In addition to the advisory sessions, ensuring universal access to this information, all students enrolled in Workshop X - Thesis Workshop (AR304) are granted access to session recordings to review its content, and for any questions or uncertainties that may arise, students have also the option to seek assistance from the course coordinator.

Regarding the range of available career opportunities aligned the discipline's skills and knowledge, faculty members employ various strategies and requirements integral to the training of all students, ensuring their awareness.

[23] Appendix 3.1: NAAB PC/SC Matrix
[24] Appendix 3.2: NAAB PC/SC Assessment results summary
[25] Appendix 3.3: NCARB registration email of UPC-ALA

At the beginning of the program, the Introduction to Architecture (AR01) course provides students with an overview of the professional opportunities in the architectural field, as outlined in the attached syllabus in Appendix 3.4[26].

As students' progress through the program and accumulate 100 credits, they become eligible for pre-professional internships, which are mandatory for obtaining a Bachelor's degree. The regulations governing pre-professional internships are stipulated in UPC's Pre-professional and Professional Internship Regulations (Link) and managed through UPC´s Career Services department.

Pre-professional internships expose students to various paths of the architecture profession by engaging with different types of organizations (public, private, local international), providing a hands-on experience. Each internship requires students to work under the guidance of a direct supervisor in the chosen organization, ensuring active involvement in the profession. This structure allows students to select institutions, observe professional development, and understand their role within the diverse landscape of the field. As a result, this comprehensive exposure enriches and supplements their training throughout the internship period.

Following the conclusion of internships, students, along with their direct supervisors are required to submit a report[27], which is reviewed and approved by the Architecture program. A comprehensive list of pre-professional internships undertaken by program students across various institutions in 2023 is presented in Appendix 3.6[28].

The program also offers students with three distinct concentrations, each designed to enable students to explore different trajectories within the field:

- "Digital Technologies": This concentration focuses on fostering technological and digital innovation associated with manufacturing. The aim is to complement the specific abilities of architects, enhancing their appeal in the professional sphere. For a detailed overview, refer to appendix 3.7[29].

- "Graphic Expression": Comprising five courses, this concentration delves into the use of color, materials, typography, form, and composition. It equips students with additional competencies to integrate into their training, enhancing their skills in graphical representation. For further details, consult Appendix3.8[30].

- "Art and Architecture History and Critique": This concentration is dedicated to promoting research through the exploration of history, theories, and contemporary trends in art, architecture, and urban planning. The intention is to develop both a sense of identity and a critical perspective. More information can be found in Appendix 3.9[31].

To measure the program's adherence to PC1 Career Paths, the following mechanisms are implemented:

- By ensuring 100% student access to the U.S. Licensing advisory sessions in the Workshop X – Thesis Workshop (AR304).
- By assessing the internship reports.

[26] Appendix 3.4: Syllabus Introduction to Architecture (AR01)
[27] Appendix 3.5: Internship assessment template
[28] Appendix 3.6: List of Pre-Professional Internships (2023)
[29] Appendix 3.7: Concentration in Digital Technologies
[30] Appendix 3.8: Concentration in Graphic Expression
[31] Appendix 3.9: Concentration in Art and Architecture History and Critique

In the academic terms 2023-1 and 2023-2 student access to the U.S. Licensing advisory sessions was a 100%. And the number of approved internship report by the program were 906.

Assessment analysis and Improvement plans: The program has successfully achieved the established benchmarks leading the program assessment committee[32], in its annual meeting, to decide:

- Maintain the implemented actions regarding the U.S. Licensing advisory sessions in which a student survey has been included.
- Use the information gathered from internship reports, analyze the career paths of interest among students to provide discussion spaces and more information to the students.

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.

Program Response: Design is a foundational component of the architecture program, a cornerstone in shaping of the built environment and integral to the education of all its students. It is embodied in the program learning outcome: "Grounded Design", a learning outcome aimed at ensuring that all students design by comprehensively considering all variables involved in the architectural project and grounding their architectural proposals in prior research.

NAAB PC.2 Design is embedded in the PLO Grounded Design, and seamlessly aligned with the ten architectural design workshops of the program curriculum.

These workshops are the core of the program, providing an academic space for the practical application of theoretical knowledge across various training areas. They commence from the first term onward and follow distinct phases:

- In the initial phase (Workshops I and II) students engage in conceptual exercises related to composition and spatial exploration, sparking imagination and fostering creativity.

- The subsequent workshops (Workshops III to VII) form a sequence of increasing complexity, gradually incorporating key architectural considerations such as function, location, context, environment, construction, and safety. Workshop VII – Integration (AR310) synthesizes these facets, marking a critical juncture in the program.

- The final phase unfolds across the last three workshops, each with specific focuses:

    - Workshop VIII – Architecture and the City (AR301): This workshop involves the development of architectural proposals at the level of a professional project and its technical dossier. Encouraging reflection on the user to be served, the project's specific theme and location, as well as the necessary construction processes and installations, this exercise brings students closer to professional practice with a sense of responsibility and critical thinking for innovation.

    - Workshop IX – Professional Practice Workshop (AR302): In this workshop, students work on the architectural pre-project of a theme chosen by the student. It establishes the basic design criteria based on conceptual, programmatic, and user-related constraints, as well

[32] The Program Assessment Committee is comprised by the School Dean, Program Director, full time faculty and area coordinators.

as environmental, urban, and landscape aspects. Subsequently, it develops the pre-project by integrating considerations of structural design, electrical installations, sanitation, and security systems.

- Workshop X – Thesis Workshop (AR304): This workshop advances the architectural pre-project approved in the previous workshop (Workshop IX) to the level of a complete professional architectural project, complete with corresponding plans (schematic drawings of various specialties). For this purpose, students also benefit from guidance provided by various specialists in the fields of structural design, electromechanical installations, sanitation, and security.

In terms of assessment of the PC2 the courses aligned with this program criteria for monitoring progress and for validating its achievement are as follows:

Monitoring courses:
- Workshop IX – Professional Practice (AR302). See rubric attached in Appendix 3.10[33].
- Workshop VIII – Architecture and the City (AR301). See rubric attached in Appendix 3.11[34].

Validating course
- Workshop X – Thesis (AR304). See rubric attached in Appendix 3.12[35].

These courses allow students to submit assignments involving a design according to a clearly structured process, the space and/or scales of development required, and innovative proposals which are assessed with a specific rubric designed for PC2.

As of the 2023 terms the PC2 assessment results are as follows:

Table 3.1 PC2 Assessment

Program Criteria	Validation Course	Assessment Method(s)	Benchmark	Term Results	
				2023-1	2023-2
PC.2 Design	Workshop X – Thesis (AR304)	Rubric	Passed at 70%	Passed: 96%	Passed: 95.7%

Assessment analysis and Improvement plans:

The program's faculty in the design area proactively implemented improvement strategies to enhance the documentation of learning outcomes. Recognizing the diverse approaches in design workshops, guidelines were developed to assist students in effectively showcasing their evidence of learning and skills across different; also, the development of the descriptive memory as from workshop I and onwards was implemented.

The program assessment committee[36] with the insights provided by the program faculty and the students results in both academic terms has decided in its annual review to maintain the described implemented strategies in the design workshops for the 2024 terms to evaluate students' continuous improvement over the stablished benchmark at 70%.

[33] Appendix 3.10: Rubric Workshop IX - Professional Practice (AR302)
[34] Appendix 3.11: Rubric Workshop VIII - Architecture and the City (AR301)
[35] Appendix 3.12: Rubric Workshop X - Thesis (AR304)
[36] The Program Assessment Committee is comprised by the School Dean, Program Director, full time faculty and area coordinators.

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.

Program Response: PC3 Ecological Knowledge and Responsibility has been incorporated as a dimension of the Program Learning Outcome of Grounded design and aligned to the program courses Sustainability and Environment (AR338), Workshop V – Architecture and Environment (AR309) and Architectural Research (AR349).

These courses play a key role in developing a thorough understanding of the relationship between the built and natural environments. They underscore the necessity of mitigating construction impacts on the natural environment, instill in our students a profound comprehension of passive design strategies, and cultivate a critical perspective on the causes and repercussions of climate change.

Additionally, the courses highlight the importance of implementing energy-efficient practices and adverse environmental impacts, ensuring the habitability of the planet for future generations.

The **Sustainability and Environment** (AR338) [37] course allows students to become aware of the role of citizens in the development of a sustainable professional practice, thus fostering 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, to reduce the negative impacts on the environment and ensure decent living conditions for future generations on earth.

The **Workshop V – Architecture and Environment** (AR309) [38] challenges students to elaborate a design proposal after investigating the natural environment in which it is located, the dynamics generated between this natural environment and the built environment, and the impacts of the architectural intervention on the environmental conditions.

The **Architectural Research** (AR349) [39] this course involves applied research, incorporating exercises in inquiry and the processing of information from real and objective situations. These exercises serve as the foundation and support for demonstrating the relevance and feasibility of a proposed architectural theme. Students propose ecological design criteria, considering bioclimatic aspects and sustainable technologies, as well as the site constraints, in the pursuit of minimizing the environmental impacts of the building.

The PC.3 assessment process is implemented through the aforementioned courses to monitor its progress and validate its achievement.

Monitoring courses:

- Sustainability and Environment (AR338), its rubric is submitted in Appendix 3.16[40]

[37] Appendix 3.13: Syllabus Sustainability and Environment (AR338)
[38] Appendix 3.14: Syllabus Workshop V - Architecture and Environment (AR309)
[39] Appendix 3.15: Syllabus Architectural Research (AR349)
[40] Appendix 3.16: Rubric Sustainability and Environment (AR338)

- Workshop V – Architecture and Environment (AR309), its rubric is submitted in Appendix 3.17[41]

Validating course

- Architectural Research (AR349). Its assessment rubric is submitted in Appendix 3.18[42].

As of the 2023 terms the PC3 assessment results are as follows:

Table 3.2 PC.3 Assessment

Program Criteria	Validation Course	Assessment Method(s)	Benchmark	Term Results	
				2023-1	2023-2
PC.3 Ecological Knowledge and Responsibility	Architectural Research (AR349)	Rubric	Passed over 60%	Passed: 84%	Passed: 88.6%

Assessment analysis and Improvement plans:
The assessment committee[43] review the students results, faculty insights and the effectiveness of the implemented strategies:

- To strengthen the topics of **Workshop V – Architecture and Environment** (AR309), faculty has incorporated different challenges showcasing how the built environment modifies and impacts the natural environment. Therefore, students must apply ecological and sustainability principles to efficiently mitigate said impacts, developing design proposals that consider holistic factors such as site conditions, scale, relationship between buildings and the urban environment, as well as compliance with national building codes and regulations.

- Also, the course Architectural Research (AR349) has been enhanced by incorporating a project bank focused on innovation, curated by specialists in the pertinent typologies for development. The project bank focuses on housing, health, and education typologies and has been designed to promote research and the creation of innovative proposals with a positive impact in a deeper understanding of PC.3 for our students.

And for the next academic terms, 2024, has been decided in its annual review to:

- Maintain the implemented strategies in both courses and assess students' improvement identifying areas for enhancement.
- Maintain PC.3 benchmark pass rate over 60% for the 2024 terms.

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.

Program Response: Our architecture program empowers students to understand the histories and theories of architecture and urbanism across diverse contexts. By fostering connections between the formal, functional, and technical aspects of architectural and artistic objects, students gain valuable insights within historical, theoretical, economic, social, political, and technological contexts.

[41] Appendix 3.17: Rubric Workshop V - Architecture and Environment (AR309)
[42] Appendix 3.18: Rubric Architectural Research (AR349)
[43] The Program Assessment Committee is comprised by the School Dean, Program Director, full time faculty and area coordinators.

This training enhances analytical skills and cultivates the comprehension of the cohesive frameworks that underpin these elements, enriching their architectural education, and is embodied in the program learning outcome: "Architectural Culture", a learning outcome that facilitates the gradual connection of architectural approaches to various historical periods and the corresponding theoretical frameworks.

NAAB PC.4 History and Theory has been integrated into this program learning outcome, Architectural Culture, which is seamlessly aligned with the following courses Art and Modern and Contemporary Art and Architecture (AR345), Peruvian Architecture (AR110), and Theory of Architecture (AR112).

In these courses students delve into theoretical concepts associated with architecture and urbanism, exploring different approaches within various contexts. This is key, to allow students to align theoretical frameworks with historical specifics and contextual considerations. It prepares them to appreciate the relevance and interconnected nature of architectural theories, providing a strong foundation for their professional journey in the field of architecture.

- **Modern and Contemporary Art and Architecture** (AR345)[44], delves into a period in which the Industrial Revolution and the new materials that emerged from it served as a pivot point for western societies to evolve in rapidly changing times towards a new industrial society and new technologies that affect almost every aspect of life, including culture, art and architecture.

- **Peruvian Architecture** (AR110)[45], this course puts emphasis on the stylistic, typological, and the evolution of building elements in Peruvian architecture and urban planning, from their first manifestations from pre-Hispanic, colonial, and republican times to the Modern Movement of the 20th century.

- **Theory of Architecture (**AR112)[46], this course seeks to strengthen critical thinking and reflexive awareness in the field of architecture. Understanding the historical evolution of architecture and urban planning within various contexts connect the formal, functional, and technical qualities of architectural and artistic objects to their respective historical nuances, considering theoretical, economic, social, and political contexts. This approach aims to unravel the intricate relationships between architectural elements and the broader dynamics of societal, economic, and technological progress.

The PC.4 assessment process has defined two courses to monitor progress and one validation course:

Monitoring courses:
- Modern and Contemporary Art and Architecture (AR345), its rubric is submitted in Appendix 3.22[47]
- Peruvian Architecture (AR110), its rubric is submitted in Appendix 3.23[48]

Validating course
- Theory of Architecture (AR112). Rubric attached in Appendix 3.24[49].

[44] Appendix 3.19: Syllabus Modern and Contemporary Art and Architecture (AR345)
[45] Appendix 3.20: Syllabus Peruvian Architecture (AR110)
[46] Appendix 3.21: Syllabus Theory of Architecture (AR112)
[47] Appendix 3.22: Rubric Modern and Contemporary Art and Architecture (AR345)
[48] Appendix 3.23: Rubric Peruvian Architecture (AR110).
[49] Appendix 3.24: Rubric Theory of Architecture (AR112)

As of the 2023 terms the PC4 assessment results are as follows:

Table 3.3 PC4 Assessment

Program Criteria	Validation Course	Assessment Method(s)	Benchmark	Term Results	
				2023-1	2023-2
PC.4 History and Theory	Theory of Architecture (AR112)	Rubric	History and Theory Passed at 75%	(History) Passed: 85.3% (Theory) Passed 80.8%	(History) Passed: 97.8% (Theory) Passed 94.8%

Assessment analysis and Improvement plans:

Reviewing the assessment results, students have successfully attained the proposed benchmark in both theory and history dimensions. During meetings with faculty from these areas, the effectiveness of the consistently applied strategies has been noted.

These strategies are:
- Update of activities in the Peruvian Architecture (AR110) course to promote critical analysis.
- Keeping the research topics current in the courses Modern and Contemporary Art and Architecture (AR345) and Theory of Architecture (AR112).

For the next academic terms, 2024, the program assessment committee[50] has decided in its annual review to:
- Maintain the implemented strategies in both courses and assess students' improvement identifying areas for enhancement for the 2024 terms, with a PC.3 benchmark pass rate over 75%.

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.

Program Response: The Architecture Bachelor program prepares students to engage and participate in architectural research through formative research and the understanding of the practical reality with variations and subtleties that promote possibilities for innovation.

The program curriculum provides them with formal research methodologies and instruments through the following courses: Research Methodology (AR347)[51], Architectural Research (AR349)[52].

- AR347 Research Methodology This course was implemented starting from the 2023-1 term as an enhancement to the curriculum to reinforce students' learning process with methodological foundations and tools related to scientific research.

  The focus of the course is to bring students closer to the research process, developing skills and capabilities in handling conceptual and research techniques that facilitate knowledge search and organization.

[50] The Program Assessment Committee is comprised by the School Dean, Program Director, full time faculty and area coordinators.
[51] Appendix 3.25: Syllabus Research Methodology (AR347)
[52] Appendix 3.15: Syllabus Architectural Research (AR349)

The course content centers on researching architectural typologies related to housing, health, and education, with the purpose of serving as a foundation for the research and proposals to be developed in the AR349 Architectural Research course.

- AR349 Architectural Research, this course involves applied research, incorporating exercises in inquiry and the processing of information from real and objective situations. These exercises serve as the foundation and support for demonstrating the relevance and feasibility of a proposed architectural theme. Furthermore, they aid in defining the architectural program, site selection, urban and/or landscape dossier, and all aspects that will influence the criteria considered in the architectural thesis project.

  This course has been enhanced by incorporating a project bank focused on innovation, curated by specialists in the pertinent typologies for development. The project bank focuses on housing, health, and education typologies and has been designed to promote research and the creation of innovative proposals in terms of general design criteria.

To keep students updated on the latest design software innovations the Understanding CAD (AR342)[53] course delves into 2D and 3D representation using BIM methodology, complex shape modeling, and digital fabrication, ensuring students acquire cutting-edge skills.

The specialized laboratories of the School of Architecture incorporate softwares from Adobe Suite and Autodesk like: AutoCAD, Revit, 3DS Max, Rhinoceros, NavisWorks, V-Ray for Rhino, V-Ray for 3DS Max, and Grasshopper3D, along with Makerbot 3D Printers and large format printers to link students with representational technologies.

The architecture field is ever-evolving, and to prepare students to test and evaluate innovations in this dynamic context, exposure to diversity is crucial. The program offers various workshops designed to promote this training, ensuring students are well-prepared to navigate the evolving landscape of the architecture field:

- Design workshops have incorporated professors from various specialties, offering insights into professional trends at both national and international levels, inspiring students to expand their boundaries.

  At the end of each term, students' design projects undergo scrutiny before a jury comprising the dean, program director, and course professors, fostering continuous improvement in the teaching-learning process.

- Construction workshops enhance the student hands-on experience and field engagement, since the fourth term. These workshops, cover specific topics such as preliminary works, masonry, roofing, light coverings, timber construction, and finishes.

  Students use specialized machines and tools, confront real-time construction challenges, by working on projects at a 1:1 scale, students gain a sensory understanding of construction techniques. This practical approach facilitates the application of knowledge and encourages innovative thinking.

  By the end of each term the construction projects results are showcased and assessed in the Construction Workshop Tour, where students present their accomplishments to the School's authorities, faculty, and afterwards to their parents and family.

[53] Appendix 3.26: Syllabus Understanding CAD (AR342)

The Architecture Bachelor program has also defined three research lines for the thesis projects, which allows students to focus their work on three topics of importance for the country: Housing, Education, and Health. These research lines enable:

- Increased information for further in-depth research for subsequent students.
- Enhance the efficiency and depth of analysis in each research project, facilitating continuous improvement and innovation for future research.
- Develop specialized research fields within the program.
- In-depth knowledge of these areas, which is highly relevant for Peru's development, enables us to develop and disseminate knowledge effectively.

To assess the PC.5 progress and validating its achievement the following courses were defined:

Monitoring course:

- AR347 Research Methodology Its rubric is submitted in Appendix 3.27[54]

Validating course:

- AR349 Architectural Research, its rubric is submitted in Appendix 3.18[55].

The outcomes achieved as of the 2023-1 and 2023-2 terms assessment are as follows:

Table 3.4 PC5 Assessment

Program Criteria	Validation Course	Assessment Method(s)	Benchmark	Results 2023-1 term	Results 2023-2 term
PC.5 Research and Innovation	AR349 Architectural Research	Rubric	Passed over 60%	Passed: 69.97%	Passed: 82.2%

Assessment analysis and Improvement plans:

Considering the previous assessment review process, the program's faculty conducted a thorough examination and refinement of the PC5 rubric. Simultaneously, a precise checklist was developed to guide students in their work, and these tools were implemented throughout both terms in 2023. The course coordinators closely monitored the implementation process.

As a result, students have successfully met the proposed benchmark.

For the next academic terms, 2024, the program assessment committee[56] has decided in its annual review to:

- Maintain the implemented strategies in both courses and assess students' improvement identifying areas for enhancement
- Maintain PC.5 benchmark pass rate over 60% for the 2024 terms.
- Enhance the Project Bank included in the AR349 Architectural Research course by providing more in-depth and detailed information.

[54] Appendix 3.27: Rubric Research Methodology (AR347)
[55] Appendix 3.18: Rubric Architectural Research (AR349)
[56] The Program Assessment Committee is comprised by the School Dean, Program Director, full time faculty and area coordinators.

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.

Program Response: The program instills a creative, collaborative, and empathetic approach in students, fostering collaboration with experts, clients, users, and peers. In the Professional Management PLO, students identify diverse professionals and stakeholders in project execution, showcasing leadership in multidisciplinary teams. They address architectural challenges through effective collaboration while considering various regulations and upholding professional codes of ethics.

Design and construction workshops within the program are strategically designed to foster teamwork, leadership and collaboration among faculty, peers and technical staff. In design workshops, the initial phase involves collaborative research and information gathering, while construction workshops integrate role-playing dynamics into the project-building process.

The Urban Management (AR303)[57] course allows students to reflect on the decision-making process in urban planning, and to recognize the dynamic nature of living cities and their constant transformation, by addressing issues such as land valuation, urban mobility strategies, and risk management at the city level, among others. The course focuses on benchmarking as a key tool to identify best practices and lessons learned.

The construction workshop, Lightweight Roofing and Formworks (AR346)[58] seeks to solve problems related to the closing and covering architectural spaces. This implies understanding diverse stakeholders needs, and the knowledge and application of different building systems to enclose an architectural structure, with emphasis on structural aspects and the use of reinforced concrete.

In the Project Management course (AR350)[59]**,** the student identifies and analyzes the different perspectives required to manage and develop an architectural project. Understands the role of architects in the set of the stakeholders participating in the design and execution of the project, developing skills for proper management of professional activity with a collaborative, inclusive, creative, and empathic attitude with other disciplines, the communities they serve and the clients they work for.

This collaborative, empathetic, and creative interaction extends to community engagement members through field trips as essential elements of their learning experiences. These excursions play an important role in understanding the built environment and connecting architecture students with the needs of their communities, fostering empathy, leadership, and teamwork. Table 3.5 provides a comprehensive overview of the field trips undertaken by students during the 2023-2 term.

Table 3.5 Field trips 2023-2 term. Design Workshops and History area courses.

