A. INTRODUCTION TO THE PROGRAM

A.1. History and Description of the Institution

In 1884, Los Angeles was a rapidly growing city with a population of approximately 11,000. New business enterprises were being established and community leaders looked forward to expansion and growth. Woodbury College was established by educator and entrepreneur F.C. Woodbury, to service the needs of this growing business community. The historic link between Woodbury and the world of business has been maintained throughout the years.

In 1926, Woodbury was chartered by the State of California as a Collegiate Educational Institution of higher learning to confer both graduate and undergraduate degrees. In 1938, the Division of Professional Arts was established to focus on three fields of design that are closely allied to business. With the addition of interior design, fashion design, and graphic design majors, Woodbury became a college of business administration and design.

Woodbury College was accredited by the Western Association of Schools and Colleges (WASC) in 1961. In 1969 the school changed its charter with the addition of a graduate program leading to a Master of Business Administration (MBA). In 1972, Woodbury College became a non-profit institution of higher learning. In 1974, Woodbury College became Woodbury University. Computer Information Systems was added as a major in 1982. In 1984 the University added a major in Architecture, which has become its largest single program today. That program received NAAB accreditation in 1994. Also in 1994, three new Arts and Sciences majors were added: Psychology and Management, Politics and History, and Liberal Arts and Business.

In 1998, in a joint effort with Mesa Community College, Woodbury opened an additional campus in San Diego to provide access to an accredited architecture program. Also in 1998, the major in Interior Design was changed to a major in Interior Architecture, and the University changed from a quarter system to a semester system. In the year 2000, the University added majors in Communications and Animation Arts, followed by an E-Commerce major in 2001.

Since 1996, the federal government has defined Woodbury University as a Hispanic Serving Institution, and in 2001, Woodbury University received a $2.2 million Title V grant from the federal government to fund several important projects. These include a complete renovation of the institution’s management information system, funding for improvement in the teaching of basic skills and foundation courses, and support for faculty development and technology in the classrooms.

The University is currently organized into three schools: the School of Architecture and Design, which has departments of Animation Arts, Architecture, Fashion Design, Graphic Design, and Interior Architecture; the School of Business and Management, which has departments of Accounting, Business and Management, Computer Information Systems, and Marketing; and the School of Arts and Sciences, which has a department of Humanities and a department of Natural and Social Sciences and provides all university departments a full range of general education courses.

For the first 103 years, Woodbury was located in central Los Angeles. In 1937, new facilities at 1027 Wilshire Boulevard were occupied, and for 50 years that location served as the classroom and administrative building. In 1985, Woodbury acquired a 22.4 acre campus (the former home of one of the nation’s oldest convents) that straddles the border of Burbank and Los Angeles. New classroom and administration buildings were added in 1986 and the University moved in 1987. The North Hall residence hall was completed in 1990 and new architecture studios were
completed in 1996. In 2001 the University Board of Trustees approved a 10-year Master Plan for
campus development that includes a new Design Center, a new campus café, a new
amphitheater (all to be completed by fall 2001), a new architecture studio building, new classroom
buildings, an expansion to the library, a new faculty center, a new student services and fitness
center, and a new residence hall. Also in 2001 the San Diego Campus moved to a new larger
facility, centrally located in the city’s downtown business district.

Woodbury has a current graduate and undergraduate enrollment of 1,450 students with over 50% of
those in the five Architecture and Design majors and over 25% in the Department of
Architecture. The University, responding to its mission of professional education, now anticipates
growth to 2,000 students in the coming decade.

A.2. Institutional Mission
Woodbury University Strategic Plan 2000-2009, adopted September 2000

Woodbury University is committed to providing the highest level of professional education in its
undergraduate and graduate programs. Our goal is to prepare graduates who are articulate, ethical and innovative life-long learners.

Woodbury University has a vision to be a leading professional university, distinguished by its
graduates who are skilled in their chosen fields, well-grounded in liberal studies, effective facilitators of change and strong ethical leaders.

Woodbury University values a liberal arts-based, professional education that effectively prepares students for their careers. Woodbury University values being student-centered in all aspects of its operations, and it values empowering students to determine and manage their own destinies. Woodbury University values diversity, integrity, ethical behavior, and academic rigor.

A.3. Program History

Woodbury’s architecture major began in 1984 under the direction of Don Conway. Beginning with
ten students in modest facilities at the downtown location, the program expanded both facilities and
enrollment with the move to the Burbank campus and the acquisition of NAAB candidacy status.

With the appointment of Louis Naidorf as department chair in 1990, the program took further
important steps toward accreditation. Studio space was greatly enlarged and shop and review
space created. The library collection was expanded to satisfy NAAB criteria and additional full-time
faculty were appointed. The curriculum was strengthened, a study-abroad program in Paris was
introduced, and the computer capabilities were enhanced and integrated into the design process.

In 1994, Woodbury’s architecture program achieved NAAB accreditation. Louis Naidorf was
promoted to Dean of the School of Architecture and Design and Geraldine Forbes became the chair of the Department of Architecture. Under her direction, the program continued to grow in
enrollment and stature. The curriculum was refined, additional full-time faculty joined the program
and important connections were forged with UDEFAL and CLEA, the academic associations of
the faculty and students of Latin American schools of architecture. In 1996, additional architecture
studio space was added to accommodate the growing enrollment. After the 1997 NAAB visit, Woodbury’s accreditation was extended through 2002.

In 1997 the University decided to expand the architecture program to a campus located in San
Diego, in a joint effort with Mesa Community College. Geraldine Forbes was promoted to Assistant
Dean of Architecture and Design and director of the newly forming San Diego campus. Stan
Bertheaud assumed the position of interim chair and Jay Nickels was hired to fill the newly created
administrative position of assistant chair for the department. The architecture library holdings were
greatly increased for the new San Diego location. The department opened up the Hollywood
Community Design and Urban Research Center (CD+URC) on Hollywood Boulevard under the direction of Peter DiSabatino. The study-abroad program was expanded to include Barcelona and Paris, and a metal shop was constructed adjacent to the wood shop. Two new full-time faculty positions were added to the program in the 1997-98 academic year.

In fall of 1998, approximately 30 transfer students became the first to enroll in the third year of Woodbury's architecture program at its new San Diego campus on the former Point Loma Naval Air Station. The campus was outfitted with a new shop and computer lab, seminar rooms and studio space. After a team visit in the spring of 1998, Woodbury's NAAB accreditation was extended to include the San Diego branch of the department. Norman Millar became the chair of the Department of Architecture in the fall of 1999 and filled a newly added full-time faculty position. Under his direction, the full-time faculty further refined the curriculum and began to develop a new program mission and strategic plan. To more fully assure the successful implementation of the new curriculum, a full-time faculty member was assigned the responsibility to teach in and coordinate each of the ten studio semesters of the program. First year students were given dedicated studio space for the first time. Additional equipment was added to shops and computer labs at both locations and their hours of operation were greatly increased. A new three-year "green" lecture series funded by a grant from Toyota Motor Sales was instituted. The name of the Hollywood program was changed to the Center for Community Research and Design (CCRd), it was moved to an improved larger location, and Jeanine Centuori took over as director.

In 2000, after ten years building up Woodbury's Department of Architecture and School of Architecture and Design, Dean Louis Naidorf retired and Heather Kurze was appointed the new dean. Geraldine Forbes was promoted to Dean of the San Diego campus, and she was elected Secretary of the ACSA. San Diego space was increased by leasing a storefront for three sections of studio. Woodbury faculty and students began winning national, regional and local design awards at an increasing rate, and our graduates have entered leading graduate programs and professional offices. The department gained two new full-time faculty positions, which were assigned to the San Diego campus.

In 2001, after the graduation of San Diego's inaugural class of students, Geraldine Forbes took a leave of absence from the position as San Diego's program director. Jay Nickels was appointed San Diego's interim director and Victoria Liptak assumed the position of interim assistant chair of the department. During the summer of 2001, to accommodate increased enrollment and the associated space demand, the San Diego program was moved to a new, larger location in the central downtown business district. A search to permanently fill the position of director of the San Diego program was initiated in the summer of 2001, and is expected to be filled by the summer of 2002.

Architecture students now play an active role in national and international student organizations. Woodbury is the US representative institution of ELEA and hosted the international conference in Los Angeles in October 2000. The Woodbury branch of AIAS hosted a national conference in Los Angeles in December 2000.