Design Workshops	Location	Faculty in charge
AR307 – Workshop III – Architecture and Surroundings	La Punta peninsula	Denise Goshima
AR309 – Workshop V – Architecture and Environment	Pachacamac Andean coast Sanctuary	Tamara Alarcón

[57] Appendix 3.28: Syllabus Urban Management (AR303)
[58] Appendix 3.29: Syllabus Lightweight Roofing and Formworks (AR346)
[59] Appendix 3.30: Syllabus Project Management (AR350)

Design Workshops	Location	Faculty in charge
AR307 – Workshop III – Architecture and Surroundings	Pueblo Libre downtown	Jose Miguel Rios
AR308 – Workshop IV – Architecture and Functionality	Benemérita Guardia Civil Park (Parque La Pera) San Isidro	Gonzalo Del Castillo
AR308 – Workshop IV – Architecture and Functionality	San Borja Navy club	Luis Mendiola
AR307 – Workshop III – Architecture and Surroundings	La Rinconada Hacienda XIX century (Mala Valley)	Mariano Quiroga
AR309 – Workshop V – Architecture and Environment	Mala Valley – Between the river and the mountains	Mariano Quiroga
AR307 – Workshop III – Architecture and Surroundings	Inca's archeological site Tambo Colorado	Susel Rodriguez
AR307 – Workshop III – Architecture and Surroundings	Historic Center of Lima	Eugenio Giacchetti
AR308 – Workshop IV – Architecture and Functionality	Jesus Maria downtown	Lorena Reategui
AR309 – Workshop V – Architecture and Environment	Cieneguilla – Lurin river valley	Milagros Antezano
AR334 – Workshop II – Architecture and Art	Barranco's Ermita church (XIX century)	Pilar Guerra
AR309 – Workshop V – Architecture and Environment	Cerro Azul fishing village, Cañete	Maurizio lértora
AR309 – Workshop V – Architecture and Environment	La Herradura beach, Chorrillos, Lima	Jesús Lopez
AR307 – Workshop III – Architecture and Surroundings	Place of Memory, Tolerance and Social Inclusion (LUM)	Patricia Diaz Mendo
AR309 – Workshop V – Architecture and Environment	Lomas del Paraiso ecological circuit	Sandra Román
AR309 – Workshop V – Architecture and Environment	Antioquia pintoresque town, Huarochiri	Wilson García
AR307 – Workshop III – Architecture and Surroundings	Beato Marcelino Champagnat Park, Miraflores	Maria Alejandra Briceño
AR307 – Workshop III – Architecture and Surroundings	Barranco Bohemian district	Rodrigo Cordova
AR309 – Workshop V – Architecture and Environment	Bicentennial park, Miraflores	Milagros Antezano
AR308 – Workshop IV – Architecture and Functionality	Barranco Bohemian district	Maria del Pilar Caldas
AR309 – Workshop V – Architecture and Environment	Lomas de Asia ecological circuit	Silvia Chura
AR308 – Workshop IV – Architecture and Functionality	El Olivar park, San Isidro	Juan Carlos Doblado
AR308 – Workshop IV – Architecture and Functionality	Gutierrez Roundabout	Javier Solórzano
AR307 – Workshop III – Architecture and Surroundings	Historic Center of Lima	Denise Goshima
AR307 – Workshop III – Architecture and Surroundings	Barranco Bohemian district	Claudia Fuentes
AR334 – Workshop II – Architecture and Art	Contemporary Art Museum (MAC Lima)	Cesar Irigoyen
AR334 – Workshop II – Architecture and Art	Forum Galery: Maricruz Arribas art	Melissa Ghezzi

Design Workshops	Location	Faculty in charge
AR308 – Workshop IV – Architecture and Functionality	Corriente Alterna Visual Arts Academy	Jorge Cheng
AR307 – Workshop III – Architecture and Surroundings	Plaza San Martin, World Heritage Site	Lorena Reategui
AR305 – Workshop I – Introduction to Architectural Design	Place of Memory, Tolerance and Social Inclusion (LUM)	Juan Carlos Altuna
AR334 – Workshop II – Architecture and Art	Place of Memory, Tolerance and Social Inclusion (LUM)	Paola Astete
AR308 – Workshop IV – Architecture and Functionality	The Residencial San Felipe, modern housing	Lorena Reategui
AR305 – Workshop I – Introduction to Architectural Design	Archeological complex of Puruchuco	Melissa Ghezzi
AR305 – Workshop I – Introduction to Architectural Design	Archeological complex of Puruchuco	Melissa Ghezzi
AR309 – Workshop V – Architecture and Environment	Pachacamac site Museum & Peruvian National Museum (MUNA)	Rocío Morales
AR310 – Workshop VII – Integration Workshop	Historic Center of Lima	Julian Contreras
AR313 – Workshop VI – Architecture and Construction	Parque de la amistad, cultural centre & public space	Alejandra Jordán

History area courses	Location	Faculty in charge
AR161 – Conservation of the Immovable Cultural Heritage	Historic Center of Lima	Pilar Guerra
AR170 – City of Lima	Pachacamac Andean coast Sanctuary	Pilar Guerra
AR110 – Peruvian Architecture	Historic Center of Lima	Pilar Guerra
AR110 – Peruvian Architecture	Historic Center of Lima	Pilar Guerra
AR170 – City of Lima	Historic Center of Lima	Pilar Guerra
AR110 – Peruvian Architecture	Historic Center of Lima	Pilar Guerra
AR161 – Conservation of the Immovable Cultural Heritage	Pachacamac Andean coast Sanctuary	Pilar Guerra
AR112 – Architecture theory	Peruvian National Museum (MUNA)	Oscar Pasquel

Also, students understand the value of stakeholders' insights developing informational surveys conducted in the areas of their interventions, constituting a research process initiated at the outset of the design phase to understand the local context and needs.

As an example, on how this Leadership and Collaboration develops in our students throughout the program here are some examples of the thesis projects topics developed by our students:

- Cultural Learning and Pública Space Rehabilitation Center in La Balanza, Comas
- Formative Community Center in Villa Salvador
- Regular Basic Education Center in Villa María del Triunfo

- Community Development Center for Children, Adolescents, and Youth at Social Risk in Villa El Salvador
- Juvenile Rehabilitation Center for Offenders with Psychoactive Addictions in the District of Bellavista
- Pediatric Oncology Center in San Juan de Miraflores
- Regular Primary and Secondary Education Center in Pachacamac
- Public Library in Ventanilla, Callao

Daily activities at the Architecture School also foster leadership interaction and group collaboration facilitated by class representatives and students within each section. In this structure, students nominate a peer to serve as a classroom delegate, playing a crucial role in offering constructive feedback on the progress within various courses and sections.

Class representatives regularly engage in meetings with program faculty, also attend meetings with the program director and actively collaborate with their peers, serving as their voice in these meetings and ensuring a collective approach to decision-making and progress assessment.

To assess NAAB PC.6 progress and results the courses aligned with this program criteria are:

Monitoring courses:
- Urban Management (AR303), see rubric in Appendix 3.31[60].
- Lightweight Roofing and Formworks (AR346) see rubric Appendix 3.32[61].

Validating course
- Project Management (AR350), see rubric in appendix 3.33[62]

As of the 2023 terms the PC.6 assessment results are as follows:

Table 3.6 PC6 Assessment

Program Criteria	Validation Course	Assessment Method(s)	Benchmark	Term Results	
				2023-1	2023-2
PC.6 Leadership and Collaboration	Project Management (AR350)	Rubric	Passed at 50%	Passed: 53.1%	Passed: 76.4%

Assessment analysis and Improvement plans:

Based on the analysis of the assessment results and faculty insights, considering the detail review and enhancement of PC.6 rubric and its implementation in the 2023-2 term, the assessment committee, during its annual review, has decided to:
- Sustain the improvements made to the assessment rubric for the 2023-2 term in the next academic terms focusing on identifying areas for enhancement in student performance.
- Uphold a benchmark pass rate of over 60% for PC.6 in the 2024 terms.

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.

[60] Appendix 3.31: Rubric Urban Management (AR303)
[61] Appendix 3.32: Rubric Lightweight Roofing and Formworks (AR346)
[62] Appendix 3.33: Rubric Project Management (AR350)

Program Response: UPC's Bachelor in Architecture program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

The foundation of the learning and teaching culture within the UPC School of Architecture is deeply rooted within the following guiding documents (available to the academic community and the general public):

- UPC's Quality Policy (Link)
- UPC's Educational Model (Link)
- Academic Freedom Policy (Link)
- UPC's Diversity and Non-Discrimination Policy (Link)
- UPC's Regulations for prevention and intervention in harassment cases (link)

The School of Architecture relies on three fundamental pillars: esteemed faculty, dedicated students, and diligent staff. Within this robust framework, the promotion of open and respectful dialogue takes center stage, cultivating an environment where ideas flow freely, without any censorship or retribution. This commitment to diversity is a vital element that enriches the essence of the program and prevents any semblance of discrimination, harassment, or inappropriate conduct from affecting our community.

The Architecture Bachelor program fosters a robust learning and teaching culture that goes beyond the classroom, fostering an environment that promotes optimism, respect, engagement, and innovation among faculty, students, and staff, all within a framework of positivity and mutual respect. Some evidence of the diverse activities in which students, faculty, and staff are involved that clearly showcase the program Learning and Teaching culture are:

- Architectural Design Workshop Tour: Its objective is to validate a balanced, flexible, and comprehensive education. It involves an exhibition of the final projects developed by the students throughout the semester within the program's tenth design workshops. The Dean of the School, the Program Director, and the professors participate in this event for discussion and review purposes. The tour takes place at the end of each academic semester, covering each of the three UPC campuses: Monterrico, Villa, and San Miguel.

- Architectural Construction Workshop Tour: Its objective is to validate a balanced, flexible, and comprehensive education. It involves an exhibition of the final projects developed by the students throughout the semester within the program's construction workshops. The Dean of the School, the Program Director, and the professors participate in this event for discussion and review purposes. The tour takes place at the end of each academic semester, covering each of the three UPC campuses: Monterrico, Villa, and San Miguel.

- Faculty Coordination Meetings: These meetings take place at least two times per academic term, bringing together all professors from each program area (for example history or design) with their academic coordinator. They serve as a platform to assess the learning culture by evaluating contents, approaches, procedures and concerns.

- Meetings with Class representatives: These sessions provide a platform for gathering information to assess the teaching and learning culture within the program. Students from each section appoint one of their peers to represent them as a class delegate, shedding critical insights on the teaching-learning process and advancements made in various courses. The program periodically meets with class representatives to provide updates and hear their concerns, suggestions, and inquiries.

- Field trips: are community engagement experience for our students' part of their learning experiences. These excursions play a crucial role in connecting architecture students with the needs of their communities, fostering empathy, leadership, and teamwork.

- Academic Survey: The teaching and learning process within the program is further assessed in each course through an academic survey, focusing on students' opinions regarding the academic progress of the courses. This evaluation takes place twice during each academic term. If a professor graded below-average ratings a meeting with the area coordinator is in place to propose appropriate corrective actions. As of the 2023-1 term the architecture academic results were 8.94, and for the 2023-2 term were 8.98 out of a maximum score of 10.

- "Arquitecturas de la Imaginación" (Architectures of Imagination), is an ongoing initiative by the UPC School of Architecture, launched in 2020, with the aim to share with the community the works and architectural proposals developed by its students in their final projects. Each exhibition shares more than 200 students' projects, faculty, students and staff work together toward its implementation each term.

  The 2022-2 term edition was visited by over 1,700 individuals. In the following link the exhibition is presented in the local news; subtitles are available in English.
  The 2023-1 term edition was visited by over 1,643 individuals up to date. The 2023-2 edition will be launched on February 28th, 2024. To access follow this link.

- Campus Exhibitions: students, faculty, and staff work together to showcase on campus the students' top projects from the Architecture Workshops across the 10 levels of the Architecture bachelor program. This year 145 projects have been showcased. Visitors were welcome to attend with their friends and families.

- On-campus film series: in 2023, a film series featuring renowned architectural masters. A total of 160 individuals, program faculty, students, and staff, attended these screenings. Here is a summary of the films and accompanying talks:

  - "My Architect, a Son's Journey": This film, centered on the extraordinary Louis Kahn, was screened on campus. It was preceded by a preliminary talk from architect Luis Longhi, recipient of the Hexágono de Oro award, the highest recognition granted by the Colegio de Arquitectos del Perú (Peruvian Architecture Board) for an architect's outstanding career and contributions over the past two years.
  - "AALTO" is a film about the life of one of the most significant modern architects Alvar Aalto. With a preliminary talk by Finland ambassador Antti Rytövuori.

- Vertically Integrated Project (VIP) Georgia Tech: Under the leadership of the School of Architecture, UPC participated in the II International Bootcamp Challenge 2023 South American Cluster, focusing on Climate Change and Disaster Zones.
  UPC students from the Architecture, Systems Engineering, Psychology, Communications, and Marketing programs took part in this Bootcamp Challenge.
  The event brought together institutions such as the Federal University of Santa Catarina in Brazil, Universidad Mayor de Chile, Universidad ICESI in Colombia, and Universidad Peruana de Ciencias Aplicadas in Peru. Information about this event can be reviewed in the following link.

- Travelling exhibition of the "Bienal de Arquitectura de Lima" in UPC three campuses
  In October 2023, the Peruvian Architectural National Board organized the "Bienal de Arquitectura de Lima – BiaLima CAP" a significant event in the country dedicated to the

discussion and reflection on architectural advancements and emerging trends. This biennial event focuses on a central theme during each edition, incorporating exhibitions and the recognition of outstanding architectural works developed in the country, along with international seminars and conferences.

Following the culmination of the “Bienal de Arquitectura de Lima 2023” and with the objective of extending the reach of architectural advancements and trends to the broader university community, the Peruvian Architectural National Board, in collaboration with the School of Architecture at UPC, embarked on a subsequent initiative. This involved taking the traveling exhibition showcasing the winning projects of the BiaLima CAP to three campuses of UPC (Villa, Monterrico, and San Miguel).

Assessment analysis and Improvement plans:

Annually, the Bachelor in Architecture program conducts a comprehensive census survey to gauge our students’ level of knowledge and satisfaction with the program’s mission, curriculum, and activities. According to the 2023 survey results, the satisfaction level with the comprehensive education provided by the degree program scored 7.76 out of 10. Furthermore, the perception of our program being among the best in the country received a rating of 8.08 out of 10. The target established for PC.7 was at least 7 out of 10 points.

For the next academic terms, 2024, the program will maintain the implemented activities to assess teaching and learning culture identifying areas for enhancement. The goal is to maintain the results of the annual program survey over 7 out of 10 points.

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.

Program Response: The Bachelor in Architecture program is committed to foster students’ comprehension of social equity and inclusion as one of the dimensions of the program learning outcome Grounded Design which is seamlessly aligned with NAAB PC.8.

Students are expected to recognize and understand the importance of diverse social and cultural contexts in designing and constructing inclusive environments, which involves incorporating principles of diversity, inclusion, and the pursuit of social equity in architecture, while fostering attitudes of respect towards the environment.

These principles are seamlessly integrated throughout the entire program, with a particular emphasis on design workshops starting from AR307 TIII – Architecture and Surroundings onward. Table 3.7 presents the Bachelor in Architecture program, design workshops and objectives from Workshop III.

Table 3.7 Bachelor in Architecture program, design workshops

Design Workshops	Objectives
AR305 TI – Introduction to Architectural Design (Term 1)	To introduce the student to the architectural composition practice, considering the elements of plastic and spatiality.

Design Workshops	Objectives
AR334 TII – Architecture and Art (Term 2)	To introduce the student to the exercise of architectural design solving, in plastic and spatial terms, a functional requirement and an aesthetic intention.
AR307 TIII – Architecture and Surroundings (Term 3)	To solve an architectural design, proposing a straightforward process in which the site conditions are added to the functional requirement and the aesthetic intention.
AR308 TIV – Architecture and Functionality (Term 4)	To solve an architectural design, proposing a straightforward process based on an investigation of the type worked on, and focusing more on the gravitation of the functional requirement than on the other variables of the project.
AR309 TV – Architecture and Environment (Term 5)	The workshop aims to develop an architectural preliminary project based on a theme chosen by the student and previously researched. The objective is to enable students to establish design criteria from conceptual, programmatic, and user constraints, as well as environmental, urban, and landscape aspects.
AR313 TVI – Architecture and Construction (Term 6)	To elaborate and support a design proposal after investigating the influence of the proposed construction, structural, and installation systems on the spatial and plastic architectural decisions.
AR310 TVII – Integrative Workshop (Term 7)	To elaborate and support a design proposal that responds to the holistic consideration of the different formal, functional, and technical variables inherent.
AR301 TVIII – Architecture and Cities (Term 8)	To provide a design proposal that solves the conditions posed by the site and its environmental conditions, the building-city relationship, the construction systems applied, the national building codes and regulations, and U.S. Code guidelines, showing it through the adequate use of professional documents and means of graphic expression.
AR302 TIX – Professional Practice Workshop (Term 9)	To demonstrate through an architectural project the validity of the design criteria related to the formal, functional, and technical aspects of the architecture, its urban context, its architectural type, and the regulations of the locality in which it is inserted. These aspects are hypothetically raised from the beginning of the project after an investigation.
AR304 TX – Thesis Workshop (Term 10)	The purpose of the course is the development of the architectural draft individually worked on by each student in Workshop IX, culminating in the final project defense of the proposal. This final presentation serves as the student's submission for the attainment of their professional degree.

To deepen students' understanding of social equity and inclusion, field trips are integral components of their learning experiences, facilitating direct engagement with the community's needs. Additionally, the implementation of informational surveys was undertaken to garner valuable

insights. These initiatives aim to enable students to translate their awareness into the creation of built environments that effectively support and include individuals with diverse backgrounds, resources, and abilities.

In Workshop TVIII – Architecture and Cities (AR301) students develop architectural proposals to confront the resolution of a highly complex project that allows them to apply American standards and integrate corresponding construction systems and technologies; understanding the significance of these aspects in reality, aiming to enhance and develop their skills as designers committed with diverse cultural and social contexts translating their awareness into built environments that equitably support and include people of different backgrounds, resources, and abilities.

The AR349 course, Architectural Research, has undergone thorough refinement in content and methodology. It introduces a project bank curated by specialists in education, healthcare, and housing typologies. Students, aware of various cultural and social contexts and mindful of the unique needs and challenges within different communities, focus their research on aspects involving diverse users, contexts, and considerations of accessibility and equity.

These research outcomes are integral to shaping comprehensive design criteria that effectively address these needs. Such criteria stand as the cornerstone for their final career projects, providing a solid framework for the integration of diversity and social equity solutions.

As an example, on how PC.8 is instilled in our students throughout the program here are some examples of the thesis projects topics they have developed:

- Cultural Learning and Pública Space Rehabilitation Center in La Balanza, Comas
- Formative Community Center in Villa Salvador
- Regular Basic Education Center in Villa María del Triunfo
- Community Development Center for Children, Adolescents, and Youth at Social Risk in Villa El Salvador
- Juvenile Rehabilitation Center for Offenders with Psychoactive Addictions in the District of Bellavista
- Pediatric Oncology Center in San Juan de Miraflores
- Regular Primary and Secondary Education Center in Pachacamac
- Public Library in Ventanilla, Callao

To assess NAAB PC.8 progress and results the following courses were defined:

Monitoring course:
- Workshop VIII Architecture and the City (AR301), the course syllabus is submitted in Appendix 3.34[63]and rubric Appendix 3.11[64]

Validating course
- Architectural Research (AR349) the course syllabus is submitted in Appendix 3.15[65] and rubric in appendix 3.18[66]

As of the 2023 terms assessment results in the AR349 Architectural Research to assess PC8 are as follows:

Table 3.8 PC8 Assessment

[63] Appendix 3.34: Syllabus Workshop VIII - Architecture and the City (AR301)
[64] Appendix 3.11: Rubric Workshop VIII - Architecture and the City (AR301)
[65] Appendix 3.15: Syllabus Architectural Research (AR349)
[66] Appendix 3.18: Rubric Architectural Research (AR349)

Program Criteria	Validation Course	Assessment Method	Benchmark	Results 2023-1 term	Results 2023-2 term
PC.8 Social Equity and Inclusion	AR349 Architectural Research	Rubric	Passed over 40%	Passed: 53.87%	Passed: 95.3%

Assessment analysis and Improvement plans:

Following a comprehensive review of the assessment results for the 2023-1 term, the Research Area Coordinator, course coordinators, and faculty conducted several meetings to review their insights, checklists, rubric applications, and best practices. The primary objective was to improve student support and facilitate a more effective demonstration of their understanding of PC.8.

As a result of these deliberations and the implementation of enhanced strategies, the pass rate for PC.8 significantly increased from 53.9% to an impressive 95.3%. This improvement underscores the success of the collaborative efforts and the commitment to refining assessment practices for the benefit of student learning and achievement.

For the next academic terms, 2024, the program assessment committee[67] has decided in its annual review to:

- Maintain the implemented strategies and assess students' improvement identifying areas for enhancement
- Increase pass rate over 60% for the 2024 terms.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

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.

Program Response: NAAB SC.1 is embedded within the program learning outcome "Technique and Construction", which is geared towards the application of technological systems and construction methods according to design, economy and performance criteria require students to propose and support an architectural intervention according to environmental conditions related to safety, welfare, and health and safety in architectural spaces.

To ensure students acquire the required understanding of SC.1 this learning process is strengthen through the following courses:

In Workshop V Architecture and Environment (AR309)[68] students are challenged with projects in which the built environment modifies and impacts the natural environment; therefore, applying ecological and sustainability criteria to efficiently mitigate said impacts is required.

[67] The Program Assessment Committee is comprised by the School Dean, Program Director, full time faculty and area coordinators.
[68] Appendix 3.14: Syllabus Workshop V - Architecture and Environment (AR309)

This workshop puts emphasis on the natural environment, sustainability and passive means of climate control and adaptation to possible natural hazards. Seeks to protect the natural environment from the impact generated by the building, which must be understood as a whole.

In Workshop IX – Professional Practice (AR302)[69] students are required to demonstrate through an architectural project the validity of the design criteria related to the formal, functional, and technical aspects of the architecture, its urban context, its architectural type, and the regulations of the locality in which it is inserted.

In this workshop the students project must showcase in the general plans, floor plans, project drawings, and detail drawings the following:

- Health: Bioclimatic design based on the orientation of sunlight and according to the location and direction of the winds. Orientation of plants and trees. Isometry based on sunlight. I design including sun control systems.

- Safety: Evacuation plan including the dimensioning of walkways, doors, stairs, and distances. Differentiating between the flows per floor. Including evacuation elements (stairways, escape passageways, and doors) in line with the regulatory dimensioning set forth in A120 Standard.

- Accessibility: Including ramps, elevators for the persons with disabilities, the design of accessible bathrooms, and other elements as per the typology of the project to ensure accessibility in equal conditions for all users without any differentiation between disabilities.

In Workshop X – Thesis (AR304)[70], students are tasked with developing an architectural project, a proposal that demonstrates their understanding to address key aspects involved in the development of an architectural project considering health, safety, and welfare in the built environment.

To assess NAAB SC.1 a specific rubric was developed, and its progress and results are evaluated in the following courses:

Monitoring course:
- Workshop IX Professional Practice (AR302), its rubric is submitted in Appendix 3.10[71]

Validating course
- Workshop X – Thesis (AR304), its rubric is submitted appendix 3.12[72]

As of the 2023 terms are as follows:

Table 3.9 SC.1 Assessment

Program Criteria	Validation Course	Assessment Method(s)	Benchmark	Results 2023-1 term	Results 2023-2 term
SC.1 Health, Safety and Welfare in the Built Environment	AR304 Workshop X – Thesis	Rubric	Passed over 70%	Passed: 98.4%	Passed: 96.2%

[69] Appendix 3.35: Syllabus Workshop IX - Professional Practice (AR302)
[70] Appendix 3.36: Syllabus Workshop X - Thesis (AR304)
[71] Appendix 3.10: Rubric Workshop IX - Professional Practice (AR302)
[72] Appendix 3.12: Rubric Workshop X - Thesis (AR304)

Assessment analysis and Improvement plans:
To enhance student understanding of SC.1, the program faculty has developed additional critique sessions with the participation of experts in health, welfare, and safety topics for the students of Workshop X.

The program assessment committee, through its annual review of student results and faculty insights, has decided to:

- Continue the additional critique sessions introduced in Workshop X and additionally extend this best practice to the preceding design workshops.
- Sustain a pass rate of over 70% for the PC.8 benchmark in the 2024 terms.

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.

Program Response: To ensure students understand SC.2 thoroughly, the learning process is tailored to align with Workshop VIII: Architecture and the City (AR301) and the Project Management course (AR350). This targeted approach facilitates the identification and comprehension of norms and codes governing architectural practice, business process and professional ethics fostering a holistic understanding of SC.2.

Workshop VIII Architecture and the City (AR301)[73], includes the development of an architectural project in the United States considering its technical dossier, the user to be served, specific theme and location, local regulations as well as the necessary construction processes and installations. This exercise brings students closer to professional practice in the U.S.