Jeanine Centuori, director of the Hollywood Center (CCRd), and Paulette Singley, coordinator of history and theory, organized a new program called the Hollywood Urban Studies Collaborative. The program will be a joint effort between Woodbury University and other institutions such as Iowa State, which plans to send students and faculty from its College of Art and Design in spring 2002. Students in the program will take one or two 3-unit courses at Woodbury and a design studio with their own Iowa faculty at the Hollywood CCRD. The department sees this as an opportunity to further enhance the architectural education of its students through the exposure to students and faculty from sister institutions.

The department currently enjoys the position of being the largest department in the University. Its faculty are well known in academia and in the professional community of greater Los Angeles and San Diego.
A.4. Program Mission

Current Mission Statement
Revised, Spring 2000
University endorsement, Fall 2000

The department’s mission is to provide an excellent architectural education in an open, creative, and spirited environment that recognizes and promotes the potential of its students and faculty.

Specific Scholastic Identity

The Department of Architecture offers a five-year, nationally accredited, professional Bachelor of Architecture degree. Located on the Pacific Rim, the Southern California region and its megalopolis, stretching from Los Angeles through San Diego to Tijuana, present a vital and diverse context within which to examine architecture, urbanism, culture, and the natural environment.

The architecture program at Woodbury University combines architectural education with a comprehensive foundation of humanist scholarship preparing students intellectually to perform effectively and ethically in an ever-changing global society. The Architecture Department emphasizes, analyzes, and debates the role of the architect/citizen as cultural communicator and builder responsive to societal, cultural, and environmental challenges. We integrate into the design curriculum recent innovations in computer-aided design, multi-media, and sustainable technologies.

Students within the department are expected to master five areas of study pertinent to all architecture:
critical thinking -- the ability to build relationships and understand the impact of ideas based on research and analysis of multiple cultural and theoretical contexts;
design -- the inventive and reflective conception, development, and production of architecture;
building -- the technical aspects, systems, and materials and their role in the implementation of design;
representation -- the wide range of media used to communicate design ideas including writing, speaking, drawing, and model making;
professionalism -- the ability to manage, argue, and act legally, ethically, and critically in society and the environment.

With campuses located in Burbank-Los Angeles, Hollywood and San Diego, and a summer program in Barcelona and Paris, Woodbury University offers students a variety of urban experiences that enhance their architectural education.

A.5. Program Strategic Plan

The initial development of the Program Strategic Plan started in the Fall Semester 1999 at a series of full-time faculty meetings that were held on a weekly basis to rewrite the curriculum, update the program mission, and develop a strategic plan. Those regular faculty meetings continue on a monthly, or twice monthly basis as needed, and include full-time faculty from both locations. The final form of Program Strategic Plan was adopted by the architecture faculty(?), followed by the School of Architecture and Design(?), and the University Administration in the summer of 2001. It directly parallels the University’s Strategic Plan that was adopted a year earlier in 2000.

An eight-year timeline for implementation of the plan divided into four two academic year phases as follows:

|----------|-----------|-----------|----------|-----------|-----------|
Development and Alumni

1. The department will work with the University to cultivate long-term relationships with and financial support from its alumni and other constituencies. (Phase 3)
2. The department will work with the Dean to identify potential board members from architecture and design fields from both the Los Angeles and the San Diego/Tijuana areas, who can make major financial commitments to the University and improve the representation and advocacy of design on the University’s Board of Trustees. (Phase 2)
3. The department will work with the Dean and the Development Office to initiate a capital campaign for funding for a new two-story architecture studio/classroom building in Burbank-LA and improvements and modifications to its San Diego facilities. (Phase 2)

Enrollment and Enrollment Services

1. The department will take steps to increase total enrollment in the Bachelor of Architecture program to a maximum of 450 students, including 300 at Burbank-LA and 150 at San Diego. (Phase 4)
2. The department will work with the Admissions Department to find resources to increase the role of design studio faculty in recruitment of new students and representation at college fairs in Seattle, Boston, and Chicago. (Phase 2)
3. The department will work with the Admissions Department to develop new relationships and maintain those that it currently has with leading design high schools throughout the country. (Phases 1-2)
4. The department will work with the Admissions Department to continue to develop new articulation agreements and maintain those that it currently has with the leading community college architecture programs. (Phases 1-2)
5. The department will work with the Admissions Department to offer special scholarships to individuals from leading high school and community college design programs (Phases 1-2)