In the Project Management course (AR350)[74], the emphasis is on the collaborative nature of project development involving professionals from various disciplines. Architects, engaged in projects, interact not only with professionals from different fields but also with clients, neighbors, and others contributing to the final outcome.

In this course, students are required to identify and analyze the different aspects used in managing and developing a project. They also need to acquaint themselves with the fundamental principles of business practices, manage relationships among stakeholders involved or affected by the design process, and critically analyze any ethical and regulatory issues that may arise in the professional domain. This analysis extends to considerations related to professional practice in the United States.

To assess SC.2 the program faculty developed a detailed rubric which serves as a robust tool to evaluate in the validation course the extent to which students have achieved the understanding of SC.2 Professional practice.

Monitoring course:

- Workshop VIII Architecture and the City (AR301)

Validating course:

- Project Management (AR350) the assessment rubric is submitted in appendix 3.33[75]

As of 2023 terms the assessment results of the SC2 are as follows:

[73] Appendix 3.34: Syllabus Workshop VIII - Architecture and the City (AR301)
[74] Appendix 3.30: Syllabus Project Management (AR350)
[75] Appendix 3.33: Rubric Project Management (AR350)

Table 3.10 SC.2 Assessment

Program Criteria	Validation Course	Assessment Method	Benchmark	Results 2023-1 term	Results 2023-2 term
SC.2 Professional Practice	AR350 Project Management	Rubric	Codes: Pass over 40% Business Process: Pass over 52.5%	Codes 77.6% Business Processes 57.7%	Codes 86.8% Business Processes 94.7%

Assessment analysis and Improvement plans:

Following a comprehensive review of the assessment results for the 2023-1 term, the program faculty met to review their insights, checklists, rubric applications, and best practices. As a result, the AR350 course faculty developed a set of business processes and code guidelines for students to enhance the precision of these aspects in their work in the 2023-2 term.

As a result of these initiatives, the pass rate for SC.2 significantly increased in Business Processes from 57.7% to an impressive 94.7%. This improvement underscores the success of the collaborative efforts and the commitment to refining assessment practices for the benefit of student learning and achievement.

For the next academic terms, 2024, the program assessment committee[76] has decided in its annual review to:

- Maintain the implemented initiatives and assess students' improvement identifying areas for enhancement.
- Increase pass rate over 70% for Codes and Business Processes in the 2024 terms.

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.

Program Response: To ensure students acquire a comprehensive understanding of SC.3, Regulatory Context, it has been integrated as one of the dimensions of the program learning outcome Professional Management, and its assessment is conducted using a specific rubric developed by the program faculty.

This program learning outcome is aligned with Workshop VIII Architecture and the City (AR301)[77], in this workshop students are required to provide a design proposal that solves the conditions posed by the site and its environmental conditions, the building-city relationship, the construction systems applied, the national building codes and regulations, and U.S. Code guidelines, showing it through the adequate use of professional documents and means of graphic expression.

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.

[76] The Program Assessment Committee is comprised by the School Dean, Program Director, full time faculty and area coordinators.
[77] Appendix 3.34: Syllabus Workshop VIII - Architecture and the City (AR301)

In Workshop VIII, students are mandated to participate in training sessions led by the program's ALA coordinator, Arch. John Hertz. These sessions focus on United States architectural regulations applicable to the precise location where the workshop project is being developed. Arch. Hertz further supplements students' understanding with an extra critique session specifically addressing U.S. regulations related to a particular project.

To ensure accessibility for all students, these sessions are recorded and made available for review.

All faculty members involved in teaching Workshop VIII – Architecture and the City (AR301), at the onset of each academic term, attend mandatory training sessions on United States regulations in architecture. These sessions are coordinated by Arch. John Hertz (ALA), enabling faculty members to acquire in-depth knowledge on the subject.

The topics covered in these training sessions are detailed in Table 3.11 below:

Table 3.11 Schedule of the Faculty Training Workshop

Week / Term	Topics
1	AXP, IBC, IEEC, ADA, Zoning, IBC Ch. 1-3
2	IBC Ch. 4-5, Studio Project
3	IBC Ch. 6-7
4	IBC Ch. 8-10
5	IECC
6	IECC
8	ADA

To ensure accessibility for faculty members, these sessions are recorded and made available for review.

To assess SC.3 Regulatory Context the validation course is Workshop VIII Architecture and the City (AR301), the course rubric is submitted in Appendix 3.11[78]. The 2023 assessment results are as follows:

Table 3.12 SC.3 Assessment

Program Criteria	Validation Course	Assessment Method(s)	Benchmark	Results 2023-1 term	Results 2023-2 term
SC.3 Regulatory Context	AR301 Workshop VIII Architecture and the City	Rubric	Passed over 70%	Passed: 95.4%	Passed: 98.7%

Assessment analysis and Improvement plans:

After reviewing the assessment results and gathering the faculty and ALA insights on the teaching and learning process and faculty training the program assessment committee[79] has decided in its annual review to:

[78] Appendix 3.11: Rubric Workshop VIII - Architecture and the City (AR301)
[79] The Program Assessment Committee is comprised by the School Dean, Program Director, full time faculty and area coordinators.

- Maintain the faculty and students training sessions with the ALA, and the additional critique session on regulation, to assess students results and identify enhancement opportunities in the 2024 terms, maintaining the SC.3 pass rate over 70%.

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.

Program Response: the SC.4 Technical Knowledge was incorporated as one of the dimensions of the program learning outcome (PLO) "Technique and Construction", which focuses on the application of technological systems and construction methods according to design, economy, and performance criteria. A specific rubric has been developed for its assessment.

To ensure that all students in the program comprehend SC.4, the following courses require them to use relevant architectural technical documentation and apply different construction systems and technical processes within the framework of their projects and work execution.

The Construction workshops, initiated in the program's fourth term, complement theoretical learning with practical construction experience. Covering aspects such as preliminary works, masonry, roofing, light coverings, timber construction, and finishes, each workshop addresses a specific topic. Utilizing specialized machines and tools, students confront real-time construction challenges, facilitating practical knowledge and innovation. This hands-on approach provides students with a sensory understanding of construction techniques at a 1:1 scale.

In Lightweight Roofing and Formworks (AR346)[80] one of the construction workshops, students understand theoretical and practical concepts related to construction to propose and design solutions to enclose an architectural structure. The course seeks to enhance skills related to quantitative reasoning, such as schedules of quantities and unit costs, in addition to recreating the work dynamics. The latter will allow the students to be prepared to face any issues arising in terms of design, performance objectives and economic impacts.

Structural Modeling, I (AR337)[81]. The course has been designed to enable architecture students to understand the logic of structure in a process that allows it to merge and become part of the entire process of designing architectural forms. Concepts such as internal and external forces, equilibrium relationships, resistance, stiffness, and their interrelation will be taught. Additionally, topics like compression, tension, bending, and cutting forces in both conventional and unconventional systems are covered.

Workshop VI-Architecture and Construction (AR313) [82]. This course introduces students to the knowledge of the construction needs of architectural projects and the application of structural systems. It focuses on the conception of construction and structural systems that articulate the entire project, considering the continuity of electrical and sanitary installations during the design phase. In this workshop, small office buildings, factories, shopping centers, clinics, sports complexes, etc., are designed with a maximum of 6000 square meters of roofed area. The goal is to develop architectural proposals whose conception involves the need to think about appropriate structural systems and proper sizing for the material needs of the project.

[80] Appendix 3.29: Syllabus Lightweight Roofing and Formworks (AR346)
[81] Appendix 3.37: Syllabus Structural Modeling I (AR337)
[82] Appendix 3.38: Syllabus Workshop VI - Architecture and Construction (AR313)

Workshop VIII – Architecture and the City (AR301)[83]. This workshop develops architectural proposals to reach a level of development that involves decisions made when completing a professional project (material selection, specifications, construction details) until approaching the technical dossier. Encouraging students to reflect after researching the user to serve, the theme, and the project's location, the construction process allows them to carry out their own professional performance responsibly and critically for innovation. The purpose is to confront students with the resolution of a highly complex project that allows them to apply American standards and integrate corresponding construction systems and technologies, understanding the significance of these aspects, aiming to enhance and develop their skills as designers.

In this course, Arch. Jonh Hertz, the program ALA, collaborates with the course professor to enhance the understanding of technical systems and their economic impacts, as well as ensuring compliance with construction codes and regulations in the U.S.

The course requires students to devise innovative solutions addressing the forms, assemblies, and details needed for a project's construction system. They are expected to seamlessly incorporate technical specification documentation into their final project submissions.

To ensure the successful implementation of these requirements, the program faculty has introduced course checklists as evaluation tools during the critique and assessment of students' final submissions.

This teaching and learning process not only strengthens students' understanding of emerging systems but also equips them to assess the economic implications of technical systems and align their projects with performance objectives.

To assess NAAB SC.4 progress and results the courses aligned with this student criteria are as follows:

Monitoring courses:

- Lightweight Roofing and Formworks (AR346) the assessment rubric is submitted in Appendix 3.32[84]
- Workshop VI-Architecture and Construction (AR313), the assessment rubric is submitted in Appendix 3.39[85].
- Structural Modeling I (AR337) the assessment rubric is submitted in Appendix Appendix 3.40[86]

Validating course

- Workshop VIII Architecture and the City (AR301) the assessment rubric is submitted in Appendix 3.11[87]

As of the 2023 terms assessment results in the AR301 Workshop VIII Architecture and the City to assess SC.4 are as follows:

The SC4 assessment, with all these comprehensive enhancements in place, has achieved the following results for the results of 2023 academic terms:

Table 3.13 SC.4 Assessment

[83] Appendix 3.34: Syllabus Workshop VIII - Architecture and the City (AR301)
[84] Appendix 3.32: Rubric Lightweight Roofing and Formworks (AR346)
[85] Appendix 3.39: Rubric Workshop VI - Architecture and Construction (AR313)
[86] Appendix 3.40: Rubric Structural Modeling I (AR337)
[87] Appendix 311: Rubric Workshop VIII Architecture and the City (AR301)

Program Criteria	Validation Course	Assessment Method	Benchmark	Results 2023-1 term	Results 2023-2 term
SC.4 Technical Knowledge	AR301 Workshop VIII Architecture and the City	SC4 Rubric	Pass rate over 90%	Passed: 94.9%	Passed: 98.1%

Assessment analysis and Improvement plans:

After reviewing successful assessment results and obtaining insights from faculty in various specialized areas such as design, construction, and structures and installations, an enhancement initiative has been proposed. This involves inviting these specialists to conduct talks on their respective topics for students starting from Workshop V in order to provide an early introduction to these subjects, which will be explored more deeply in the future.

The program assessment committee[88] has decided in its annual review to implement the proposed initiative in the 2024 terms, with the SC.4 pass rate over 90%

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.

Program Response: Design constitutes the foundation of our architectural education, embodying the essence of our program's learning outcome, "Grounded Design." This outcome underscores our commitment to instill in every student the ability to approach design comprehensively, considering the multitude of factors inherent in architectural projects, including user requirements, regulatory requirements, site conditions, accessible design, and measurable environmental impacts.

To that end design synthesis is a critical skill our students are taught to develop to analyze and synthesize complex information, make informed design decisions, and create holistic solutions that address multiple variables in an architectural project.

The design teaching and learning process is embedded ten design workshops beginning from the first term, strategically integrated into our program's curriculum. These workshops, serve as a dynamic space where theoretical knowledge from various training areas converges into practical application, being nurtured from the cumulative knowledge students acquire throughout the term in other courses, ensuring a holistic and interconnected learning experience.

Table 3.14, provide a structured overview of the ten design workshops and their respective objectives, each fostering a skillful synthesis of diverse elements and training architects able of crafting thoughtful and holistic design solutions.

Table 3.14 Bachelor in Architecture program, design workshops and objectives.

[88] The Program Assessment Committee is comprised by the School Dean, Program Director, full time faculty and area coordinators.

Design Workshops	Objectives
AR305 TI – Introduction to Architectural Design (Term 1)	To introduce the student to the architectural composition practice, considering the elements of plastic and spatiality.
AR334 TII – Architecture and Art (Term 2)	To introduce the student to the exercise of architectural design solving, in plastic and spatial terms, a functional requirement and an aesthetic intention.
AR307 TIII – Architecture and Surroundings (Term 3)	To solve an architectural design, proposing a straightforward process in which the site conditions are added to the functional requirement and the aesthetic intention.
AR308 TIV – Architecture and Functionality (Term 4)	To solve an architectural design, proposing a straightforward process based on an investigation of the type worked on, and focusing more on the gravitation of the functional requirement than on the other variables of the project.
AR309 TV – Architecture and Environment (Term 5)	The workshop aims to develop an architectural preliminary project based on a theme chosen by the student and previously researched. The objective is to enable students to establish design criteria from conceptual, programmatic, and user constraints, as well as environmental, urban, and landscape aspects.
AR313 TVI – Architecture and Construction (Term 6)	To elaborate and support a design proposal after investigating the influence of the proposed construction, structural, and installation systems on the spatial and plastic architectural decisions.
AR310 TVII – Integrative Workshop (Term 7)	To elaborate and support a design proposal that responds to the holistic consideration of the different formal, functional, and technical variables inherent.
AR301 TVIII – Architecture and Cities (Term 8)	To provide a design proposal that solves the conditions posed by the site and its environmental conditions, the building-city relationship, the construction systems applied, the national building codes and regulations, and U.S. Code guidelines, showing it through the adequate use of professional documents and means of graphic expression.
AR302 TIX – Professional Practice Workshop (Term 9)	To demonstrate through an architectural project the validity of the design criteria related to the formal, functional, and technical aspects of the architecture, its urban context, its architectural type, and the regulations of the locality in which it is inserted. These aspects are hypothetically raised from the beginning of the project after an investigation.
AR304 TX – Thesis Workshop (Term 10)	The purpose of the course is the development of the architectural draft individually worked on by each student in Workshop IX, culminating in the final project defense of the proposal. This final presentation serves as the student's submission for the attainment of their professional degree.

These workshops learning process is organized through three distinct phases:

- In the initial phase (Workshops I and II) students engage in conceptual exercises related to composition and spatial exploration, sparking imagination and fostering creativity.

- The subsequent workshops (Workshops III to VII) form a sequence of increasing complexity, gradually incorporating key architectural considerations such as function, location, context, environment, construction, and safety.

    - Workshop VII – Integration (AR310) enables students to seamlessly integrate and apply the six preceding design workshop themes in architectural projects, emphasizing their relevance throughout the design process. By the course's conclusion, students craft comprehensive architectural proposals, enhancing sites culturally and environmentally and fostering a creative and proactive mindset.

      In the evaluation process, students must conceive a design that incorporates and synthesizes all the prerequisites of an architectural project, offering comprehensive support for the final proposal.

- The final phase unfolds across the last three workshops, each with specific focuses:

    - Workshop VIII – Architecture and the City (AR301), focuses on developing architectural proposals that encompass the decision-making involved in completing a professional project, covering aspects such as material selection, specifications, and construction details.
      By encouraging students to reflect on user research, project themes, and locations, along with the construction process, the workshop aims to prepare them for responsible and innovative professional practice. The course involves a localized architectural project in a U.S. city, providing students with exposure to American regulations, construction methods, technologies, and measurement systems, aiming for a consistent architectural solution.
      In this course, Arch. Jonh Hertz, the program ALA, collaborates with the course professor to enhance the understanding of technical systems and their economic impacts, as well as ensuring compliance with construction codes and regulations in the U.S.

    - Workshop IX – Professional Practice Workshop (AR302): In this workshop, students work on the architectural pre-project of a theme chosen by the student. It establishes the basic design criteria based on conceptual, programmatic, and user-related constraints, as well as environmental, urban, and landscape aspects. Subsequently, it develops the pre-project by integrating considerations of structural design, electrical installations, sanitation, and security systems.

    - Workshop X – Thesis Workshop (AR304): This workshop advances the architectural pre-project approved in the previous workshop (Workshop IX) to the level of a complete professional architectural project, complete with corresponding plans (schematic drawings of various specialties). For this purpose, students also benefit from guidance provided by various specialists in the fields of structural design, electromechanical installations, sanitation, and security.

For a comprehensive evaluation of SC.5 Design Synthesis, the program designated AR301, Workshop VIII Architecture and the City, as the validation course to demonstrate consistent evidence of the ability acquired by the program students in their work.

In this course, students are rigorously challenged to conceive and substantiate design proposals that meticulously account for a multitude of factors. This learning environment enables students to showcase their abilities in design synthesis, encompassing user requirements, regulatory constraints, site-specific conditions, accessible design principles, and the measurable environmental impacts of their design decisions.

To ensure consistent student achievement of SC5 the program faculty developed a detailed rubric which serves as a robust tool to evaluate the extent to which students have achieved the intended learning objectives and how effectively they have applied their knowledge. Also, a comprehensive list of deliverables[89] of Workshop VIII Architecture and the City (AR301), specifying the requirements for the student work, was meticulously developed for our students.

These two documents serve as integral components of the course syllabus. They not only provide valuable guidance for students but also serve as essential tools for constructive critique, feedback, and evaluation for all course professors.

To assess NAAB SC.5 progress and results the courses aligned are as follows:

Monitoring course:

- Workshop VII – Integration (AR310), the course rubric is submitted in Appendix 3.42[90]

Validating course

- Workshop VIII Architecture and the City (AR301), the course rubric is submitted in Appendix 3.11[91]

The SC5 assessment results for the 2023 terms are as follows:

Table 3.15 SC.5 Assessment

Program Criteria	Validation Course	Assessment Method(s)	Benchmark	Results 2023-1 term	Results 2023-2 term
SC.5 Design Synthesis	AR301 Workshop VIII Architecture and the City	SC5 Rubric	Passed over 70%	Passed: 98%	Passed: 99%

Assessment analysis and Improvement plans:

After reviewing successful assessment results and the insights provided by the design faculty coordinators the program assessment committee[92] has decided in its annual review to:

- Maintain the support and teaching strategies implemented during the 2023 academic terms in the next academic terms.
- Increase pass rate over 80%

[89] Appendix 3.41: Student Checklist of Workshop VIII (AR301)
[90] Appendix 3.42: Rubric Workshop VII – Integration (AR310)
[91] Appendix 3.11: Rubric Workshop VIII - Architecture and the City (AR301)
[92] The Program Assessment Committee is comprised by the School Dean, Program Director, full time faculty and area coordinators.

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.

Program Response: NAAB SC.6 Building Integration is one of the dimensions of the program learning outcome Technique and Construction, as a fundamental aspect of comprehensive and well-informed architectural design that adds value to the broader built environment and community.

Building integration is a critical skill our students are taught to develop a coherent architectural proposal in which it design considers the integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

To develop SC.6 in all of our students the following courses are key in this learning process:

- Construction workshops, initiated in the program's fourth term, complement theoretical learning with practical construction experience. Covering aspects such as preliminary works, masonry, roofing, light coverings, timber construction, and finishes, each workshop addresses a specific topic. Utilizing specialized machines and tools, students confront real-time construction challenges, facilitating practical knowledge and innovation. This hands-on approach provides students with a sensory understanding of construction techniques at a 1:1 scale.

- In Lightweight Roofing and Formworks (AR346)[93] construction workshop, students understand theoretical and practical concepts related to construction to propose and design solutions to enclose an architectural structure. The course seeks to enhance skills related to quantitative reasoning, such as schedules of quantities and unit costs, in addition to recreating the work dynamics. The latter will allow the students to be prepared to face any issues arising in terms of design, performance objectives and economic impacts.

- Structural Modeling, I (AR337)[94]. The course has been designed to enable architecture students to understand the logic of structure in a process that allows it to merge and become part of the entire process of designing architectural forms. Concepts such as internal and external forces, equilibrium relationships, resistance, stiffness, and their interrelation will be taught. Additionally, topics like compression, tension, bending, and cutting forces in both conventional and unconventional systems are covered.

- Structural Modeling II (AR341)[95], this course allows the students to understand how the architecture of buildings affects their structure and the implications in terms of seismic behavior, through concepts related to structural seismic-resistant design and engineering, the requirements for the planning of structural systems, and the pre-dimensioning of various structural components in reinforced concrete buildings, masonry, and pre-stressed concrete by applying current regulations in force, namely the National Building Regulations (RNE).

- Workshop VI – Architecture and Construction (AR313)[96]. Introduces students to the understanding of the construction needs of architectural projects and the application of structural systems, focusing on the conception of construction and structural systems that articulate the entire project. It also considers the continuity of electrical and sanitary

[93] Appendix 3.29: Syllabus Lightweight Roofing and Formworks (AR346)
[94] Appendix 3.37: Syllabus Structural Modeling I (AR337)
[95] Appendix 3.43: Syllabus Structural Modeling II (AR341)
[96] Appendix 3.38: Syllabus Workshop VI - Architecture and Construction (AR313)

installations during the design phase. In this workshop, small office buildings, factories, shopping centers, clinics, sports complexes, etc., are designed with a maximum of 6000 square meters of roofed area. The goal is to develop architectural proposals whose conception involves the necessity of contemplating appropriate structural systems and proper sizing for the material needs of the project.

- Workshop VIII-Architecture and the City (AR301)[97]. This workshop develops architectural proposals until reaching a level of development that involves decisions made when completing a professional project (material selection, specifications, construction details) until approaching the technical dossier.

  Students are challenged with the resolution of a highly complex project that allows them to make design decisions while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance understanding the significance of these aspects in a real project.

  The program faculty developed a detailed rubric serving as a robust tool to evaluate the extent to which students have met the specified criteria and how effectively they can apply their knowledge.

  Additionally, a comprehensive list of deliverables[98] of Workshop VIII Architecture and the City (AR301), outlining the requirements for student work, has been meticulously developed as essential tool to guide our students through constructive critique, feedback, and evaluation by all course professors.

To assess NAAB SC.6 progress and results the courses aligned are as follows:

Monitoring course:
- Workshop VI – Architecture and Construction (AR313), the course rubric is submitted in Appendix 3.39[99]

Validating course
- Workshop VIII Architecture and the City (AR301), the course rubric is submitted in Appendix 3.11[100]

The SC6 assessment results for the 2023 terms are as follows:

Table 3.16 SC.6 Assessment

Program Criteria	Validation Course	Assessment Method(s)	Benchmark	Results 2023-1 term	Results 2023-2 term
SC.6 Building Integration	AR301 Workshop VIII Architecture and the City	Rubric	Passed over 70%	Passed: 93.6%	Passed: 99.1%

[97] Appendix 3.34: Syllabus Workshop VIII - Architecture and the City (AR301)
[98] Appendix 3.41: Student Checklist of Workshop VIII (AR301)
[99] Appendix 3.39: Rubric Workshop VI - Architecture and Construction (AR313)
[100] Appendix 3.11: Rubric Workshop VIII - Architecture and the City (AR301)

Assessment analysis and Improvement plans:

After reviewing successful assessment results and the insights provided by the course faculty coordinators the program assessment committee[101] has decided in its annual review to:

- Maintain the support and teaching strategies implemented during the 2023 academic terms in the next academic terms.
- Increase pass rate over 80%

[101] The Program Assessment Committee is comprised by the School Dean, Program Director, full time faculty and area coordinators.

4—Curricular Framework

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.

All appendices referenced in this section are available for review via the following link: Section 4 - Curricular Framework

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response: UPC is institutionally accredited in the United States by WASC Senior College and University Commission, WSCUC since 2016. As of 2022, UPC was reaccredited for 10 years, the maximum length of time offered by WSCUC (link). Appendix 4.1[102]

4.2 Professional Degrees and Curriculum

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.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response: Table 4.1 presents UPC´s Bachelor in Architecture program mandatory courses with architectural content (link).

Table 4.1 Bachelor's Program of Architecture: Curricular Map, Mandatory Professional Studies Courses

Degree: Bachelor of Architecture
Mandatory Professional Studies Courses

Course #s & Titles	**Crds**
AR287 - Artistic and Spatial Expression	7
AR305 - Workshop I - Introduction to Architectural Design	4
AR351 - Architectural Drawing	5
AR01 - Introduction to Architecture	3
AR334 - Workshop II - Architecture and Art	4
AR335 - Architectural Analysis	3
AR336 - Art and Architecture from Ancient Times to the Middle Ages	3
AR337 - Structural Modeling I	3

[102] Appendix 4.1: WSCUC Reaffirmation of accreditation Action Letter

Degree: Bachelor of Architecture
Mandatory Professional Studies Courses

Course #s & Titles	Crds
AR307 - Workshop III - Architecture and Surroundings	6
AR339 - Art and Architecture from the Middle Ages to the Renaissance	3
AR342 - Understanding CAD	3
AR341 - Structural Modeling II	3
AR340 - Preliminary Works	4
AR308 - Workshop IV - Architecture and Functionality	5
AR344 - Masonry	3
AR343 - Art and Architecture from Baroque to Art Nouveau	3
AR293 - Installations in Buildings	3
AR309 - Workshop V - Architecture and Environment	6
AR110 - Peruvian Architecture	4
AR345 - Modern and Contemporary Art and Architecture	3
AR313 - Workshop VI - Architecture and Construction	5
AR346 - Lightweight Roofing and Formworks	3
AR161 - Conservation of the Immovable Cultural Heritage	3
AR348 - Wood Construction and Finishes	3
AR310 - Workshop VII - Integration	6
AR284 - Urban Planning	4
AR318 - Special Equipment and Installations	3
AR303 - Urban Management	3
AR349 – Architectural Research	6
AR301 - Workshop VIII - Architecture and the City	7
AR350 - Project Management	3
AR271 - Professional Project Guidelines	4
AR272 - Urban Planning Seminar	4
AR302 - Workshop IX - Professional Practice	7
AR304 - Workshop X - Thesis	7
AR112 - Theory of Architecture	4
Total professional courses credits	**150**

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.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response: The curriculum of the Architecture bachelor's program underscores the significance of general studies in students' education, requiring them to complete 35 credits[103] in this category. The program mandatory general studies courses are as follows:

[103] Appendix 4.2: UPC's Credit-Hours Policy

- HU548 Ethics and Citizenship
- MA618 Basic Mathematics
- MA619 Differential Calculus
- MA651 Physics
- MA621 Integral Calculus
- HU543 Language Comprehension and Production I
- AR338 Sustainability and Environment
- AR347 Research Methodology

UPC´s institutional regional accreditor WASC Senior College and University Commission, WSCUC does not require a minimum number of credits for general education.

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.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response: In terms of optional studies, defined as elective courses within the program, students are required to enroll in an elective course of a minimum of three credits during the sixth, seventh, eighth, ninth, and tenth terms, accumulating a total of 15 credits.

For this requirement, students enjoy the flexibility to select from a diverse array of optional courses provided by the Architecture program. They have the freedom to choose any course of interest, and it is not mandatory to follow one of the three concentrations. Table 4.2 presents the optional courses offered by the Architecture program.

Table 4.2 Bachelor in Architecture program optional courses.

	Elective Course #s & Titles	
•	AR232 Vernacular Architecture	Concentration in Art and Architecture History and Critique
•	AR188 Contemporary Arts and Architecture Trends	
•	AR57 Peruvian Art	
•	AR225 Public Art	
•	AR170 City of Lima	
•	AR168 Sketches	**Concentration in Graphic Expression**
•	AR203 Color and Perception	
•	AR231 Architectural Sketch	
•	AR93 Construction Drawings	
•	AR171 Architectural Presentation	
•	AR91 Advanced CAD	**Concentration in Digital Technologies**
•	AR152 Infographics	
•	AR61 CAD Modeling and Animation	
•	AR58 Post-Production	
•	AR233 Programming and Digital Fabrication	
•	AR104 Landscape Management	**Other architectural optional courses**
•	AR285 Architectural Acoustics	
•	AR297 Restoration of buildings	
•	AR296 Urban Restoration	

Furthermore, students enrolled in the Architecture program can extend their academic exploration by choosing elective courses from various undergraduate programs available across UPC. These programs span disciplines such as Business, Hospitality and Tourism Administration, Contemporary Arts, Human Sciences, and more. This expansive range of options provides students with the opportunity to tailor their academic experience, allowing them to delve into interdisciplinary perspectives that enrich and complement their core studies in architecture. This flexibility encourages a well-rounded education and nurtures a holistic understanding of diverse fields within the university's academic landscape.

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.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response: UPC offers the following programs in architecture:

- Bachelor's degree in Architecture (in the process of accreditation with NAAB).
- Master in Architectural Development and Housing

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. Programs must provide accredited degree titles, including separate tracks.

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.

Program Response: Peruvian University Law No. 30220[104] outlines the study regime for higher education in Peru. It specifies that academic credits measure the time students need to acquire theoretical and practical knowledge. UPC's Hours-Credit Policy[105] further defines credit values, equating 16 teaching hours of theoretical sessions or 32 hours of practical sessions to one credit.

The Architecture program allocates credits as follows: 35 for General Studies, 150 for Professional Studies, and 15 for Optional/Elective Studies, adding up to a total of 200 program credits, in a term-

[104] Appendix 4.3: University Law No. 30220,
"Article 39. Study Regime: "The study regime is established in the Bylaws of each university, preferably under a term-based system, per credits and with a flexible curriculum. It can be delivered under the following modalities: face-to-face, blended or distance education.
Academic credits measure the educational time required for students to acquire theoretical and practical knowledge.
For face-to-face studies, an academic credit is equivalent to a minimum of sixteen (16) teaching hours of theoretical class sessions or twice as many hours of practical class sessions.
The academic credits of other study modalities are equivalent to the teaching load defined for face-to-face studies.
Credits are calculated considering face-to-face class hours (in the classroom), differentiating between theoretical and practical class sessions so that one credit equals one hour of theoretical class session or two hours of practical class session."

[105] Appendix 4.2: UPC's Credit-Hours Policy

based system spanning 16 weeks per academic term, resulting in a total of a 10-term Architecture program.

For specific details on the curricular map and course distribution, please refer to Table 4.3.

Table 4.3 Bachelor's Program of Architecture: Curricular Map and Course Distribution

Degree: Bachelor of Architecture					
Mandatory Professional Studies Courses		**Elective Courses**		**General Studies Courses**	
Course #s & Titles	**Crds**	**Course #s & Titles**	**Crds**	**Course #s & Titles**	**Crds**
AR287 - Artistic and Spatial Expression	7	AR232 Vernacular Architecture	3	MA618 - Basic Mathematics	7
AR305- Workshop I - Introduction to Architectural Design	4	AR188 Contemporary Arts and Architecture Trends	3	HU548 - Ethics and Citizenship	2
AR351 - Architectural Drawing	5	AR57 Peruvian Art	3	MA619 - Differential Calculus	4
AR01 - Introduction to Architecture	3	AR225 Public Art	3	MA651 - Physics	5
AR334 - Workshop II - Architecture and Art	4	AR170 City of Lima	3	MA621 - Integral Calculus	4
AR335 - Architectural Analysis	3	AR168 Sketches	3	AR338 - Sustainability and Environment	4
AR336 - Art and Architecture from Ancient Times to the Middle Ages	3	AR203 Color and Perception	3	HU543 - Language Comprehension and Production I	4
AR337 - Structural Modeling I	3	AR231 Architectural Sketch	3	AR347 - Research Methodology	5
AR307 - Workshop III - Architecture and Surroundings	6	AR93 Construction Drawings	3		
AR339 - Art and Architecture from the Middle Ages to the Renaissance	3	AR171 Architectural Presentation	3		
AR342 - Understanding CAD	3	AR91 Advanced CAD	3		
AR341 - Structural Modeling II	3	AR152 Infographics	3		
AR340 - Preliminary Works	4	AR61 CAD Modeling and Animation	3		
AR308 - Workshop IV - Architecture and Functionality	5	AR58 Post-Production	3		
AR344 - Masonry	3	AR233 Programming and Digital Fabrication	3		
AR343 - Art and Architecture from Baroque to Art Nouveau	3	AR104 Landscape Management	3		
AR293 - Installations in Buildings	3	AR285 Architectural Acoustics	3		
AR309 - Workshop V - Architecture and Environment	6	AR297 Restoration of buildings	3		
AR110 - Peruvian Architecture	4	AR296 Urban Restoration	3		
AR345 - Modern and Contemporary Art and Architecture	3	(*) Elective courses from other UPC programs	3		
AR313 - Workshop VI - Architecture and Construction	5				

Degree: Bachelor of Architecture					
Mandatory Professional Studies Courses		**Elective Courses**		**General Studies Courses**	
AR346 - Lightweight Roofing and Formworks	3				
AR161 - Conservation of the Immovable Cultural Heritage	3				
AR348 - Wood Construction and Finishes	3				
AR310 - Workshop VII - Integration	6				
AR284 - Urban Planning	4				
AR318 - Special Equipment and Installations	3				
AR303 - Urban Management	3				
AR349 – Architectural Research	6				
AR301 - Workshop VIII - Architecture and the City	7				
AR350 - Project Management	3				
AR271 - Professional Project Guidelines	4				
AR272 - Urban Planning Seminar	4				
AR302 - Workshop IX - Professional Practice	7				
AR304 - Workshop X - Thesis	7				
AR112 - Theory of Architecture	4				
Total professional courses credits	**150**	**Total elective studies required credits**	**15**	**Total general studies courses credits**	**35**
Total # of degree credits:	**200**				

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.

Program Response: Not applied.

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.

Program Response: Not applied.

4.3 Evaluation of Preparatory Education

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.

See also Condition 6.5

Program Response: UPC's Bachelor in Architecture program, in accordance with NAAB accreditation standards, incorporates Program Criteria (PC) and Student Criteria (SC) into its Program Learning Outcomes (PLO) and individual courses. These criteria are integral components of the graduate profile, subject to ongoing assessment within courses specifically designed for that purpose, ensuring their successful attainment.

As a result of this commitment to NAAB accreditation, the School of Architecture has identified specific courses within the Bachelor in Architecture program that align with NAAB PCs and SCs. These designated courses are not eligible for transfer:

AR338 Sustainability and Environment
AR337 Structural Modeling I
AR309 Workshop V - Architecture and Environment
AR313 Workshop VI - Architecture and Construction
AR110 Peruvian Architecture
AR345 Modern and Contemporary Art and Architecture
AR346 Lightweight Roofing and Formworks
AR347 Research Methodology
AR310 Workshop VII - Integration
AR301 Workshop VIII - Architecture and the City
AR303 Urban Management
AR349 Architectural Research
AR302 Workshop IX - Professional Practice
AR350 Project Management
AR304 Workshop X - Thesis
AR112 Theory of Architecture

UPC's Course Validation Guidelines (MAT-PYL-01) regulation is available in the following link. This regulation stablishes that the Program Director must review all the documents submitted to validate the course meeting the program learning outcome, may also request additional information and/or schedule an exam.

Also is responsible for keeping update information of "rules for non-validated courses: Summary of UPC courses non-validated as a result of a decision made by UPC's Schools, Academic Areas or Graduate School, as the courses guarantee UPC's professional training." [106]
Admission information is available in the following link.

[106] Appendix 4.4: UPC's Course Validation Guidelines (MAT-PYL-01), pag.4, numeral 6.3.17.

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**.**

Program Response: UPC's Architecture program doesn´t relies on preparatory education experience to ensure that admitted students have met certain NAAB accreditation criteria.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree 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.

Program Response: The Architecture Bachelor's program website offers applicants detail information regarding program duration, curriculum and graduate profile. In this website. The button "Register" (located in the upper right corner) on the website provides comprehensive details on the admission process (link), including modalities, schedule, financial aid and scholarships, among others.

Additionally, the admission process includes information on the topics of the admission exam for the architecture program which is available in the following link, and submitted in appendix 4.5[107].

Candidates undergo an Architecture aptitude assessment, outlined on the program website (link), which requires submitting a virtual portfolio featuring architecture-related works like drawings, sketches, and models. The program faculty evaluates these portfolios to determine if applicants require skill enhancement through courses such as Vocational Aptitude for Architecture or Introduction to Sketching upon enrollment, with detailed submission guidelines available on the website.

A sample of the portfolios in Appendix 4.6[108].

The admission process is stablished in UPC´s Admission Regulations for Undergraduate Programs (SICA-REG-46)[109], this procedure is available through the link at the bottom of the program website "Policies, procedures and Regulations" (link).

[107] Appendix 4.5: Topics of the admission exam for architecture
[108] Appendix 4.6: Portfolio Sample - Aptitude Test for Architects
[109] Appendix 4.7: UPC´s Admission Regulations for Undergraduate Programs (SICA-REG-46)

5—Resources

All appendices referenced in this section are available for review via the following link: Section 5 - Resources

5.1 Structure and Governance

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.

Program Response: The organization and administrative structure of Universidad Peruana de Ciencias Aplicadas (UPC) are outlined in its Bylaws (link). Appendix 5.1[110] displays UPC's organizational chart.

The UPC's Governing Board has all management and legal representation powers necessary for the administration of the university within its remit. Members carry out their duties for three years, and board members may be reelected. It has four committees overseeing the areas of academics, finance, nominating, and auditing.

The UPC Governing Board is responsible for appointing the university CEO and Rector, currently held by Dr. Edward Roekaert Embrechts.

The Rector's role is to oversee the academic activities of the university, ensure compliance with legal regulations, approve the University's Strategic Plan, supervise the creation of regulations, guidelines, and policies, and give final approval to them, among others.

The Rector of UPC is responsible for appointing the General Director of Schools, with the current officeholder being Ing. Jorge Cabrera, who gets direct reports from the School Deans and the Graduate School Academic Director. This role is responsible for:

- Ensuring academic excellence and efficiency in each of the University's programs, in coordination with the School Deans and Academic Directors.
- Fostering the development of an academic culture oriented towards excellence, strengthen and enhance the leadership of academic authorities in the Schools.
- Ensuring the effective implementation of the Educational Model of UPC.
- Promoting innovation in academic processes and services.

The School of Architecture is led by its Dean, Arch. Miguel Cruchaga, who leads and supports the academic, administrative and financial efforts of the School and program to achieve academic excellence. To this end, the Dean works closely with the Program Director, Arch. Mario Segami, in strategic planning, the annual budget preparation, monitoring retention, attrition and graduation rates, curriculum review, and the assessment of progress toward the strategic goals set for the Architecture program.

The Program Director is responsible for:

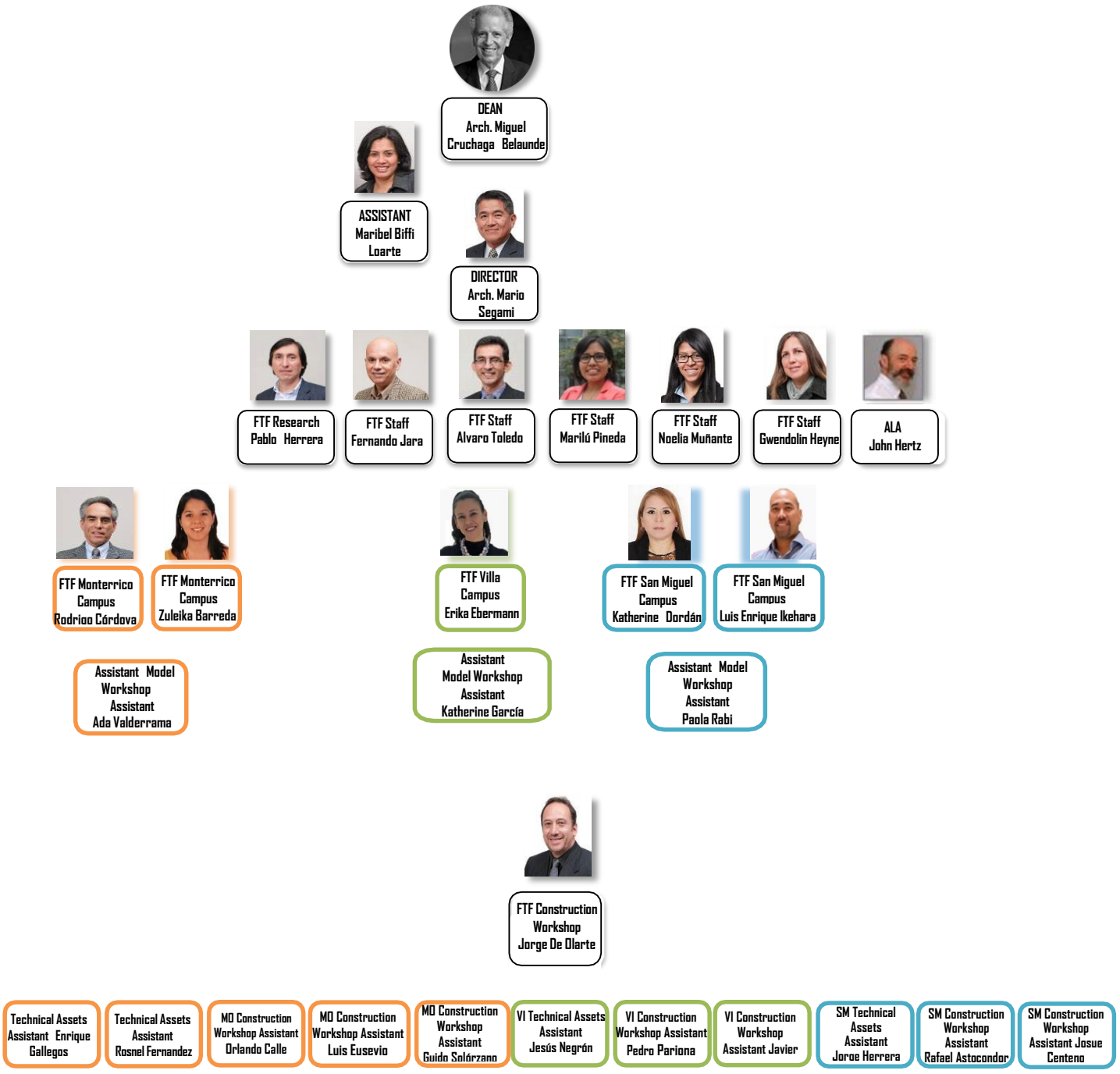
- Developing the program strategic plan and monitoring the program's progress towards its goals.
- Lead faculty recruitment and evaluate their performance.
- Review the program curricular map.
- Review students results.
- Approve continuous improvement actions and oversee their outcomes.

[110] Appendix 5.1: UPC's organizational chart.

- Designing and managing the program's annual budget

In this organizational framework, UPC's management model is strategically designed to offer comprehensive support to academic programs. Central departments such as Educational Quality, Quality Assurance, International Office, Library, Human Resources, and Finance provide guidance and support, allowing academic programs to focus on their mission, goals, and objectives.

Figure 5.1 presents a detailed insight into the organizational and governance structure of the School of Architecture.



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.

Program Response: The program's faculty comprises both full-time and part-time members who bear the responsibility of training students through the attainment of program learning outcomes. The faculty of the School of Architecture plays a key role, leveraging their combined professional and academic expertise to enhance the curriculum, syllabi, and profiles of incoming and graduating students.

Full-time faculty (FTF), in addition to their teaching workload, have been assigned four different roles considering their responsibilities within the School and the program. To that end, the teaching workload has been adjusted to keep an efficient balance between their duties. These roles are:

- FTF-Staff provide support to the Program Director by actively participating in the execution and supervision of the program's strategic plan, focusing on achieving student learning objectives. Each FTF-Staff is designated a specific coordination area within the program curriculum. They work closely with course coordinators and program faculty fostering a cohesive approach to curriculum management. Furthermore, as members of the program assessment committee, they play an active role in processes designed to evaluate and enhance the program's effectiveness.

- FTF-Campus members serve as representatives of the Dean and Director of the Architecture program at each campus (Monterrico, Villa, and San Miguel). Their responsibilities encompass advising students, offering support, and overseeing academic activities organized by the program and the School of Architecture. To ensure effective collaboration, they conduct coordination meetings once a week with the Program Director and FTF-Staff.

- FTF-Research develop and lead scientific research projects to be published in journals in collaboration with faculty members and students to strengthen the School of Architecture research focus areas.

- FTF-Construction Workshop bears the responsibility for the thorough administration of the construction workshops. This includes coordinate with faculty members, supervising academic activities aligned with the content of construction courses, refining syllabi and evaluations, recommending equipment acquisitions, managing staff recruitment, and ensuring compliance with standards across all three campuses/sites (Monterrico, Villa, and San Miguel).

  Full and part-time faculty members engage in program improvement activities participating in academic coordination meetings, strategic planning, assessment and as members of different committees in the School of Architecture[111].

As of the program staff, regular coordination meetings are conducted with program authorities and faculty members. These meetings serve as a platform for sharing valuable insights aimed at contributing to the program's ongoing improvement processes. The roles and positions involved in this collaborative effort include:

- Dean Assistant manages efficiently planning and overseeing the development of academic term activities, coordinating and scheduling meetings with program authorities, managing coordination tasks with program faculty and staff, and handling academic secretarial tasks. Additionally, actively participating in the organization of career-related events.

[111] Appendix 5.2: School of Architecture Committees

- Modeling Workshop Assistants manage the workshops and the warehouse, assist students so that they can make better use of the workshops, and supervise the students' work. They also provide support in different academic activities, such as conferences, presentations, and end-of-program activities and their dissemination.

- Construction Workshop Assistants are responsible for coordinating with the FTF-Construction Workshop in terms of logistical management of the workshops, as well as providing support to faculty members and students in the development of the practical sessions.

- Construction Workshop Technicians are field staff who prepare the locations where the labs and field practices will take place. They must place prevention safety signs and other safety elements before the construction practical sessions. The collaborate in terms of prevention measures so that the field construction activities are developed without any accidents and provide support to faculty members and students in tasks related to the construction practical sessions.

  They provide support in terms of storing, cleaning, and organizing the material in the practice areas. They are responsible for making an inventory plan and keeping the location of the materials per environment up-to-date at the start of each academic term, keeping a record and controlling the materials in terms of repairs, maintenance, warranty, loans, etc. Providing the program with valuable insights to the program.

Students actively contribute to the development of the University's policies, processes, and academic improvement as well as the ongoing improvement of the program by providing valuable insights and feedback through the following resources:

- Academic Survey: The teaching and learning process within the program is further assessed in each course through an academic survey, focusing on students' opinions regarding the academic progress of the courses. This evaluation takes place twice during each academic term. If a professor graded below-average ratings a meeting with the area coordinator is in place to propose appropriate corrective actions.

- Meetings with Class representatives: These sessions provide a platform for gathering information to assess the teaching and learning culture within the program. Students from each section appoint one of their peers to represent them as a class delegate, shedding critical insights on the teaching-learning process and advancements made in various courses. The program periodically meets with class representatives to provide updates and hear their concerns, suggestions, and inquiries. Additionally, a delegate survey is conducted each academic term.

- Annual program survey: comprehensive census survey to gauge the program students' level of knowledge and satisfaction with the program's mission, curriculum, and activities.

All these students' insights are valuable assets for the decision-making process.

5.2 Planning and Assessment

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.

Program Response: The Architecture Bachelor degree program has a well-established Strategic Plan that aligns UPC´s institutional mission, the program mission, and the requirement to meet and maintain the NAAB Conditions.

Within this Strategic Plan 2023-2025[112], the program has outlined multiyear strategic objectives that articulate our program's aspirations and priorities aligned with UPC´s mission and goals.

For each objective Key Performance Indicators (KPIs) have been stablished to assess progress and results annually, enabling the program to evaluate progress towards completion and the effectiveness of implemented actions and strategies, identifying opportunities for improvement.