Facilities

1. The department will work with the Dean and the University to develop and implement a socially and environmentally responsible plan for durable, cost-effective facilities that enhance the department’s distinctive character, stay technologically current, and support the educational and administrative goals of its mission and strategic plan. (Phases 2-4)
2. The department will maintain studio workstations in good working order and build or purchase new workstations as required by increased enrollment and expanding programs. (Phase 1)
3. The department will take steps to ensure a higher level of security in the studios, encouraging students to bring their own computers to studio. (Phase 2)
4. The department will build adequate permanent archive space at all three locations. It will document student work at the end of each semester, and maintain a slide and digital library of this documentation. (Phase 2)
5. The department will develop expanded shop space at Burbank-LA to accommodate new equipment and increased student usage (Phase 2):
   - Increase indoor space to min. 2500 sf
   - Increase metal shop area to 700 sf
   - Add min. 300 sq.ft. outdoor work area
   - Add utility sink
   - Add 6 woodworking benches
   - Add 1 metalworking bench
   - Bench vises, 2 per bench
   - Drill press vises
   - Paint-spraying booth
6. The department will develop expanded shop space at San Diego to accommodate new equipment and increased student usage (Phase 2):
   - Increase indoor space to min. 1500 sf
   - Create metal shop min. 500 sf
   - Add min. 300 sf outdoor work area
   - Add utility sink
   - Add 4 woodworking benches
   - Add 1 metalworking bench
   - Bench vises, 2 per bench
   - Drill press vises
   - Paint-spraying booth

7. The department will work with the University to install new heating and air conditioning at its Hollywood location. (Phase 2)

8. The department will work with the Dean, the President and the Development Office to complete a new two-story building planned for the Burbank-LA campus, which will house dedicated studio space, new computer labs, archive space and a new lecture-review space, and will accommodate existing and future enrollment. (Phase 2)

9. The department will work with the President's office to build fixtures to display outstanding student work throughout its three locations. (Phase 2)

Governance and Administration

1. The department will develop and maintain a structure to facilitate rapid and responsible decision-making within a framework of collegial and participatory governance, which inclusively acknowledges the diverse contingents of its students, faculty and staff. (Phases 1-2)
2. The department will work with the Dean's office to advocate a more direct involvement for the Dean in responsible decision-making and prioritizing at the institutional level on issues related to budget, new and existing programs, development, on-going strategic planning, and hiring at top administrative levels. (Phase 2)
3. The department will hold monthly meetings of the department's full-time faculty and increase meetings to twice per month when necessary to discuss issues related to its mission and strategic planning. (Phase 1)
4. The department will have at least one all-faculty meeting per semester at both Burbank-LA and San Diego to discuss issues related to its mission and strategic planning. (Phase 2)
5. The department will have at least one all-school meeting per semester at each location with architecture students and faculty to discuss issues related to its mission and strategic planning. (Phase 1)
6. The department will institute an annual faculty retreat for all faculty from Burbank-LA and San Diego to discuss issues related to its mission and strategic planning. (Phase 2)
7. A monthly "summary of departmental issues" will be implemented and will be posted physically at all three program locations, and electronically on the internet to faculty and students. (Phase 2)

Human Resources

1. The department will attract and retain dedicated faculty, staff and administrators with the highest qualifications. (Phase 2)
2. The department and the Dean will work with the University to provide levels of compensation that are competitive with those offered by comparable architecture programs at local institutions and those elsewhere with which Woodbury aspires to be compared. (Phase 4)
3. The department and the Dean will work with the University to provide benefits to those members of the faculty and staff whose combined efforts for the department are comparable to or exceed those of full-time faculty members, and ensure that the benefits it provides are responsive to the needs of all of those who receive them. (Phase 2)
4. The department and the Dean will work with the University to provide adequate and
appropriate opportunities for training, development, scholarship and creative endeavors for faculty, staff and administration to maximize their current performance and enhance their future career potential. (Phase 3)

5. The department and the Dean will work with the University to develop an improved job classification system for faculty, staff and administration that fairly and consistently ranks positions based on the responsibility and qualifications required. (Phase 2)