Table 5.1 presents a brief the program multiyear objectives and its Key Performance Indicators (KPIs).

Table 5.1 Architecture Bachelor program multiyear objectives and KPIs 2023-2025

Category	Strategic Objective	KPI	Measurement Frequency	Goal
1. Student Learning Outcomes	Reach the outcome level established for Institutional Learning Outcomes (ILO)	% Attainment of ILO at level 3 (students reaching the level * 100 / total number of students evaluated)	According to institutional assessment plan schedule	75%
	Reach the outcome level established for Program Learning Outcomes (PLO)	% Attainment of PLO at level 3 (students reaching the level * 100 / total number of students evaluated)	Annual	75%
	Reach the level for PCs and SCs established in the NAAB assessment report	% Attainment for PC/SC at the benchmark level (students reaching the level * 100 / total students evaluated)	Annual	See Table 5.3 - NAAB PC/SC Assess Results
2. Employability	Maintain employability levels	% Total graduates working * 100 / (Total graduates employed + seeking employment)	Annual	90%
3. Faculty	Increase faculty with master's degree	% of faculty with a master's degree (number faculty with a master's * 100/ number of faculty)	Per academic term	85%

[112] The Architecture Program Strategic Plan 2023-2025 will be available for the team review during the accreditation visit.

Category	Strategic Objective	KPI	Measurement Frequency	Goal
	Comply with the number of faculty training hours required by the program	% of faculty complying with faculty training guidelines (number faculty with 20 training hours * 100/ number of faculty)	Annual	75%
	Maintain the percentage of faculty passing grade not less than 7.5/10.	% of faculty with a grade of not less than 7.5 in the 360° Evaluation (number faculty with a grade of not less than 7.5 *100/ total number of faculty teaching)	Annual	98%
4. Students	Reach Retention goal	%(1–withdrawals)*100 / (total enrollment)	Annual	80%
		% PRONABEC[113] scholarship retention	Per academic term	2%
	Improve program NPS	NPS = % Students with scores between 9 and 10 - % students with scores between 1 and 6.	Annual	22%
5. Research	Maintain the number of publications of scientific papers (indexed)	# Number of publications per year	Annual	10
6. Internationality	Maintain Total Mobility of students or faculty/staff	# Number of students and faculty in academic activities outside the country and foreigners in academic activities at UPC.	Annual	85
	Maintain Low Touch: UPC students and faculty attending all kinds of international events.	# students and faculty that attend all kinds of international events	Annual	118
	Maintain percentage of faculty with international degrees	% Number of faculty with an international academic degree * 100/ number of faculty teaching in the term	Bi-annual per term	45%
7. Accreditation	Achieve accreditation with the National	Adherence to the work plan within specified deadlines	Per academic term	Program accreditation in 2024

[113] PRONABEC, a government-sponsored scholarship initiative that assists students from economically disadvantaged backgrounds in pursuing university degrees, including our Bachelor in Architecture program.

Category	Strategic Objective	KPI	Measurement Frequency	Goal
	Architectural Accrediting Board			

In the context of the Bachelor in Architecture program, Student Learning Objectives (SLOs) are a key aspect that embeds the program's enduring commitment to academic excellence and professional relevance.

UPC programs are meticulously designed by faculty members, alongside tailored ad-hoc expert committees for each discipline, incorporating insights from the labor market and employers' expectations. This ensures that both the graduate profile and the curricular map address the competencies required by graduates to succeed professionally.

The Curricular Design and Articulation Handbook (VRA-MA-02) outlines the procedure for presenting and reviewing the curricular design and articulation for undergraduate and graduate programs to ensure compliance with the UPC Educational Model, recognizing the particulars of each program.

The curricular design and articulation procedure begins by creating the Program Profile, which includes the definitions of the Incoming and Graduate Student profiles, the presentation of the Institutional Learning Outcomes, and the definition of the Program Learning Outcomes. Once the Program Profile is defined, the competency-articulated curriculum design can commence. This involves the preparation of course summaries, which will serve as inputs for syllabus preparation.

Figure 5.2 illustrates all stages from the definition of the program's graduate profile to the preparation of the course syllabus.

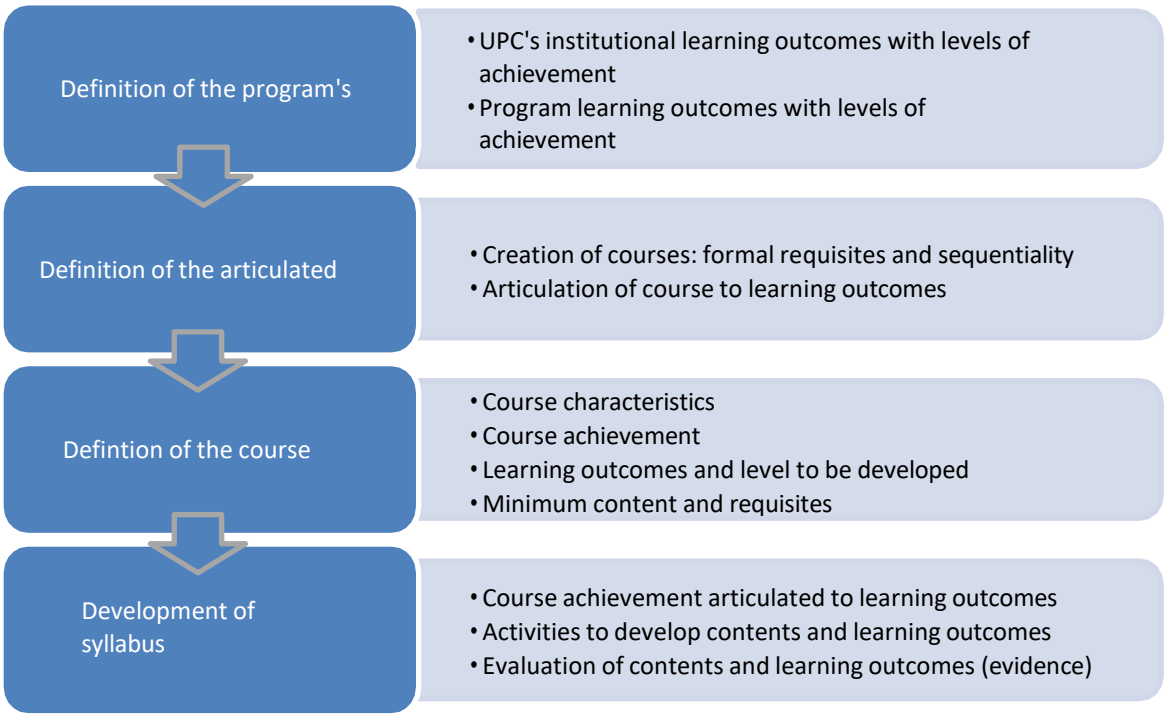


Figure 5.2 Stages from the definition of the program's graduate profile to the preparation of the course syllabus.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response: Annually, the program conducts a comprehensive strategic planning meeting involving the Program Director, faculty members, and staff to evaluate progress towards our mission and stated multiyear objectives. This assessment is data-driven and incorporates valuable insights from program stakeholders.

Our mission is to educate professionals who embody upstanding and innovative leadership, possessing a global vision to create value through the professional practice of architecture and contribute to the transformation of Peru.

Table 5.2 outlines the Architecture program's Strategic Objectives and Key Performance Indicators (KPIs) Results, providing a clear snapshot of our progress. Additionally, Table 5.3 presents the NAAB PC/SC Assessment results for the last academic year.

These strategic meetings and assessments serve as integral components of our commitment to continuous improvement and aligning our efforts with the program's mission and multiyear objectives. We remain dedicated to providing a high-quality education that prepares professionals to make a meaningful impact in the field of architecture while contributing to the positive transformation of our country.

Table 5.2 Architecture program's Strategic Objectives 2023-2025 and KPIs Results

Category	Strategic Objective	KPI	Measurement Frequency	Goal	Results (2023)
1. Student Learning Outcomes	Reach the outcome level established for Institutional Learning Outcomes (ILO)	% Attainment of ILO at level 3 (students reaching the level * 100 / total number of students evaluated)	According to the institutional assessment plan	75%	Innovative Thinking (level 3) • Innovation in the Proposal: 50.6% • Incorporation of Concepts: 89.6% • Value Generation: 66.7%
	Reach the outcome level established for Program Learning Outcomes (PLO)	% Attainment of PLO at level 3 (students reaching the level * 100 / total number of students evaluated)	Annual	75%	• Grounded Design: 96.2% • Technique and Construction: 96.2% • Professional Management: 95.5% • Architectural Culture: History 98% Theory 94.8%
	Reach the level for PCs and SCs established in the NAAB assessment report	% Attainment for PC/SC at the benchmark level (students reaching the level * 100 / total students evaluated)	Annual	See Table 5.3 - NAAB PC/SC Assess Results	See Table 5.3 - NAAB PC/SC Assessment Results

Category	Strategic Objective	KPI	Measurement Frequency	Goal	Results (2023)
2. Employability	Maintain employability levels	% Total graduates working * 100 / (Total graduates employed + seeking employment)	Annual	90%	91%
3. Faculty	Increase faculty with master's degree	% of faculty with a master's degree (number faculty with a master's * 100/ number of faculty)	Per Academic Term	85%	2023-1: 78 % 2023-2: 78 %
	Comply with the number of faculty training hours required by the program	% of faculty complying with faculty training guidelines (number faculty with 20 training hours * 100/ number of faculty)	Annual	75%	81%
	Maintain the percentage of faculty passing grade not less than 7.5/10.	% of faculty with a grade of not less than 7.5 in the 360° Evaluation (number faculty with a grade of not less than 7.5 *100/ total number of faculty teaching)	Annual	98%	99.20%
4. Students	Reach Retention goal	%(1–withdrawals)*100 / (total enrollment)	Annual	80%	KPI result is due in April 2024 after the enrollment process
		% PRONABEC[114] scholarship retention	Per Academic Term	2%	2023-1: 2% 2023-2: 5%
	Improve program NPS	NPS = % Students with scores between 9 and 10 - % students with scores between 1 and 6.	Annual	22%	10%.

[114] PRONABEC, a government-sponsored scholarship initiative that assists students from economically disadvantaged backgrounds in pursuing university degrees, including our Bachelor in Architecture program.

Category	Strategic Objective	KPI	Measurement Frequency	Goal	Results (2023)
5. Research	Maintain the number of publications of scientific papers (indexed)	# Number of publications per year	Annual	10	5
6. Internationality	Maintain Total Mobility of students or faculty/staff	# Number of students and faculty in academic activities outside the country and foreigners in academic activities at UPC.	Annual	85	219
	Maintain Low Touch: UPC students and faculty attending all kinds of international events.	# students and faculty that attend all kinds of international events	Annual	118	242
	Maintain percentage of faculty with international degrees	% Number of faculty with an international academic degree * 100/ number of faculty teaching in the term	Bi-Annual per academic term	45%	2023-1: 45% 2023-2: 45%
7. Accreditation	Achieve accreditation with the National Architectural Accrediting Board	Adherence to the work plan within specified deadlines	Per academic term	Accredit Program in 2024	Continuing Candidacy Status (since 2022) Initial accreditation visit for 2024

Table 5.3 NAAB PC/SC Assessment results

NAAB PC/SC	Assessment Point	Assessment Method(s)	Target/ Benchmark	Result 2023-1	Result 2023-2
PC1	U.S. Licensing advisory sessions Mandatory pre-professional internships	Student attendance Internship report	100% student access 100% reports approved	100% 100%	100% 100%
PC2	AR304 Workshop X Thesis	Rubric	Passed at 70%	96%	95.7%
PC3	AR349 Architectural Research	Rubric	Passed over 60%	84%	88.6%
PC4	AR112 Theory of Architecture	Rubric	History and Theory Passed at 75%	Passed History 85.3% Theory 80.8%	Passed History: 97.8% Theory: 94.8%
PC5	AR349 Architectural Research	Rubric	Passed at 60%	69.97%	82.2%
PC6	AR350 Project Management	Rubric	Passed at 60%	53.10%	76.4%
PC7	Annual program survey (Satisfaction level with the comprehensive education provided by the degree program)	Survey	At least 7 out of 10 points	N.A.	7.76
PC8	AR349 Architectural Research	Rubric	Passed over 40%	53.87%	95.3%
SC1	AR304 Workshop X Thesis	Rubric	Passed over 70%	98.40%	96.20%
SC2	AR350 Project Management	Rubric	Codes: Pass over 40% Business Process: Pass over 52.5%	Codes 77.6% Business Processes 57.7%	Codes 86.8% Business Processes 94.7%
SC3	AR301Workshop VIII Architecture and the City	Rubric	Passed over 70%	95.4%	98.7%
SC4	AR301 Workshop VIII Architecture and Cities	Rubric	Pass over 90%	94.90%	98.1%
SC5	AR301 Workshop VIII Architecture and Cities	Rubric	Passed over 70%	98%	99%
SC6	AR301 Workshop VIII Architecture and Cities	Rubric	Passed over 70%	93.60%	99.1%

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response: With respect to the strengths, challenges and opportunities identified by the program are the following:

Strengths:

- Architectural design workshops personalized teaching, maintaining a more than adequate student-to-faculty ratio of 12 students per faculty member.
- Students embark on architectural design training processes right from the first term of the program, fostering early hands-on experience.
- Construction workshops seamlessly integrate theory and practice, benefiting 100% of the students enrolled in the program.
- International academic agreements and academic missions, that broaden students' exposure to diverse perspectives.
- Architectural design workshops tour is conducted at the end of each term for self-evaluation and continuous improvement of the teaching and learning process of the program.
- The program faculty demonstrates a strong foundation with a combination of academic credentials and practical experience, ensuring a comprehensive and high-quality educational experience.
- Upholding high educational standards, the program is committed to fostering academic excellence among its students.
- The institutional accreditation of UPC by WSCUC not only underscores quality but also opened avenues for the accreditation process with NAAB.
- The creation of the BIM – Architecture Committee in 2019 adds to its efforts relevant industry participants such as BIM Forum Peru and to strengthen curricular strategies, training and trend of technologies applied in construction.
- A centralized faculty team ensures a uniform and equivalent academic experience across campuses and modalities.

Opportunities:

- Utilization of Social Networks: We leverage the program's and university's social networks, providing a dedicated space for communication and engagement.

- Enhance Leadership Activities coordinating with the student Academic Excellence Groups.

- Faculty Training emphasis on Soft Skills and Pedagogical Skills: Enhance faculty training opportunities, particularly in the development of soft skills and pedagogical trends with UPC´s Educational Quality Department.

- Collaborative Research and International Mobility: Our partnership with Universidad de Chile provides opportunities for collaborative research and international mobility.

- Strategic Alliance with BIM Forum Peru: In alignment with the national BIM mandate, our alliance with BIM Forum Peru establishes a bridge between industry, government, and academia. This collaboration enables active participation in technical roundtables and committees with key stakeholders, promoting the adoption of BIM methodology across the country.

Challenges:

- Heightened Competition in Local Universities: The landscape is marked by an increased number of Architecture programs offered by local universities, including PUCP, ULIMA, and URP, intensifying competition in the academic sphere.

- Economic Impact on Household Income: Economic challenges persist, with various industries experiencing a downturn, resulting in a reduction of household income, particularly affecting families with a member engaged in higher education.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response: UPC's commitment to stakeholder engagement is enhanced by both our Educational Model and our continuous improvement culture, rooted in an unwavering dedication to excellence, actively involving stakeholders' insights in our educational processes significantly contributing to identifying improvement opportunities enhancing our decision-making processes at all levels.

The Architecture Bachelor program takes a proactive approach by incorporating stakeholders into its strategic planning process gathering valuable input on the program and its activities from various stakeholders, as outlined in Table 5.4:

Table 5.4 Stakeholders map of the School of Architecture

Stakeholders	Current Stakeholders' Participation
Students	Through direct contact with faculty members (FTFs) through their class representatives, and surveys.
Faculty	Coordination meetings. Faculty Surveys, Faculty committees
Advisory Committee	In meetings with the School authorities (Dean and Program Director).
Other areas within the University	In meetings with specific areas as required.
Other programs and schools within the University.	Meetings to identify common grounds and opportunities for joint projects. Academic Committee meetings
Alumni	In meetings with members of the School of Architecture. Some of our faculty members are also alumni. Alumni surveys
Employers	Through the pre-professional internships' reports. Meetings with members of the School in general Employee survey
Professional Associations	Meetings to identify opportunities for joint projects.
Other universities	Exchange and professional development projects for students and faculty members.

The Architecture Bachelor program features an Academic Advisory Committee, comprising industry leaders, distinguished professionals, and employers. This committee convenes annually to assess the program's strategic plan, curriculum, learning outcomes, and relevant topics shaping the future job market and trends. The ongoing dialogue maintained with these stakeholders plays a key role in continuously enhancing our program.

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.

Program Response: The strategic planning and continuous improvement processes of the Architecture Bachelor program are data-driven. To achieve this, the assessment process designed to monitor results, collect data, and inform decision-making for the implementation of improvement actions is facilitated through the following mechanisms:

- 360° Faculty Evaluation: 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. The architecture faculty results in 2021 were 9.21, and in 2022 were 9.26, of a maximum score of 10; the 2023 results will be available for the accreditation visit.
  The results are reviewed by the program director so that specific and comprehensive improvement actions are developed with faculty who obtained a "Fail" rating. It also helps to determine areas where faculty development can provide additional training.

- 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.

- Curricular Assessment Process: intended to evaluate the level of achievement of learning outcomes developed by students. The program faculty identify monitoring courses to assess student progress and validating courses to evaluate achievement, appropriate rubrics and checklist are developed, coordination meetings are held, and these strategies are implemented.
  At the end of each academic term the Architecture Assessment Committee conducts a comprehensive review of the program's curriculum, and the students results, identify opportunities for improvement, devise strategies, and implement actions across the entire program. In its comprehensive review considers student input gathered through class representatives' surveys, which is then used for program analysis.

  - Program Review[115]: 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.

  - 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.

  - Internal Audits: Processes are systematically and independently analyzed 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.

[115] Appendix 5.16: Program Review improvement plan

- Self-Assessment Processes for Accreditation Purposes: Finally, the self-evaluation processes carried out within the framework of institutional and the programmatic accreditation procedures contribute to performance evaluations based on high-quality international standards.

The results and data provided from these processes are analyzed by the Architecture Bachelor program 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 Architecture Bachelor program in its annual strategic planning process identifies patterns and trends in data, determines the root causes of problems, improvement actions/strategies and their potential impact on course improvement (methodology, content, materials, learning activities, bibliography), student learning outcomes, curricular changes, faculty management, support services, management, and resources.

5.3 Curricular Development

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

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response: The Architecture Bachelor program conducts an annual review of its curriculum during a strategic planning meeting involving the program Director, faculty members, and staff. This review considers assessment outcomes, faculty, student, and Advisory Committee insights, as well as enhancement opportunities identified previously by course coordinators.

Based on the analysis, adjustments may be proposed for specific courses, or a curricular change might be considered.

Curricular Change

To assess and make adjustments to the curriculum of the Architecture Bachelor program, the program adheres to the procedure for Changes in Programs leading to an Academic Degree (VRA-P-02) (link). This comprehensive procedure delineates the steps for proposing, justifying, analyzing impact, coordinating, and approving curricular changes within the program.

For a curricular change, the Curricular Change Committee[116] develops the proposal, ensuring compliance with WASC and NAAB Criteria. Faculty review syllabi content, and the Advisory Committee provides insights aligned with industry standards and trends.

The Curriculum Development and Assessment team reviews the changes to ensure alignment with institutional learning outcomes, coherence between course and program outcomes, and appropriate design of the curricular map for progressive student achievement to fulfil the Graduate Profile.

Once the proposal is approved by the Architecture School Dean, the Architecture Program Director coordinates approval with relevant offices, including the Quality Assurance department, Educational Quality department, Vice Rectorate of Planning and Development, and Vice Rectorate of Academic Affairs and Research

[116] The Program Curricular Change Committee is comprised by the School Dean, Program Director, full time faculty.

The Program Director concludes the process by providing the approved curricular change form to the Registrars' Office for implementation on UPC´s intranet.

Course improvement

The Bachelor in Architecture program employs a structured approach to academic coordination for course improvement, involving various key actors:

Course Coordinators: Each course has a designated faculty member as its coordinator, ensuring adherence to an approved syllabus by all professors teaching that course. This guarantees a standardized learning experience, emphasizing the program's commitment to consistency and educational excellence.

Area Coordinators: Full-time faculty members oversee specific areas within the curriculum:
(i) Sustainability, Structures, Urbanism, Research, and Architectural Analysis,
(ii) Construction Areas, CAD, TX-Thesis Workshop, Advisory Workshop, and Facilities and Equipment,
(iii) History and Theory Areas and Design Workshops I to V, and
(iv) Graphic Expression, Design Workshops VI to IX, and Project Management.

Assessment Committee: Comprising the School Dean, Program Director, and Area Coordinators, this committee conducts a comprehensive review of the program's curriculum, identifying improvement opportunities and implementing actions.

Within this structure, the assessment and improvement process unfold as follows:

Step 1: Course coordinators gather assessment outcomes and feedback from course professors during their meetings.

Step 2: Course coordinators collaborate with corresponding Area Coordinators to review progress and identify areas for enhancement.

Step 3: At the end of each term, with assessment results and insights from learning experiences in hand, the Architecture Assessment Committee conducts a comprehensive review to identify opportunities for improvement and devise strategies across the entire program courses. The committee also considers student input gathered through academic surveys, meetings with class representatives, faculty insights, contributing to a thorough program analysis.

Step 4: The strategies defined for improvement are communicated to the program's professors, who work on the necessary adjustments in their syllabi and materials, and/or in the preparation of supplementary materials, rubric revisions, checklists for implementation in the following term.

In Figure 5.3 a visual representation of this process is presented.

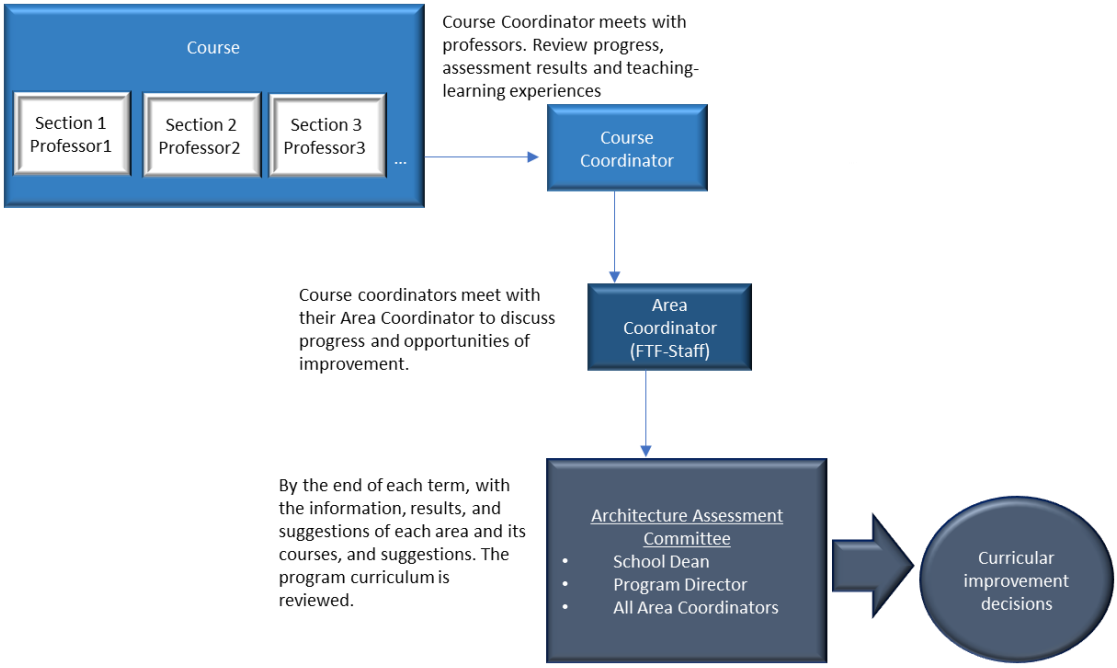


Figure 5.3 Curricular assessment improvement process of the Bachelor's degree in Architecture program.