6. The department and the Dean will work with the University to provide improved offices for its faculty, staff and administration that affirms their inherent worth and underscores the importance of teamwork, trust, open communication and, in some cases, privacy. (Phase 4)

7. The department and the Dean will work with the University to provide an improved balance between adjunct and full-time faculty, but will continue to employ adjunct faculty because their professional expertise enhances student learning. (Phase 2)

8. The department and the Dean will work with the University to develop funding resources to create special high-profile visiting faculty positions. (Phase 3)

Identity

1. The department will develop a Specific Scholastic Identity and project that identity to the rest of the University, and to the public at a regional, national, and global level. (Phase 2)

2. The department will work with the University to establish and maintain an improved marketing and communication plan that more effectively deals with the department's community relations, media relations, advertising and publications. (Phase 2)

3. The department will work with the University to develop a program web site located at the University web site that consistently and accurately presents itself, its attributes and accomplishments. (Phase 2)

Program Research and Development

1. The department and the Dean will work with the University to provide an appropriate level of resources to effectively support the new program research and development. (Phase 2)

2. The department and the Dean will implement processes for researching, analyzing, developing and prioritizing opportunities for new graduate programs in architecture, landscape architecture and landscape planning at San Diego. (Phase 3)

3. The department and the Dean will work with other departments to implement processes for researching, analyzing, developing and prioritizing opportunities for new graduate programs in architecture at Burbank-LA. (Phase 4)

Programs and Curriculum

1. The department will develop and coordinate a more integrated, issue-oriented curriculum, enhanced with growing lecture series, study abroad, exchange, community research, sustainable technologies and design-build programs. (Phases 1–4)

2. To accommodate those students who wish to have access to the curriculum on a more cost-effective, fast-track time schedule, the department will maintain more flexibility in architecture course sequencing and it will work with the University to maintain a full array of course offerings during summer semesters.

3. To accommodate those transfer students whose transfer equivalency falls one semester short of qualifying them for the third year of the program, the department will implement a transfer semester in San Diego and offer it each semester to encourage year-round enrollment.

4. The department will work with the University to improve the quality of academic support for its students, especially in the area of building and computer technology. (Phase 2)

5. The department will work with its faculty and the University to improve the quality of academic advising. (Phase 2)

6. The department and the Dean will work with the University to increase the support for teaching excellence, scholarship and on-going professional development.
Studio Policy

In any given studio section, every student is entitled to an equal amount of studio space and a learning and working environment that is conducive to receiving instruction, studying, and production. Students should foster a collegial and professional working environment at all times they are present in studio, whether or not a faculty member is present. This means not only displaying courteous comportment in respect to the gender, ethnicity, sexual orientation, and religion of other students but also responding to the restrictions that working in close quarters naturally implies. Thus, music or other possible acoustic distractions are not allowed during class time and headphones should be used when listening to music during non-studio hours.

Students should exercise appropriate caution and responsibility for their own safety and well being as well as that of their fellow students.

The use of power tools in the studio is not allowed.

Taking or using the belongings of others without their permission is not allowed.

Under no circumstances are students to consider the studio as their primary residence. Beds, clothing storage units, and other domestic furnishings are not allowed in studio. Cooking is not allowed in the studio.

Drinking alcohol and use of illegal substances are not allowed in studio.

Dividers, partitions within the studio are strongly discouraged, and should not in any case extend higher than 4 feet. No more than one computer storage cabinet per student is allowed to extend above 4 feet.

No overhead structures are allowed.

Minimum 3'-8" aisles MUST be maintained throughout the studio.

A minimum of 18" clear space must be maintained in front of all electrical panels.

Students are responsible for cleaning out their work spaces and removing all personal belongings by the last day of the final examination period of each semester. Anything left in studio spaces after that date will be disposed of by the University.
7. The department and the Dean will work with the University to attract and retain a sufficient number of highly qualified full-time faculty to effectively and holistically implement its curriculum. They will set a high priority on new faculty in the area of History/Theory, Building Technology and Computer Technology. (Phase 2)

8. The department and the Dean will work with the University to provide improved and increased library services, facilities and resources that more effectively support and promote excellence in research, teaching and learning among its students and faculty. (Phases 1-4)

**Student Affairs**

1. The department will make it a priority to prepare its students/citizens to reach their maximum potential in professional development, responsible vision and ethical leadership within the diverse and changing global environment. (Phase 1)