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

Program Response: NAAB PC and SC are seamlessly integrated into the Architecture Bachelor program's PLOs, courses, and activities. Table 5.5 provides a comprehensive overview, outlining the defined assessment points for each, the intended goals, and the significant progress achieved over the past two academic terms.

Table 5.5 - Architectural Program Assessment Results

NAAB PC/SC	Assessment Point	Assessment Method(s)	Target/ Benchmark	Result 2023-1	Result 2023-2
PC1	U.S. Licensing advisory sessions	Student attendance	100% student access	100%	100%
	Mandatory pre-professional internships	Internship report	100% reports approved	100%	100%
PC2	AR304 Workshop X Thesis	Rubric	Passed at 70%	96%	95.7%
PC3	AR349 Architectural Research	Rubric	Passed over 60%	84%	88.6%
PC4	AR112 Theory of Architecture	Rubric	History and Theory Passed at 75%	Passed History 85.3% Theory 80.8%	Passed History: 97.8% Theory: 94.8%

PC5	AR349 Architectural Research	Rubric	Passed at 60%	69.97%	82.2%
PC6	AR350 Project Management	Rubric	Passed at 60%	53.10%	76.4%
PC7	Annual program survey (Satisfaction level with the comprehensive education provided by the degree program)	Survey	At least 7 out of 10 points	N.A.	7.76
PC8	AR349 Architectural Research	Rubric	Passed over 40%	53.87%	95.3%
SC1	AR304 Workshop X Thesis	Rubric	Passed over 70%	98.40%	96.20%
SC2	AR350 Project Management	Rubric	Codes: Pass over 40% Business Process: Pass over 52.5%	Codes 77.6% Business Processes 57.7%	Codes 86.8% Business Processes 94.7%
SC3	AR301Workshop VIII Architecture and the City	Rubric	Passed over 70%	95.4%	98.7%
SC4	AR301 Workshop VIII Architecture and Cities	Rubric	Pass over 90%	94.90%	98.1%
SC5	AR301 Workshop VIII Architecture and Cities	Rubric	Passed over 70%	98%	99%
SC6	AR301 Workshop VIII Architecture and Cities	Rubric	Passed over 70%	93.60%	99.1%

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.

Program Response: Table 5.6 below identifies all the parties involved in the curricular evaluation process of the Architecture program.

Table 5.6 Participants in the Curricular Evaluation Process

Participants	**Roles and Responsibilities.**
Program Director	Responsible for the process. Must ensure adequate development and approval.
Area coordinators:	These full-time faculty members are tasked with the academic coordination of specific areas within the program curriculum, encompassing: (i) Sustainability, Structures, Urbanism, Research, and Architectural Analysis, (ii) Construction Areas, CAD, TX-Thesis Workshop, Advisory Workshop, and Facilities and Equipment, (iii) History and Theory Areas and Design Workshops I to V, and (iv) Graphic Expression, Design Workshops VI to IX, and Project Management.

Participants	Roles and Responsibilities.
Course Coordinators:	Each course within the program is assigned a faculty member as the designated coordinator. This professor ensures adherence to an approved syllabus sanctioned by the program by all the professors engaged in teaching that course. All the course professors collaborate under the guidance of the designated coordinator. This approach guarantees a consistent and standardized learning experience across all course sections, reinforcing the program's commitment to uniformity and excellence in education.
Faculty Members, Students and Alumni	Their insights are valuable assets for the program continuous improvement process.

In addition, the School of Architecture has established the following committees involved in the analysis, evaluation and continuous improvement of the program, as detailed in Table 5.7:[117]

Table 5.7 School of Architecture Committees

Committee	Objective
Architecture Program's Evaluation and Curricular Change Committee	Develops curricular updating proposals aligned with the expectations and needs of the labor market and interest groups, as defined by the academic program, UPC's mission and Educational Model, and the Peruvian University Law in force.
Architecture Program's Advisory Committee	Provides support, advice and consultancy to the academic program authorities. Periodically reviews the program's mission, curriculum, program learning outcomes, graduate profile, and educational objectives to ensure their validity and relevance, as well as their alignment with UPC's mission, vision and values. Issues recommendations regarding matters related to the training provided to students of the program and faculty initiatives.
Program Review Committee	Leads and manages the Program Review process of the program.
Architecture Program's Accreditation Committee	Plans, directs and actively participates in the development of the self-evaluation process for accreditation purposes.
Architecture Program's Assessment Committee	This committee comprises the School Dean, Program Director, and all Area Coordinators. It is responsible for a comprehensive review of the program's curriculum to identify opportunities for improvement, devise strategies, and implement actions across the entire program. Analyzes, discusses, plans and implements all actions related to the assessment processes of both institutional and program learning outcomes.
Architecture Program's Faculty Committee	Analyzes the results of the main academic indicators of the program and proposes actions aimed at the continuous improvement of teaching-learning results.

[117] Appendix 5.2: School of Architecture Committees

5.4 Human Resources and Human Resource Development

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.

Program Response: UPC's School of Architecture ensures that faculty members are in sufficient number through its annual budgeting process, wherein the School Director includes new staffing needs for the following year based on expected program enrollments, course-opening requirements, and faculty workload, which includes activities such as: Curriculum, syllabi and course content development, active participation in assessment processes, teaching, dissertation committees, tutoring and advisory activities, and research advisory sessions, among others.

To ensure adequate development of faculty responsibilities in line with the student-centered teaching-learning process, UPC has established a framework of action defined by a series of policies, regulations, procedures, and performance standards that allow faculty to strike an adequate balance in order to perform their duties in the teaching process and to enhance the students' performance.

In this sense, the provisions on institutional workload applicable to full and part-time faculty of the School of Architecture include:

- Full-Time faculty (FTF): with teaching and administrative load does not exceed 40 hours per week. Full-Time faculty with only teaching load that does not exceed 30 hours per week. See FTF resumes attached in Appendix 5.3[118].
- Part-Time Faculty: Faculty members who teach and participate in academic coordination activities. Their workload must not exceed 23 hours per week.

To ensure a balanced workload of the program faculty their performance is continuously assessed through two key processes:

Students' Academic Surveys: At the conclusion of each course, students are encouraged to complete an academic survey. These surveys capture valuable feedback regarding their learning experiences. Students provide insights on the methodology employed, motivation techniques used, the usefulness of instructional materials, the faculty's mastery of course topics, and the effectiveness of activities carried out during the course. Faculty results are reviewed continuously by the program Director, leading to identify faculty member improvement areas so they can receive the proper training, guidance, and feedback to improve their performance.

360° Faculty Evaluation: This annual comprehensive evaluation process involves the assessment of faculty members from various angles. It encompasses five dimensions, each assessed in a range from 1 to 10. The result is classified into 4 categories: <6.5 (fail), ≥6.5 <7.5 (fair), ≥7.5 <8.5 (good), ≥8.5 <10 (excellent). Table 5.8 provides a holistic view the 360° Faculty Evaluation dimensions and weights.

[118] Appendix 5.3: FTF Resumes

Table 5.8 360° Faculty Evaluation Dimensions

Actors	Evaluation Mechanisms
Students	Academic Surveys ● Students conduct an overall evaluation about faculty performance in class about methodology, motivation techniques, usefulness of materials, mastery of topics, and development of activities carried out by faculty in a course. The academic survey is conducted at the end of the course. The average score obtained by the faculty in the academic survey has a range from 1 to 10 and is classified into 4 categories: <6.5 (fail), ≥6.5 <7.5 (fair), ≥7.5 <8.5 (good), ≥8.5 <10 (excellent). Weight: 30%
Program Director (Peer evaluation)	Program/Area Report ● Coordination meetings: participation ● Materials and syllabus: design and register ● Evaluations: design, relevance, and punctuality in the submission ● Other merits: professional background and prestige, collaboration with the program, external training. Weight: 30%
Educational Quality Department	Annual Internal Training ● Compliance with the training hours established in the year. Weight: 10%
Academic Records	Regulations Compliance ● Class attendance and make-up ● Punctuality ● Submission of grades ● Class representative election ● Recording of student attendance Weight: 20%
Faculty	Faculty Self-Assessment ● Faculty members' perception of their professional, personal, and teaching competencies Weight: 10%

The results are reviewed by the program director so that specific and comprehensive improvement actions are developed with faculty who obtained a "Fail" rating. It also helps to determine areas where faculty development can provide additional training.

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.

Program Response: As of August 2021, Arch. John B. Hertz was appointed Architect Licensing Advisor (ALA) of the School of Architecture. His CV is attached in Appendix 5.4[119]. He was also registered as ALA in the NCARB, as shown in Appendix 5.5[120].

[119] Appendix 5.4: CV - John Hertz (ALA)
[120] Appendix 5.5: NCARB registration email of UPC-ALA

Since his appointment as Architect Licensing Advisor, Arch. Hertz has participated in the on-line training sessions offered by NAAB and NCARB, has taken part in the Licensing Advisors Community Hour, subscribes to the Licensing Advisor Digest, and reads current and new NCARB and NAAB publications related to accreditation and his role as Advisor.

Each semester he provides an outreach program for all students in the program and provides continuous online consultations. As well, as an active practitioner with multiple state licenses and NCARB Accreditation, he is familiar with available professional opportunities.

The School of Architecture, in collaboration with its ALA, has instituted a mandatory advisory session held each term for students enrolled in Workshop X - Thesis Workshop (AR304). These session focus on a thorough examination of the Licensing Requirements in the United States, NAAB criteria; NCARB AXP; NCAEB SON; NCARB Pass Rates; Continuous Education.

Also, all faculty members involved in teaching Workshop VIII - Architecture and the City (AR301), at the onset of each academic term, attend mandatory training sessions on United States regulations in architecture. These sessions are coordinated by Arch. John Hertz (ALA), enabling faculty members to acquire in-depth knowledge on the subject.

The topics covered in these training sessions are detailed in Table 5.9 below:

Table 5.9 Schedule of the Faculty Training Workshop

Week / Term	Topics
1	AXP, IBC, IEEC, ADA, Zoning, IBC Ch. 1-3
2	IBC Ch. 4-5, Studio Project
3	IBC Ch. 6-7
4	IBC Ch. 8-10
5	IECC
6	IECC
8	ADA

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

Program Response: At UPC, we take staff and faculty development seriously, and we can confidently provide evidence of our commitment to professional growth:

- Learning Management Regulations: UPC's Learning Management regulation (GHU-GDP-P-19) [121], applies to both staff and faculty. It stablishes the framework for internal and external training opportunities, aiming at their professional development in alignment with the institution's and program's objectives. This regulation is overseen by the Organizational Development department.

- Internal Training Opportunities: UPC and the School of Architecture provide a wide range of internal training opportunities for our staff and faculty. These options encompass conferences, workshops, access to academic offerings from UPC's Graduate School, continuous education courses, specialized programs, and master's degrees. In addition, to enhance professional growth, staff and faculty have the opportunity to apply for scholarships ranging from 20% to 75% and benefit from flexible payment choices. This

[121] Appendix 5.6: UPC's Learning Management regulation (GHU-GDP-P-19)

underscores our commitment to nurturing continuous learning and development among our esteemed staff and faculty.

- External Training Opportunities: it includes seminars, workshops, and courses conducted outside of UPC. All external training must have been requested in the previous year before budget execution, providing justification for its relevance and/or importance in accordance with the strategy and objectives of the program, as well as the institution.

To ensure faculty development directly contributes to program improvement, all faculty members in the Architecture Bachelor program are required to complete a minimum of 20 hours of pedagogical and/or professional training annually.

As of the 2023 academic year, some of the professional training registered by the architecture faculty are the following:

- Specialization in Geographic Information Systems and Spatial Analysis with ArcGIS
- Human Resource Management for People Managers.
- Bioclimatic Architecture and Sustainable Territorial Design.
- Risks in Construction, Auditing, and Safety.
- Autodesk Instructor Training E-Course.
- Program in Peruvian History and Art - 10th Edition.
- Revit Architecture 2023.
- Project Management Office, Collaborative Contracts, and Building Information Modeling (BIM).
- Green Infrastructure Planning.
- Conscious Business Coaching Plus.
- Proper Use of Electrical Installations.
- Installation of an Earthing System.
- Specialization in Drawing and Painting.
- 2nd International Congress of Andean Architecture.
- The UIA World Congress of Architects
- AI 3.0: Advances and Applications of Artificial Intelligence in the 21st Century.
- Sustainable and Smart Cities 2030.
- Design Thinking.
- 2nd Webinar "Sustainable and Smart Cities by 2030."
- Vertical Gardens.
- Green Roofs.

This required training significantly influences the quality of teaching and learning within the program. Its effectiveness is assessed through two key mechanisms:

- Academic Survey: At the conclusion of each course, students are asked to provide feedback through an academic survey. This feedback helps assess the impact of faculty development on the teaching and learning process. Results for the 2022-1 term were 8.84, the 2022-2 term were 8.87, the 2023-1 term were 8.94, and for the 2023-2 term were 8.98 out of a maximum score of 10.

- 360° Faculty Evaluation: an annual evaluation that measures the comprehensive performance of faculty in five dimensions: academic student evaluation, Program Director’s report, internal training, compliance with regulations, and faculty self-evaluation. This holistic understanding of each faculty member's performance allows us to assess their contributions to the program's educational experience and its improvement. The architecture faculty results in 2021 were 9.21 and in 2022 were 9.26, out of a maximum score of 10.

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.

Program Response: UPC students are provided with the following support services:

Weekly identification of students at Academic Risk: The Office of Retention has weekly reports that identify students at academic risk (i.e., second, third time failing a course). This information is shared with the program's faculty and support area leaders (i.e., risk counseling, psycho-pedagogical counseling, tutors, faculty advisors, etc.) to implement an intervention plan oriented to support students to successfully complete their studies, overcoming the "at-risk" condition.

The academic advisors identify students' risk level based on the following criteria: results of their first term, students who were at academic risk in the previous term, and those who request academic advisory sessions.

Within the first three weeks of the term, academic advisors initiate contact with potentially at-risk or already at-risk students to establish a plan or follow an existing one.

During pedagogical advisory sessions, advisors and students collaboratively set two to five personal and academic goals for the term and establish a weekly calendar to track the plan´s implementation.

Academic Advisory Sessions: The sessions aim to provide students with the necessary support to adjust to university life. Depending on each student's needs, academic advisors may refer them to one or more support services such as:

- Risk Counseling. The goal of this program is to guide and advise students at academic risk, to assess their academic situation and make decisions to overcome such situations. Therefore, the academic risk advisor provides students with the guidelines for a self-diagnosis of the reasons for being at academic risk and offers strategies to improve their performance.

- Psychological Counseling. This service involves dynamic and confidential dialogue and interaction with psychologists. They aim to provide undergraduate students with socio-emotional support for overall well-being.

- Personal Development Workshop. This workshop provides a group space for developing socio-emotional competencies, including emotional intelligence, social skills, teamwork strategies, assertive conflict resolution, emotional management, and family and couple conflict. Developing these competencies contributes to the students' overall well-being, and personal and professional development.

- University Coaching for Incoming Students coming to Lima from other cities or abroad. This program strengthens personal resources needed for students to make the most of UPC's Educational Model. It assists in adjusting to the university environment and the lifestyle of the city of Lima. Junior or senior students from the same program, known as student coaches, provide advice and guidance during the adjustment process. The program also facilitates students' participation in a supportive network with peers who share similar characteristics.

- Study and Learning Strategies Workshop. These workshops offer study and learning strategies based on students' identified needs. This includes interviews and psychological tests on study habits and learning styles.

- Language Tutoring: Academic advisory sessions provided by the University to reinforce classroom learning. These sessions are supervised by a team of faculty members with specialized training in different areas of the Language courses: Remedial Language, Language Comprehension and Production I, Language Comprehension and Production II and Communication.

- Language Seminars: Seminars allow students to review and reinforce their knowledge on topics taught in the undergraduate language courses. Seminar attendance is free, and schedules are posted in each section of the Virtual Classroom.

- Science Tutoring: Tutoring complements the theoretical and practical classes, focusing on cognitive aspects related to the learning outcomes. It addresses doubts on science course topics such as statistics, physics, mathematics, and chemistry. Tutoring can be individual or in groups of up to 3 students.

Architecture Support Workshops - "Senda": The Architecture Bachelor program faculty has developed this initiative available to all students of the architecture workshops at all levels (one workshop per level) with the primary goal of this initiative is to enable students to strength their skills through the integration of diverse learning outcomes, aligning with the specific level of each architecture workshop. Enhancing their proficiency in the development of architectural projects.

Students are prompted to engage in inquiries that extend beyond the formal facets of architectural design, encompassing both normative and functional dimensions. Furthermore, they are encouraged to critically examine additional factors such as sustainability, context, and technology, among others. This comprehensive approach fosters a proactive exploration of varied solutions, thereby enriching the depth and breadth of their project experience.

Job Placement Support Service. The Career Services office plays a strategic role as a facilitator between the labor market and UPC students and alumni. It is responsible for the administration and management of UPC's job fair, the University's online employability platform, which provides access to different companies and institutions that wish to contact UPC students and alumni. In this case, they must submit offers to be evaluated by the department in order to validate their integrity, after which they are uploaded onto UPC's platform for student and alumni to access them, as the case may be.

In terms of internal role and consistency with regard to its responsibility as a facilitator of the labor market, the Career Services department provides guidance to UPC students in their search for internships and support to alumni in the tough and competitive process of job placement in the labor market.

5.5 Social Equity, Diversity, and Inclusion

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

Program Response: In response to the NAAB accreditation condition 5.5, the Architecture Bachelor program at UPC reaffirms its commitment to diversity and inclusion among its faculty, staff, and students, aligning closely with our university's core values and policies.

- Academic Freedom Policy (Link)
- UPC Diversity and Non-Discrimination Policy (Link)
- UPC's Regulations for prevention and intervention in harassment cases (link)

The University is committed to maintaining and promoting diversity among its students, faculty members and administrative staff, through procedures and/or mechanisms to prevent, investigate,

sanction, and eradicate all forms of discrimination, harassment, bullying or any type of inappropriate behavior among its academic community, which affect the normal development of academic and administrative activities, as well as the dignity and morale of individuals.

UPC has always fostered diversity and is committed to creating an environment free from any type of harassment or bullying based on race, diversity of thought, nationality, gender identity, socioeconomic status, sexual orientation, religion, age, disability, marital status, refugee status, asylum seeker status, pregnancy, maternity, or any other personal characteristic.

In Peru, due to its racial and cultural diversity, asking about a person's race, ethnicity, religion, or sexual orientation is considered inappropriate and could imply the intent to discriminate based on that information. Therefore, public, or private organizations in any sector do not require or publish this information of their members.

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response: Equity, diversity, and inclusion are an integral of the Architecture Bachelor program, which is made up of talented and diverse students, faculty, and staff.

The program's staff represents a diverse and inclusive community, embracing a mix of backgrounds, professional journeys, and experiences across all roles—from our Dean to our technical assistants, this diversity extends beyond gender, with a distribution of 33% female and 67% male members. Each one of them contributes distinct perspectives from their roles, all driven by a shared commitment to the program's quality and students' success adding genuine value and impact to the program.

The program faculty members are 54% male and 46% female, and as of the 2023-2 term 45% of these professors teaching in the program held a foreign professional degree enhancing our faculty educational background diversity which is aligned within the program mission that aims to provide its students a global vision.

Our diverse student population, comprising 4,882 enrolled students as of the 2023-2 term, is analyzed from five perspectives:

Gender diversity: 65% were female and 35% male. In analyzing the gender distribution within our program, an interesting trend emerges. While previous generations represented by our faculty may have had a higher proportion of male architects, the current student body demonstrates a notable shift towards increased female enrollment; for perspective, in 2018, our program's gender distribution was 61.86% female and 38.14% male. This suggests a shift where more women are expressing interest and pursuing a career in this discipline. This observation reflects a changing dynamic within the architecture profession, and our commitment to providing equal educational opportunities for students of all genders remains steadfast.

Geographical diversity: Being aware of the geographical diversity within Peru, our students are distributed across three major regions. The Coastal region hosts the majority of our students, accounting for 85% of the total, while the Highlands region accommodates 12% of our students. The remaining 3% belong to the Rainforest region.

Although the individual percentages may appear modest, when considered collectively, they underscore a commitment to embracing Peru's geographical diversity. They collectively represent a diverse cross-section of students from various geographical backgrounds within Peru. Although the Coastal region is predominant, it is essential to emphasize that the main

coastal cities, from which our students come, serve as hubs for permanent migration from other regions.
This geographic diversity enriches our program with a range of perspectives, experiences, and cultural insights, fostering a dynamic and inclusive learning environment that aligns with our commitment to equity, diversity, and inclusion.

Diverse economic backgrounds: To address the diverse economic backgrounds of our students, the university has a category structure designed to cater to their individual financial situations. This structure encompasses five categories, ranging from the U category (lowest) to the Q category (highest). Currently, our student distribution among these categories stands at 86.2% in the U category, 9.4% in the T category, 2.8% in the S category, 1.1% in the R category, and 0.4% in the Q category.

In Peru, government-sponsored scholarships and financial aid programs for education are limited. Nevertheless, our program actively supports PRONABEC, a government-sponsored scholarship initiative that assists students from economically disadvantaged backgrounds in pursuing university degrees, including our Bachelor in Architecture program.

As of 2023, we are proud to have 168 PRONABEC students, predominantly aged between 17-27 years old, and 44% are first-generation.

PRONABEC students are provided with a tailored support program to ensure their academic success and well-being throughout their academic journey. By the end of 2023-2, our program has achieved a remarkable retention rate of 98% among PRONABEC students, and their feedback on the support program indicates its positive impact on personal and academic growth.

Students with disabilities: To foster an inclusive and equitable environment for all students, including those with disabilities, our Architecture program at UPC is committed to supporting their needs. We adhere to the UPC's Accessibility for Students with Disabilities Policy (link)) and the "Diversity and Inclusion Program" (PADI). This program offers academic and socio-emotional support, ensuring the comprehensive well-being and inclusion in the university system for students with disabilities. Currently, we have 9 students with disabilities as of the 2023-2 term.

High-Performance Student-Athletes: The group of accomplished athletes is composed of students with high sporting performance who are part of national teams in various sports or university teams representing us in national and international high-level competitions, such as the Panamerican Games.

These students receive specialized academic support, assessment recovery opportunities, partial scholarships, and preferential enrollment and schedule selection. These measures are part of our commitment to equity and inclusion, ensuring that these athletes can balance their training and competition schedules with their academic pursuit. Currently, we have 13 high-performance student-athletes as of the 2023-2 term.

Having this diversity in our academic community in every one of its levels is part of a respectful, inclusive and diverse learning environment, free from discrimination or any type of harassment due to race, diversity of thought, nationality, gender identity, socioeconomic status, sexual orientation, religion, age, disability, marital status, refugee status, asylum seeker status, pregnancy, maternity or any other personal characteristic as it has been established in UPC's Diversity and Non-Discrimination Policy (link) and the Regulations for prevention and intervention in harassment cases (link).

Selecting students and hiring faculty members and administrative staff, including their recognition and any benefit or obligation hereunder, resource distribution must be carried out without any bias based on the aforementioned.

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.

Program Response: We emphasize the continuous pursuit of excellence in our faculty and staff. It is crucial to highlight that, both at UPC and in Peru, information regarding race or other characteristics is not requested, as these do not describe the person or their qualities. Moreover, they could be misused as tools for discrimination. The sole legal exception applies to individuals with disabilities upon their presentation of the registration resolution from the National Registry of Persons with Disabilities.

To maintain diversity among our faculty and staff, the initiative implemented is to create a welcoming environment that attracts individuals from diverse backgrounds. To that end the following best practices are in place:

- The Recruitment and Selection (LP-P-RRHH-0013) process establishes that the methodology employed by the Talent Acquisition department is competency-based interviewing, which allows for the objective identification of candidates who meet the requirements of the position for which they are applying. This tool helps mitigate risks and biases, as candidates are selected based on their performance.

- Mental Health Policy (SICA-PYL-49), issued in December 2023, addresses the importance of health as a requirement for a state of complete physical, mental, and social well-being implementing strategies for the promotion of mental health throughout the university community.

  Within this framework, the Well-being Committee is established, comprised of the Student Life Department, the Psychology bachelor program, and the Educational Quality Department. This committee ensures the effective coordination, planning, organization, and monitoring of mental health activities.

- SANAMENTE, an initiative for diversity, inclusion, and equity that implements a psychological support and counseling tool called SanaMente, which offers a comprehensive approach to addressing various emotional and psychological challenges that individuals may face. Support is offered to collaborators through the following methods:

  24-hour Helpline (emergencies): Aiding in situations such as panic attacks, suicidal thoughts, loss of family members, and other emergency situations, available 24 hours a day, 365 days a year.

  Psychological sessions: Virtual assistance is available by appointment, with each session lasting up to 45 minutes.

In comparing the program's faculty and staff demographics with those of the program's students, an intriguing trend is observed in the gender distribution. While past faculty generations may have had a higher proportion of male architects, the current student body showcases a significant shift toward increased female enrollment. This shift signals a potential evolution in the field of architecture, with a growing number of women expressing interest and pursuing careers in the

discipline. This observation underscores the changing dynamic within the architecture profession, reinforcing our unwavering commitment to providing equal educational opportunities for students of all genders.

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.

Program Response: To maintain our diversity the program will continue with its commitment with these good practices such as the Academic Advisory Sessions, which aim to provide students, with the necessary support to adjust to university life.

Depending on each student's needs, academic advisors may refer them to one or more support services, such as:

- Risk Counseling. The goal of this program is to guide and advise students at academic risk, to assess their academic situation and make decisions to overcome such situations. Therefore, the academic risk advisor provides students with the guidelines for a self-diagnosis of the reasons for being at academic risk and offers strategies to improve their performance.

- Psychological Counseling. This service involves dynamic and confidential dialogue and interaction with psychologists. They aim to provide undergraduate students with socio-emotional support for overall well-being.

- Personal Development Workshop. This workshop provides a group space for developing socio-emotional competencies, including emotional intelligence, social skills, teamwork strategies, assertive conflict resolution, emotional management, and family and couple conflict. Developing these competencies contributes to the students' overall well-being, and personal and professional development.

- University Coaching for Incoming Students Coming to Lima from Other Cities or Abroad. This program strengthens personal resources needed for students to make the most of UPC's Educational Model. It assists in adjusting to the university environment and the lifestyle of the city of Lima. Junior or senior students from the same program, known as student coaches, provide advice and guidance during the adjustment process. The program also facilitates students' participation in a supportive network with peers who share similar characteristics.

- Study and Learning Strategies Workshop. These workshops offer study and learning strategies based on students' identified needs. This includes interviews and psychological tests on study habits and learning styles.

To measure the effectiveness of our efforts in fostering a diverse, inclusive, and equitable environment for our students, we rely on several key indicators. These statistics collectively underscore our proactive approach to creating an environment that welcomes students from diverse backgrounds, demographics, and regions, ensuring equal opportunities for all.

Our Architecture program maintains robust communication channels with students, ensuring timely responses to inquiries and prioritizing overall student satisfaction with their comprehensive education. Notably, the 2023 Career Survey highlights our program's success, with an average score of 7.34 for effective communication, 7.27 for prompt responses from the program director, and a notable 7.76 for overall satisfaction with the program's holistic education. Furthermore, our

program has been recognized by the students as one of the top architecture programs in the country.

The Architecture Bachelor program has an 87% retention rate, reflecting our commitment to student success. For first-generation students, the retention rate stands at 82%, indicative of our dedication to supporting students from diverse backgrounds. Notably, our PRONABEC students, who benefit from a government-sponsored scholarship program, exhibit an outstanding retention rate of 98%. Their positive feedback on the support program underscores its meaningful impact on both personal and academic growth.

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.

Program Response: As established in UPC´s Diversity and Non-Discrimination Policy (Link) and the Academic freedom Policy (Link), hiring of professors and administrative staff, the recognition of the foregoing groups, and the establishment of any benefit or obligation shall be carried out without any form of bias with regard to the aforementioned characteristics.

The Recruitment and Selection (LP-P-RRHH-0013)[122] process aims to attract human talent in accordance with the requirements of the user areas. The goal is to efficiently fill administrative and teaching positions in a timely manner.

This process mandates that candidates who apply undergo an assessment through competency-based interviews, enabling the objective identification of those who align with the profile of the position for which they are applying.

For teaching positions, the recruitment process also involves conducting a model class aligned with the program's curriculum. This class is assessed using a rubric by a representative from the program and a representative from the Educational Quality Directorate of PUC.

This meticulous process serves to mitigate risks and biases, as candidates are evaluated based on their performance in these assessments.

UPC, committed to diversity and inclusion of its students, faculty and staff, has an Accessibility for Students with Disabilities Policy, the PADI program, and the Health Plan for Employees with disabilities at UPC. Norms and program that are described in 5.5.5 below.

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.

Program Response: The university has implemented the Mental Health Program Procedure for Employees (SICA-SEG-P-25)[123], focusing on promoting mental health and outlining procedures for care and self-care within the UPC workforce. Additionally, there is a Health Plan for Employees with Disabilities (SICA-SEG-P-21)[124], which establishes guidelines for inclusive work integration, ensuring equal opportunities for individuals with disabilities. The plan also prioritizes the health of employees who may be particularly sensitive to risks associated with their work, incorporating

[122] Appendix 5.7: Recruitment and Selection (LP-P-RRHH-0013)
[123] Appendix 5.8: Mental Health Program Procedure for Employees (SICA-SEG-P-25)
[124] Appendix 5.9: Health Plan for Employees with Disabilities (SICA-SEG-P-21)

hazard identification, risk assessments, and recommendations for necessary prevention and protection measures.

An initiative for diversity, inclusion, and equity includes the implementation of a psychological support and counseling tool called SanaMente, which offers a comprehensive approach to addressing various emotional and psychological challenges that individuals may face. Support is offered to collaborators through the following methods:

24-hour Helpline (emergencies): Aiding in situations such as panic attacks, suicidal thoughts, loss of family members, and other emergency situations, available 24 hours a day, 365 days a year.

Psychological sessions: Virtual assistance is available by appointment, with each session lasting up to 45 minutes.

Figure 5.3 presents SanaMente: Psychological support and counseling tool.

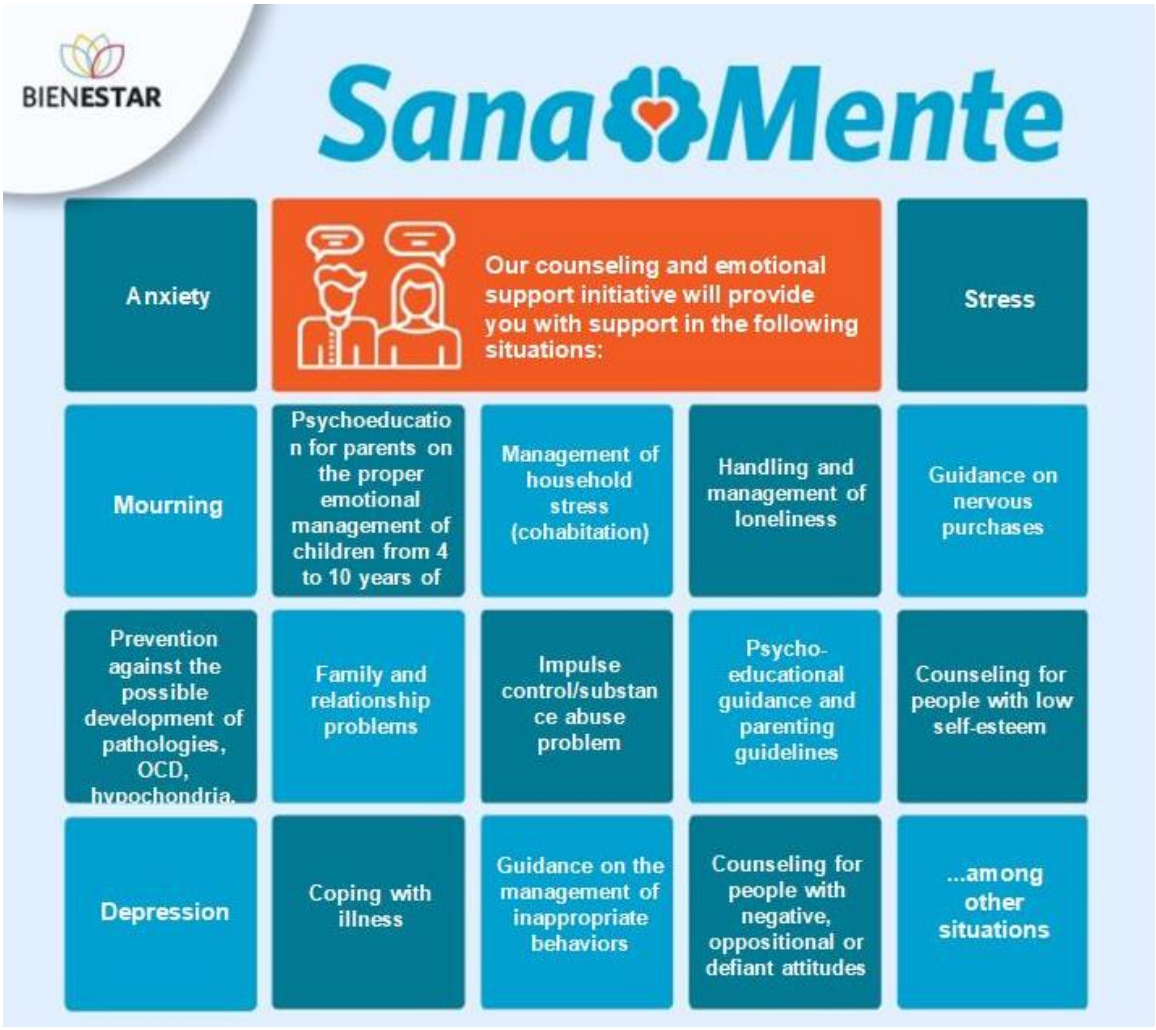


Figure 5.3 SanaMente, psychological support and counseling tool.

Also UPC has in place an Accessibility for Students with Disabilities Policy (link) that aims to ensure equal opportunities for students and the "Diversity and Inclusion Program" (PADI), which provides attention and counseling in the academic and socio-emotional level to ensure the comprehensive welfare and inclusion in the university system of students with some type of disability.

At the beginning of the term, the Program Director is informed of the list of students with disabilities in order to implement the corresponding accessibility measures in favor of these students, the coordinators of the academic areas are informed as well as faculty members, who have the support of specialists of the Educational Quality area to carry out the training they may require in order to provide adequate support to these students.

Also, opportunities available to students for academic and advising counseling are as follows:

- Academic Advisory Sessions: The sessions aim to provide students, especially students at academic risk, with the necessary support to adjust to university life. UPC has set up a team of full-time faculty/academic advisors, and each program has its own academic advisor to work with students upon request.

  The academic advisors identify students' risk level based on the following criteria: the initial target test (taken by incoming students), results of their first term, students who were at academic risk in the previous term, and those who request academic advisory sessions.

  Within the first three weeks of the term, academic advisors initiate contact with potentially at-risk or already at-risk students to establish a plan or follow an existing one.

  During pedagogical advisory sessions, advisors and students collaboratively set two to five personal and academic goals for the term and establish a weekly calendar to track the plan´s implementation.

  Depending on each student's needs, academic advisors may refer them to one or more support services, also available to students in general, such as:

  - Risk Counseling. The goal of this program is to guide and advise students at academic risk, to assess their academic situation and make decisions to overcome such situations. Therefore, the academic risk advisor provides students with the guidelines for a self-diagnosis of the reasons for being at academic risk and offers strategies to improve their performance.

  - Psychological Counseling. This service involves dynamic and confidential dialogue and interaction with psychologists. They aim to provide undergraduate students with socio-emotional support for overall well-being.

  - Personal Development Workshop. This workshop provides a group space for developing socio-emotional competencies, including emotional intelligence, social skills, teamwork strategies, assertive conflict resolution, emotional management, and family and couple conflict. Developing these competencies contributes to the students' overall well-being, and personal and professional development.

  - University Coaching for Incoming Students Coming to Lima from Other Cities or Abroad. This program strengthens personal resources needed for students to make the most of UPC's Educational Model. It assists in adjusting to the university environment and the lifestyle of the city of Lima. Junior or senior students from the same program, known as student coaches, provide advice and guidance during the adjustment process. The program also facilitates students' participation in a supportive network with peers who share similar characteristics.

  - Study and Learning Strategies Workshop. These workshops offer study and learning strategies based on students' identified needs. This includes interviews and psychological tests on study habits and learning styles.

5.6 Physical Resources

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.

Program Response: Program Response: The Bachelor in Architecture program is delivered in three of the four UPC campuses:

- Monterrico campus, in the District of Santiago de Surco link
- Villa site, in the District of Chorrillos link
- San Miguel site, in the District of San Miguel link

The program's academic activities and its teaching and learning culture are fostered uniformly across all campuses, each equipped with specialized spaces dedicated to architectural design, construction, and mockups for both students and faculty. Additionally, UPC facilities provide shared services for all programs, including a Library System, Faculty Lounge, meeting and study spaces, sports and entertainment facilities, and cafeterias.

To address this requirement demonstrating the program adequate space for both current students and the anticipated growth of the program, Figure 5.4 UPC's presents a report on the current and projected occupancy of the spaces required for the Bachelor in Architecture program per campus and term.

Figure 5.4 presents the Bachelor in Architecture program current and projected occupancy per campus.

CAMPUS / TERM	202401 proyected	202402 proyected	202501 proyected	202402 proyected	202601 proyected	202602 proyected
MONTERRICO	2494	2268	2397	2189	2360	2166
SAN MIGUEL	1993	1846	1973	1806	1959	1781
VILLA	723	644	675	594	641	570

SPACE per campus	Term 2024-1 (proyected)			Term 2024-2 (proyected)			Term 2025-1 (proyected)			Term 2025-2 (proyected)			Term 2026-1 (proyected)			Term 2026-2 (proyected)		
	Monterrico	San Miguel	Villa	Monterrico	San Miguel	Villa	Monterrico	San Miguel	Villa	Monterrico	San Miguel	Villa	Monterrico	San Miguel	Villa	Monterrico	San Miguel	Villa
AULA MAGNA	4%	31%	2%	4%	38%	2%	2%	33%	2%	4%	38%	2%	2%	32%	2%	4%	38%	2%
	96%	69%	98%	96%	62%	98%	98%	67%	98%	96%	62%	98%	98%	68%	98%	96%	62%	98%
ARCHICTECTURE COMPUTER LAB	75%	48%	13%	73%	44%	13%	81%	44%	13%	90%	57%	18%	68%	35%	13%	73%	48%	13%
	25%	52%	87%	27%	56%	87%	19%	56%	87%	10%	43%	82%	32%	65%	87%	27%	52%	87%
PHYSICS LAB	75%	52%	32%	76%	57%	35%	74%	47%	34%	79%	57%	35%	71%	48%	35%	79%	56%	35%
	25%	48%	68%	24%	43%	65%	26%	53%	66%	21%	43%	65%	29%	52%	65%	21%	44%	65%
ARCHITECTURE WORKSHOPS	64%	96%	41%	58%	63%	36%	62%	68%	39%	56%	62%	33%	60%	66%	35%	55%	61%	33%
	36%	4%	59%	42%	37%	64%	38%	32%	61%	44%	38%	67%	40%	34%	65%	45%	39%	67%
CLASSROOMS	66%	69%	70%	62%	65%	67%	69%	71%	72%	65%	67%	69%	71%	73%	74%	67%	68%	71%
	34%	31%	30%	38%	35%	33%	31%	29%	28%	35%	33%	31%	29%	27%	26%	33%	32%	29%
ARCHITECTURE CONSTRUCTION	75%	69%	25%	69%	63%	19%	69%	63%	19%	81%	81%	25%	75%	75%	25%	69%	69%	19%
	25%	31%	75%	31%	38%	81%	31%	38%	81%	19%	19%	75%	25%	25%	75%	31%	31%	81%

Figure 5.4 Bachelor in Architecture program current and projected occupancy per campus.

Moreover, to offer further insight into the studio-based learning experience, campus life, and the program's connection with its environment, the Bachelor in Architecture program benefits from dedicated facilities across each campus. In addition to the shared spaces available on each campus, the program enjoys two distinct practice areas, an equipment warehouse, and a field material warehouse. The program's significance extends to the surroundings, enhancing students' access to a multitude of resources and services, as illustrated in the maps submitted in Appendix 5.10[125] Campus surrounding services. These maps, collaboratively developed by architecture

[125] Appendix 5.10: Campus surrounding services.

faculty and students serve as evidence to the program's integration within its broader educational ecosystem.

Further detail on the spaces offered by the program for the development of its academic activities are as follows:

- **Classrooms:** modern and suitable spaces equipped with a board, an Apple TV, a projector, wireless Internet access and all the necessary resources for the good delivery of the class. The spaces comply with the infrastructure and equipment conditions required for the teaching and learning, and the research processes.

- **Computer Labs**: include Dell Precision T1600 computers, an EPSON multimedia projector, a Makerbot 3D digital printer, an HP plotter, an HP scanner, a screen, speakers, a cisco commuter, a DELL P2011H 20 monitor and a white board. Table 5.10 shows the area and capacity of each lab at campus.

Table 5.10 Computer labs - area and capacity

Monterrico			San Miguel			Villa		
Computer Lab	**m2**	**Capacity**	**Computer Lab**	**m2**	**Capacity**	**Computer Lab**	**m2**	**Capacity**
F23	68.02	15	SB506	58.9	20	VH204	51	20

- **Workshop Classroom (AT):** For practical courses of design and drawing, these spaces offer work tables appropriate for these tasks. It also has a board, a computer, an Apple TV, a projector, wireless Internet access and all the necessary resources for the appropriate development of class sessions. Monterrico Campus has 20 ATs, San Miguel 11 ATs and Villa 8 ATs, as detailed in Table 5.11 below.

Table 5.11 Workshop Classroom - Areas and capacity

Monterrico			San Miguel			Villa		
Workshop Classroom ARQ	**m2**	**Capacity**	**Workshop Classroom ARQ**	**m2**	**Capacity**	**Workshop Classroom ARQ**	**m2**	**Capacity**
F15	63.48	30	SB303	84.8	30	VA309	77.25	30
F16	63.48	30	SB304	79.39	28	VA310	78.33	30
F19	72.80	30	SB701	70.51	30	VG015	95.06	30
F25	63.48	30	SB702	73.95	26	VG115	95.06	30
F26	61.99	30	SB710	70.28	26	VH210	80.18	30
F28	66.87	30	SB807	90.3	30	VH211	80.3	30
F31	64.35	30	SB808	93.4	30	VH311	80.35	30
F33	68.58	30	SB809	94.3	30	VH312	80.48	30
F34	68.53	30	SC311	73.43	30	VH313	76.81	30
F37	67.45	30	C-412	73.31	30	-	-	-
F43	62.05	30	SC513	73.31	30	-	-	-
F44	67.38	30	SC604	86.39	30	-	-	-
F45	67.24	30	SC612	73.45	30	-	-	-
F47	64.62	30	SC804	87.55	30	-	-	-

Monterrico			San Miguel			Villa		
F48	69.03	30	SC803	73.06	30	-	-	-
F55	68.31	30	-	-	-	-	-	-
F56	67.92	30	-	-	-	-	-	-
F58	60.18	30	-	-	-	-	-	-
F59	65.79	30	-	-	-	-	-	-
G53	74.64	30	-	-	-	-	-	-
Total	1,328.17			1197.43			743.82	

- **Construction shop labs:** Students are provided with equipped facilities and support personnel they need to learn how to execute work through practice using different materials. These shops, in addition to being work areas, offer warehouses and wash areas, and offices for faculty. They are equipped with work tables and electrical and sanitary systems necessary for the assignments. See table 5.12.

Table 5.12: Workshop Classroom - Areas and capacity

		MO		SM		VI	
		M2	**%**	**M2**	**%**	**M2**	**%**
Roofed area	Critique room	23.00	4.3	28.00	5.9	28.00	5.4
	Materials and tools warehouse	20.00	3.8	20.00	4.2	14.00	2.7
Open area	Practice Area 1 (slab with awning)	109.00	20.6	163.00	34.5	90.00	17.3
	Practice Area 2 (plot of land)	282.00	53.3	200.00	42.3	305.00	58.5
	Equipment Warehouse	6.50	1.2	6.50	1.4	6.00	1.2
	Field material warehouse	89.00	16.8	55.00	11.6	78.00	15.0
	TOTAL	**529.50**	100.0	**472.50**	100.0	**521.00**	100.0

- **Mockup shop:** Area where students can work on their projects outside class hours. These spaces offer large work tables for students to work on their individual or group assignments. This area is useful for temporary work of the School's students since most of them live in Lima with their families. See table 5.13.

Table 5.13 Mockup Shop - Areas and capacity

	Monterrico			San Miguel			Villa		
	Room code	**m2**	**Capacity**	**Room code**	**m2**	**Capacity**	**Room code**	**m2**	**Capacity**
Work area for students	N/A	147.6	32	N/A	89	36	N/A	268.3	88
Assistant's office	N/A	13.91	2	N/A	49.5	2	N/A	45.5	12
Warehouse	N/A	22.12	3						

Also, each UPC campuses have an auditorium and conference rooms. Table 5.14.

Table 5.14: Auditoriums and Aula Magna - capacity and area.

	Monterrico			San Miguel			Villa		
	Room code	m2	Capacity	Room code	m2	Capacity	Room code	m2	Capacity
Auditorium	A-EBR	156.48	140	N.A.	323.33	325	AUDITORIUM	162	186
Aula Magna 1	UAM-1	146.7	103	N.A.	138.81	120	VAM01	122	124
Aula Magna 2	UAM-2	146.7	103	-	-	-	-	-	-

All campuses have also available spaces for the program faculty to work on their activities:

- Digital Education Resources Room (RED Room). Every library of the four UPC campuses has a Digital Education Resources Room for the exclusive use of UPC's faculty. This room is equipped with computers, a printer and a scanner, as well as a space for group work. Faculty members receive guidance in terms of searching physical and digital contents, as well as guidance on how to prepare class materials and other digital education resources.

- Faculty Lounge. It provides a place to work, read and rest to the UPC's faculty at the four university campuses. Our faculty can find here a service counter, worktables, computers, lockers, meeting room, etc.

- Meeting Rooms. These are spaces where the faculty can work individually or in groups and hold meetings with students.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response: In regard to information resources to support the program pedagogical activities, UPC is aimed at providing students the best learning experience, including digital component, both for the interaction between students and faculty and for the development of learning outcomes.