2. The department will work with the University’s division of Student Affairs assuming an active, strategic and tactical role in providing advocacy for the wellbeing of its students. (Phase 1)

3. The department and the Dean will work with the University to challenge, support, encourage and empower students in order that they assume leadership responsibilities within their communities. (Phase 3)

4. The department will develop and maintain a policy for studio etiquette to ensure a seamless living-learning environment that meets the educational and co-curricular needs of its students. (Phase 1)

5. The department will work with the University to support partnerships, programs and activities among University departments and with other educational institutions and community resources that will foster a sense of community, belonging and pride for its students. (Phase 2)

**Technology**

1. The department will work with the Dean’s office and the University to develop structures, processes and internal leadership to effectively direct, implement and manage levels of technology enhancement and innovation necessary to support high quality education. (Phase 1)

2. The department will work with the University to provide internet connection to lecture/seminar classrooms at all three locations for increased teaching flexibility. (Phase 2)

3. The department will provide additional internet connections to studios at all locations at a rate of two studios per year until all dedicated studio spaces have internet access. (Phases 2-4)

4. The department will work with the University to increase the number of PC stations in its computer labs at Burbank-LA and San Diego to 25, and to add a small lab with 5 stations to its Hollywood Location. (Phase 2)

5. The department will purchase the following wood and metal working equipment for its Burbank-LA location (Phase 2):

   - Wood-turning lathe with copying capacity
   - Plate/biscuit joiner
   - Replacement dado blade set
   - Air compressor, multi-tool capacity, enough pressure to run grinders, etc.
   - Compressed air hoses
   - Nozzles for hoses
   - Pneumatic brad nailer
   - Pneumatic angle grinder
   - High volume air filter
   - 16” bandsaw (Delta or equivalent)
   - Hammer drill
   - Second ___ chuck power drill with cord (Bosch or equiv.)
   - Second ___ or chuck cordless power drill, 12 volts or better (Panasonic or equiv.)
   - Second ___ sheet finishing sander (Porter Cable or equiv.)
   - Second portable belt sander (Porter Cable or equiv.)
   - Replacement 10” miter saw
   - Stationary horizontal belt sander
Hollow chisel mortiser
Combination brake/shear
Cutting torch
TIG welder (Miller or equiv.)
4 _" angle grinder

6. The department will purchase the following wood and metal working equipment for its San Diego location (Phase 2):
   10" 3 hp stationary tablesaw (Powermatic or Delta Unisaw) with side and outfeed tables
   Dado blade set
   Oscillating spindle sander (Powermatic or equiv.)
   Scroll saw (Delta or equivalent)
   Portable belt sander (Porter Cable or equiv.)
   High volume air filter
   Additional clamps
   Block planes
   Chisels
   Mallets
   Wood-turning lathe
   Plate/biscuit joiner
   Air compressor, multi-tool capacity, enough pressure to run grinders, etc.
   Compressed air hoses
   Nozzles for hoses
   Pneumatic brad nailer
   Pneumatic angle grinder
   16" bandsaw (Delta or equivalent)
   Second _" chuck power drill with cord (Bosch or equiv.)
   Second _" or chuck cordless power drill, 12 volts or better (Panasonic or equiv.)
   Second _ sheet finishing sander (Porter Cable or equiv.)
   Hollow chisel mortiser
   Hammer drill
   MIG welder (Lincoln 100 or 125 or equiv.)
   Welding masks, leathers, gloves
   12" metal cut-off saw (Milwaukee or equiv.)
   4 _" angle grinder (Bosch or equiv.)
   Metal-dedicated drill press
   Combination brake/shear
   Cutting torch

7. The department will purchase the following the following basic tools to aid model making at its Hollywood location (Phase 2):
   14" bandsaw
   16" scroll saw
   Combination 8" disk/1"belt sander
   14" standing drill press
   Dust collector

5. Architecture program strategic plan
   -- how we will achieve the objectives of our mission
   -- use plan to structure our self-assessment process

   a. our place within the institution
   b. our future development
   c. how we will measure the success of our strategic plan
   d. time line for execution of plan
B. Progress Since Previous Visit
1. Summary of responses to team findings from site visit 1996
   -- summarize annual ARs
   -- address conditions identified as not met and causes of concern
   -- address conditions well met
   -- address team comments