Since its creation, UPC considered that technology was an important component that must go along with the students' education process to enhance it. The Digital and Online Learning Department (DADO, in Spanish) was created in 2016 to support the strategic dimension of Digital University at UPC to deepen the development of strategies and use of technologies to enhance student learning. New student generations are digital natives, willing to take advantage of all the resources available to them.

DADO's mission is to transform teaching and learning experiences by integrating technologies to complement the development of institutional and program learning outcomes. In terms of vision, it seeks to be a world reference in the design and implementation of innovative digital teaching and learning experiences. For further information see appendix 5.11[126]

The information resources available at UPC are the following:

- **Blackboard Virtual Classroom (BVC):** offers the face-to-face classroom in a synchronous way. BVC offers several benefits such as allowing the professor to use a white board, as well as sharing slides, documents, and the computer screen. Likewise, students can participate

[126] Appendix 5.11: Description of Digital and Online Learning Department's functions by area.

and interact in class through the chat system or by directly using the microphone. Interaction within students is similar as in a face-to-face environment. Thus, all digital learning takes place in the Blackboard Virtual Classroom, where students have synchronous and asynchronous activities all designed to achieve each course objectives.

- **Socrates:** online platform where students can check academic information, such as academic status, history of grades and schedules, and manage different academic procedures, etc.

- **Mi UPC:** online platform that allows students and tutors to have access to information on schedules, courses, academic terms, grades and reservations in a faster way.

- **Office 365:** communication and productivity platform available to all students, faculty and staff at the University, which allows them to communicate "any time at any place" and using any kind of device: electronic mail, chat, audio and video conference. All the community can be connected using this platform; additionally, they provide productivity tools and encourage collaborative work.

- **UPC Virtual labs:** this online platform provides students software applications to be used in the courses they are enrolled from any Internet connection outside the UPC network.

- **UPC Remote labs:** this service makes available to students SW applications of the labs at the campuses: Suite Adobe, Sibelius, Matlab, Sabre and Audaces. Students can access them from outside the UPC facilities.

- **Technological Support**: UPC provides technical support service for IT solutions to all students, faculty members and administrative staff. This technical support service is called IT Service. The queries managed by IT Service are related to: Socrates intranet, Mi UPC student portal, Blackboard Virtual Classroom, virtual labs, web contact, office 365 email, mobile apps, etc.

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.

Program Response: N.A.

5.7 Financial Resources

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.

Program Response: UPC is a financially-sound institution whose main source of income is the undergraduate and graduate teaching fees. Its financial results are publicly shared in the Transparency section of UPC web site (Link). The Accounting Department prepares the financial statements annually based on the Generally Accepted Accounting Principles (GAAP), which are then audited by PricewaterhouseCoopers (PwC).

UPC financial management aims at assuring the availability of the financial resources required for the sustainability, development and continuous improvement of its programs. To this end, the University annually prepares the budget and planning process.

The process starts in September of each year, when the program academic director prepares a proposal of the budget required for the following year, by considering the suggestions and needs identified in the meetings held with the Advisory Committee, faculty, administrative staff, and others. This helps identify requirements for operational purposes and new program projects, considering strategic initiatives and goals defined in the Strategic Plan.

The program deans and academic directors present and support their budget requirements for the following year before the Rector and Finance Department who, upon approval of the proposal, assign the required resources.

Within this framework, the Architecture Program conducts the annual budget planning process to guarantee the correct coverage of its needs, such as material procurement for the development of courses, payment to faculty providing thesis advisory to students, national and international events and academic activities, and social responsibility activities.

It also considers coverage of construction workshops, which are allocated with a budget that allows to carry out each project.

Regarding the faculty payroll, this budget and payments are managed by the Human Resources Department. And regarding research financial resources, UPC Research Department oversees the institutional budget for research development at the University. Furthermore, this Department provides support and advice to the program's faculty and students and/or graduate students who apply for external grant fund.

Since the Architecture program is delivered in three of the UPC´s campuses, Monterrico, Villa and San Miguel, the School of Architecture allocates a percentage of its annual Budget to each campus considering the projection of students' enrollment per campus. The budget distribution is as shown in table 5.15.

Table 5.15. School of Architecture's annual budget distribution per campus 2019 -2023
One of the categories with more significant expenses in the Architecture Program is the purchase

String s/n PER	Campus	Annual % allocated				
		2019	2020	2021	2022	2023
0300-110010-30	Monterrico	51%	54.60%	48.10%	34.73%	30.03%
0310-110010-30	Villa	24%	21.94%	23.90%	22.60%	20.43%
0320-110010-30	San Miguel	25%	23.46%	28.00%	25.48%	23.94%
9000-110010-30	Corporate[127]	N.A	N.A	N.A	17.19%	25.60%
	TOTAL	100%	100.00%	100.00%	100.00%	100.00%

of materials and tools for practice sessions of the Construction Workshops at the three campuses, Monterrico, Villa and San Miguel.

Scholarship and Credit Services

UPC has a complete scholarship program that offers partial or full financing alternatives to help students to pay for their studies, including outstanding and low-income students, after evaluation of each particular case. Through UPC website -Scholarships, Credits and Collections section- (Link), information is disseminated about scholarship services, credits and reclassifications. Appendix 5.12[128] presents this information in English.

- **Scholarship Program:** The types of scholarships that UPC offers to its students are below:
  - Honors Scholarship
  - Laureate Academic Excellence Scholarship
  - Laureate Sports Scholarship - UPC Outstanding Athletes
  - Socioeconomic Scholarship
  - Scholarship under Law No. 23585 (applicable to students with family economic needs due to loss or permanent disability of the parent or legal tutor).

[127] Note: ACSA membership and other accreditation expenses.

[128] Appendix 5.12: UPC Scholarships and Discounts

- **Reclassification Program:** Additionally, UPC offers the option for the reclassification of the payment scale for students, upon socioeconomic evaluation of each case. The types of available reclassifications are as follows:
  - Socioeconomic Reclassification
  - Regular reclassification (that is, to place students in payment scales according to their economic situation)
  - Reclassification based on Sibling or Parent

- **PRONABEC:** The Public Scholarship Program (PRONABEC) offers educational credit as a personal loan to Peruvian students and professionals in order to finance their Undergraduate and Graduate Studies, partially or totally, in the country or abroad, at an accessible rate of 4 % per year. PRONABEC education credit is applicable to all programs and as of the beginning of studies. For further information see appendix 5.13[129]

5.8 Information Resources

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.

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.

Program Response: The Architecture Program uses the UPC's Library System according to the needs of students and faculty. This system is managed through an update and continuous improvement program.

The UPC's Knowledge Management Department (KMD) belongs to the Vice-Rectorate for Academic Affairs and Research (VRAI) and is responsible for managing the academic knowledge of the university community, having as mission: "To involve UPC's university community in the process of knowledge generation, its systematic registration and access, dissemination and use of such knowledge".

The KMD is responsible for:

- The Library System, that consists of the functional areas of Teaching and Learning Resources, Services User Experience, and Academic Program Librarians, as well as the Libraries. Through this system, the KMD manages the collections and services that support the academic and research process of students, faculty and graduates.

  The mission of the UPC's Library System is: *"to provide services, resources and experiences that enhance student learning and success, inspire creative expression, enable the generation of new knowledge, and facilitate informed dialog"*.

- The Academic Production Support area is responsible for the administration of the Academic Repository, the Journal Portal, and the document similarity review process leading to the attainment of a degree or title.

- UPC's Publishing House seeks to publish the knowledge generated by UPC's academic community through different formats.

- The functional unit of Platform Support and Digital Resources.

[129] Appendix 5.13: PRONABEC Scholarships Programs

Since its creation in September 1994, the UPC's Library was conceived as a Resource Center for Learning and Research (RCLR), a space not only for acquiring knowledge, but also for creating knowledge. It was the first Peruvian university library to provide direct access to its books through the open-shelf system and the self-service book loan method. In addition, in 2007, it was the first Peruvian library to participate as a member in a global collaboration initiative among libraries, called OCLC (Online Computing Library Center), based in Dublin, Ohio (USA). Since March 2010, it is also the first university library in the country to provide a tablet loan service for students and faculty.

About iPad loans, since 2020, due to the sanitary emergency, the loan term for iPads was extended, from one day to the whole term and at home for students and faculty that do not have a device for virtual classes. Additionally, for the return of these devices, counters were set at the gate of the Monterrico, Villa and San Miguel sites, so that students from any of the campuses can come to return them.

Currently, the UPC Library has a matrix structure, with a corporate team and libraries at the different campuses. The corporate team is made up of the functional units of Teaching and Learning Resources, and Service User Experience. This team also supports the development of the Information Literacy learning outcome for faculty and students, as well as the design and implementation of knowledge generation activities for the university community. The libraries provide access to the learning support infrastructure (cubicles, reading rooms, computers, iPads, among others) and to the collection of physical books and special materials that complement the extensive digital collection of books and journals subscribed by the UPC Library.

The library system has a robust digital ecosystem that allows it to be at the technological forefront in terms of library management. Thus, it has a state-of-the-art, cloud-based integrated library management system (ALMA©), through which the printed, electronic and digital materials of the UPC are managed. It also has an online catalog (link) (PRIMO©), which provides centralized and personalized access to all physical, electronic and digital resources at all locations, with information about the availability of physical resources (including the possibility to request these resources for loan at the user's chosen location) and instant online access to electronic and digital resources.

Additionally, it has the LibGuides© platform which is an easy-to-use content management system implemented at thousands of libraries around the world. This is the way how the UPC's library system manages the Library Portal, the access to databases and the creation of thematic guides on different topics to support the teaching and learning process. Through the thematic guides, available as of 2021, a fine selection of books, journals, scientific papers, etc. are made available to the university community.

For the Architecture Program, five thematic guides have been prepared about sustainable design (link), architectural design (link), topography (link), urban planning (link), and construction (link). Table 5.16 summarizes the use of thematic guides in the Architecture Program between March and December 2021.

Table 5.16 Use of thematic guides in Architecture Program 2023

Thematic Guide	Architectural Design	Topography	Sustainable design	Urban planning	Construction
January	1,353	194	1,453	82	1,868
February	658	334	664	674	597
March	170	260	66	54	706
April	254	397	147	122	1,172
May	193	470	77	134	5,947
June	312	363	85	158	905

Thematic Guide	Architectural Design	Topography	Sustainable design	Urban planning	Construction
July	121	286	39	74	713
August	450	241	78	88	895
September	353	356	93	103	949
October	259	332	73	78	681
November	240	410	43	74	603
December	140	255	13	59	346

Source: LibApps Libguides Platform – DGC.

Materials collection available at UPC Library for the Architecture Program can be categorized in[130]:

- Physical Resources: There are 5157 titles (unduplicated book count) in total for the Architecture Program, and their availability for students and faculty per campus is shown in table 5.17.

Table 5.17 Physical resources per campus 2023

Items	Monterrico Library	San Isidro Library	San Miguel Library	Villa Library
Titles	4,781	531	756	1,247
Copies	8,292	1,108	1,552	2,224

- Digital resources: Within the digital collections available through the Library Catalog (link), there are electronic books (5229 - unduplicated e-book count) and electronic journals (836).
- Databases: There are 75 academic and research support databases (50 purchased and 25 of open access), for students of Architecture.

Table 5.18. Number of databases 2023

Memberships			Open Access	
Databases	Electronic journals	Reference manager	Databases	Electronic journals
30	18	2	18	7
	50			**25**

With regard to the demand of teaching and learning resources, the UPC Library is supported by a new proxy system to collect more detailed statistical data. The high frequency of use of electronic resources is evident in general terms as presented in tables 5.19 and 5.20.

[130] Appendix 5.14: Physical and Digital Resources – Architecture Program

Table 5.19 Use of databases per type of user 2023 (March-July) - Architecture Program

Architecture Program	Downloads			Accesses		
	Number of downloads	Number of users	Per capita*	Number of accesses	Number of users	Per capita*
Faculty	742	47	16	792	55	14
Undergraduate students	12,534	1,069	12	14,894	1,393	11
General Total	**13,276**	**1,116**	**12**	**15,686**	**1,448**	**11**

Source: Statistical System - Elogim, March - July 2023.

Table 5.20 Use of databases per type of user 2023 (August-December) - Architecture Program

Architecture Program	Downloads			Accesses		
	Number of downloads	Number of users	Per capita*	Number of accesses	Number of users	Per capita*
Faculty	12,121	48	23	715	62	12
Undergraduate students	12,853	1,204	11	17,234	1,495	12
General Total	**13,974**	**1,252**	**11**	**17,949**	**1,557**	**12**

Source: Statistical System - Elogim, March - July 2023.

Regarding the dissemination of the theses completed in the study program and for students and faculty to have consultation tools available for their academic education and research support, UPC has an academic repository (link), which is a virtual space to gather, store, preserve and disseminate intellectual, academic, scientific and cultural production at UPC, resulting from their teaching and learning activities, research and social outreach.

The UPC Academic Repository has a policy (SICA-PYL-11)[131] that establishes guidelines for collection management. Among these, scientific articles, theses, research projects, books, congresses, conferences, posters, among others, stand out.

The UPC Academic Repository complies with all regulations, so the publication of any content in the UPC Academic Repository is in Open Access under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license. The publication of content in the UPC Academic Repository is done with the express authorization of the author or the person assuming the collective representation of its co-authors.

The content published in the UPC Academic Repository is harvested by ALICIA (Free Access to Scientific Information), Digital National Repository of Science, Technology and Innovation managed by Consejo Nacional de Ciencia y Tecnología (National Council for Science and Technology) (CONCYTEC). It is also registered in the Confederation of Open Access Repositories (COAR).

In addition, UPC's Library System offers the following services:

[131] Appendix 5.15: UPC Academic Repository Policy (SICA-PYL-11)

- Online Information Management Workshops (Link): UPC's Library System offers six workshops comprising all four dimensions of the institutional learning outcome of Information Literacy. The workshops are aimed at students and faculty members of UPC's undergraduate and graduate programs.

- Webinars (Link), Knowing My Library Program (Link), and other events: UPC's Library System has developed webinars, the Knowing My Library Program, and other events (both face-to-face and online) to promote and disseminate the use of e-resources, a topic related to the strengthening of the institutional learning outcome of Information Literacy, or a specific topic of interest for a program. Students and faculty members can review the monthly agenda at the following (Link).

- e-Bibliography (Link): e-Bibliography can be accessed through the Virtual Classroom (Blackboard), where students and faculty members can access the basic bibliography: books, journals, papers, newspapers, theses, and other e-resources.

- Research Resources Portal (Link): Platform that allows organizing the data of the Library's e-resources and making them available to the faculty members and students of UPC's programs.

- Document Digitization Service (Link): This service allows digitizing book chapters and papers that are available in UPC's physical collection and cannot be accessed online or in digital format. The service seeks to improve the research process by providing support to the development of any research work or thesis developed by students and faculty members. The service can be accessed for academic purposes only in accordance with Peruvian law.

- Digitization and audio conversion: UPC also offers OCR (Optical Character Recognition) digitization service, which allows converting scanned images into editable text format, and conversion to audio format to facilitate access to books for users with visual disabilities.

- Digital interlibrary loan: Since 2022, the UPC Library has transformed the concept of interlibrary loan through the implementation of Digital Interlibrary Loan (DILL), where the UPC university community can directly request through the Online Catalog and reserve journal articles and book chapters from over 600 university libraries worldwide, for academic and research purposes. To access this service, students only need to submit their request through the online catalog (link), selecting the document they wish to consult, which will be sent to them within a maximum period of 24 hours (link).

In relation to continuous improvement, the UPC Library receives feedback through satisfaction surveys every term. In 2020, surveys related to each digital service started immediately and both evaluations are available in parallel currently.

The UPC Library reaches a satisfaction level of 87% and 86% for 2023-1 and 2023-2 terms, respectively. In the monthly survey, the Library reaches a satisfaction level average of 93.1% during 2023.

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.

Program Response: The Architecture program has a librarian assigned by the Knowledge Management Department. The librarian assigned to the Architecture program provides support to the teaching and learning process, and has the following functions and activities:

- Advisory service and academic support
- Liaison role in the evaluation of teaching and learning resources

- Liaison role in updating the basic bibliography of the courses
- Liaison role in the action plan for the Information Literacy learning outcome
- Liaison role in the acquisition of information resources

Once a year, the director of the academic program, together with the librarian assigned to the program, reviews the applications and approves the acquisition of documents (books, videos, learning kits, both digital and physical formats) according to the priorities of each program.

For the bibliography requests, faculty place them directly in the Request Form for the purchase of bibliography (link), this form is completed with the data of the books requested. The Architecture Program's librarian receives all the requests, gathers and reviews them and then send them to the academic director, who approves the purchase.

For the case of requests of new databases, the program's faculty contact the librarian assigned to the Architecture Program and ask him/her for the resource purchase. The librarian sends the request to the Teaching and Learning Resources Department, and it will contact the supplier to evaluate the purchase in coordination with the librarians team, faculty and other DGC departments.

Additionally, specialized advisory was delivered virtually upon request of users through a web form. Currently, advisory sessions are automatically scheduled from the Library Portal (link). This service consists of 40-minute virtual sessions given by the librarians team using Microsoft Teams.

Likewise, LibAnswer© has been implemented, a system for online assistance using BiblioChat (link) and frequently asked questions (link) with specific answers for self-assistance to students and faculty.

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.

All appendices referenced in this section are available for review via the following link: Section 6 - Public Information

6.1 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, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response: https://pregrado.upc.edu.pe/en/facultad-de-arquitectura/acreditacion/

6.2 Access to NAAB Conditions and Procedures

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)

Program Response: https://pregrado.upc.edu.pe/en/facultad-de-arquitectura/acreditacion/

6.3 Access to Career Development Information

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.

Program Response: UPC´s Career Services Office has an active role seeking, enriching, and challenging internship opportunities and labor offerings as a facilitator between the labor market and our undergraduate and graduate students.

This department is responsible for managing the UPC's Placement Opportunities Platform which provides access to different companies and institutions that seek to contact our students. Prior to releasing any offerings, they are reviewed as part of the quality control measures.

This department also provides advice to our students on searching pre-professional internships and supports our graduate students in the difficult and competitive process of placement in the labor market. It provides individual counseling for CV creation and jobs interviews, employability workshops and general concerns.

For the student handbook 2023, (Chapter 2) see Appendix 6.1[132]
For UPC's Placement Opportunities Platform see link: https://bolsadetrabajo.upc.edu.pe/

[132] Appendix 6.1: UPC's Student Handbook 2023, (Chapter 2 - Student Services) pg.90

6.4 Public Access to Accreditation Reports and Related Documents

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

Program Response: See link: https://pregrado.upc.edu.pe/en/facultad-de-arquitectura/acreditacion/
For the following documents:

- The most recent decision letter from the NAAB
- The Architecture Program Report submitted for the last visit
- The program's optional response to the Visiting Team Report
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

Statements and/or policies on learning and teaching culture, policies on diversity, equity, and inclusion. See the following links:

- Quality Policy (Link)
- UPC's Educational Model (Link)
- Academic Freedom Policy (Link)
- UPC Diversity and Non-Discrimination Policy (Link)
- UPC's Regulations for prevention and intervention in harassment cases (link)

Not applicable:

- All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- All NAAB responses to any Plan to Correct Annual Reports since the last team visit
- Plan to Correct (if applicable)
- NCARB ARE pass rates

6.5 Admissions and Advising

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

Program Response: The complete admission process information can be found in the University web site, in the following links:

- **Admission policy**: https://sica.upc.edu.pe/en/categoria/planning-and-improvement/sica-pyl-08-undergraduate-admission-policy

- **Application forms and instructions:**
  https://www.upc.edu.pe/en/admision/?utm_source=Organico&utm_medium=flotante-admision
  https://www.upc.edu.pe/en/admision/modalidades-de-ingreso-upc/#general
  https://pregrado.upc.edu.pe/en/facultad-de-arquitectura/carrera-de-arquitectura/aptitude-test/

- **Scholarships and financing:** (for applicants)
  https://www.upc.edu.pe/en/admision/?utm_source=Organico&utm_medium=flotante-admision
  Further information is provided through UPC website -Scholarships, Credits and Collections section- (Link), the link is available in Spanish and Appendix 6.2[133] presents this information in English.

Not applicable:
- Forms and a description of the process for evaluating the content of a non-accredited degrees
- Explanation of how student diversity goals affect admission procedures. (N.A. For further information see Section 5.5)

6.6 Student Financial Information

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

Program Response: The university provides students and the public in general all the information on tuitions, financial aids, scholarships and funding in its institutional website through the following links:

Scholarships and financing: (for applicants)
- https://www.upc.edu.pe/en/admision/?utm_source=Organico&utm_medium=flotante-admision
- https://www.upc.edu.pe/en/admision/becas-y-financiamiento/becas-internas-postulantes/
- https://www.upc.edu.pe/servicios/becas-creditos-y-cobranzas/ the link is available in Spanish and Appendix 6.2[134] presents this information in English.

Tuition and fees are posted in the university website in the following link:
https://www.upc.edu.pe/transparencia-upc/pensiones-y-tarifas/pensiones-pregrado/

[133] Appendix 6.2: UPC Scholarships and Discounts
[134] Appendix 6.2: UPC Scholarships and Discounts

The Student Handbook, handed out to all of our students in each enrollment process and posted online for free access and consultation at any time, offers detailed information regarding Tuition and fees, Scholarships and financing. Appendix 6.1[135].

Explora UPC: It is a self-service system that candidates and students can access to address doubts, queries, and obtain information about processes and procedures at UPC. As an example, the following link: https://explora.upc.edu.pe/becas/conoce-todos-los-tipos-de-becas-que-tenemos-disponibles-para-ti provides information on scholarships, and its translation into English is presented in Appendix 6.3[136].

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.

Program Response: The Architecture Bachelor program is committed to ensuring students have clear and complete information about expenses. To achieve this, the following information is part of the Student Handbook, a public resource accessible to students and the public in general (link).[137]

Undergraduate tuition fees for the academic term

CATEGORY	TUITION
Q	4,179
R	3,483
S	2,960
T	2,551
U	2,022

Notes:

1. The mandatory bibliography is digitized and linked in the Virtual Classroom for the students.
https://biblioteca.upc.edu.pe/portal/presentacion

2. According to UPC's Study Regulations the System technical requirements are:
CPU (processor) 4.1 GHz or higher.
RAM 8 GB or higher.
Operating System Windows 10 or higher / MacOS 10 or higher.

3. Educational licenses for Autodesk suites are obtained with UPC user, free of charge.
https://labvirtual.upc.edu.pe/vpn/index.html

Estimated expenses for the academic term

Incoming student		
Lodging options for 2024	Living with relatives	Living in an apartment off campus
Lodging and utilities	Not applicable	Between S./ 1800 and S./ 3500
Food	Not applicable	Between S./ 960 and S./ 1250
Digitalized books [1]	Not applicable	
Course materials, supplies	Between S./ 1900 and S./ 2500	Between S./ 1900 and S./ 2500
Transportation	Between S./ 600 and S./ 900	Between S./ 200 and S./ 500

Regular terms		
Lodging options for 2024	Living with relatives	Living in an apartment off campus
Lodging and utilities	Not applicable	Between S./ 1800 and S./ 3500
Food	Not applicable	Between S./ 960 and S./ 1250
Digitalized books [1]	Not applicable	
Course materials, supplies	Between S./ 850 and S./ 1500	
Equipment [2]	Minimum S. /2500	
Software [3]	Not applicable	
Transportation	Between S./ 600 and S./ 900	Between S./ 200 and S./ 500

All amounts are expressed in Peruvian Soles.

[135] Appendix 6.1: UPC's Student Handbook 2023, (Chapter 2 -Student Services) pg.106
[136] Appendix 6.3: Explora UPC: Scholarships (website translation)
[137] Appendix 6.1: UPC's Student Handbook 2023, (Chapter 4 -School of Architecture) pg.163

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