2. Summary of responses to NAAB conditions changes
   -- how our program has responded to revised & new NAAB conditions since 1996

C. Compliance with Conditions for Accreditation
1. Program Response to NAAB Perspectives
   1.1 Architecture education and the academic context (ACSA)
      -- benefits from and contributes to institutional context
      a. academic and professional standards for students and faculty
      b. interaction btwn arch & other Woodbury progs
      c. contributions of students, faculty, administrators to governance and intellectual/social
         life of Woodbury
      d. Woodbury contributions to arch prog – intellectual resources and personnel

   1.2 Arch educ and the students (AJAS)
      -- support & encouragement for students to assume leadership roles in school & later
      -- provide interpersonal milieu that embraces cultural differences
      a. how students participate in establishing their individual & collective learning agendas
      b. how we encourage students to cooperate with, assist, share decision-making with, &
         respect other students (“who may be different from themselves”)
      c. student access to critical info needed to shape their futures (?)
      d. student exposure to natl & internat context of practice & work of allied (design)
         disciplines
      e. how we nurture students’ diversity, distinctiveness, self-worth, & dignity
1.3 Arch educ and registration (NCARB)
   -- demonstrate that we provide students with a sound prep for transition to internship & licensure
     a. arch. prog.'s relationship with state reg. board
     b. student exposure to internship requiremets & continuing educ (beyond graduation)
     c. student understanding of responsibility for professional conduct
     d. proportion of alumni who have sought & received licensure since 1996 visit

1.4 Arch educ and the profession (AIA)
   -- demonstrate how we prepare students to practice & assume new roles w/in context of
     increasing cultural diversity, changing client & regulatory demands, & expanding knowledge base
     a. engage professional community in life of school
     b. gain awareness of need for lifelong learning (arch as practice)
     c. develop appreciation of diverse & collaborative roles architects play
     d. develop understanding of & respect for roles & responsibilities of assoc. disciplines
     e. learn to reconcile conflicts btwn architects' obligations to clients, public, & demands of
        creative enterprise
     f. acquire ethics for upholding integrity of profession

1.5 Architecture education and society (public)
   -- demonstrate that we equip students w/ informed understanding of social & environmental
     problems as well as develop their capacity to help address these probs w/ sound arch & urban
     design decisions
     a. gain an informed understanding of arch as social art, including complex processes
        carried out by multiple stakeholders who shape built environments
     b. emphasis on generating knowledge to mitigate social & environmental probs
     c. gain understanding of ethical implications of built environmental decisions
     d. how climate of civic engagement is nurtured, including commitment to professional &
        public service

2. Program Self-assessment
   -- degree to which we fulfill our mission & achieve our strategic plan
   -- progress toward achieving NAAB perspectives (C1)
   -- solicitation of faculty, student, alumni feedback on overall curriculum and learning context
     surveys
     focus groups
     a. describe our self-assessment process
     b. progress relative to each dimension of our mission statement
     c. progress relative to each dimension of our strategic plan
     d. faculty, student, alumni assessments of prog's overall curriculum & learning context (C1)
     e. program strengths and future directions
     f. additional pertinent information

3. Public Information
   -- we must provide clear, complete and accurate info to public by including in catalog & promo lit
     the exact language found in appendix A-2
     a. description of program as it appears in university authorized material (catalog, website, etc)
     b. evidence that everyone (fac & stud) gets the 1998 Guide to Student Performance Criteria

4. Social Equity
   a. criteria and procedures for achieving equity and diversity in faculty appt, re-appt, promotion
   b. criteria and procedures for achieving equity and diversity in student admissions, advancement,
      retention, graduation
   c. description of means by which faculty, students, staff are given access to formulation of
      policies and procedures, including curriculum review and program development
5. Human Resources
-- demonstrate that we provide adequate human resources for prof. degree program in architecture
-- sufficient faculty complement
-- admin head with adequate time for effective admin
-- admin & tech support staff
-- faculty support staff
-- effective tutorial exchange btwn faculty member and student (studio)
-- teaching load that enables faculty to pursue research, scholarship, practice
a. students: description of educational background, selectivity, retention, time to graduation rates since 1996 (last accred. sequence)
b. faculty: distribution of effort btwn teaching and other responsibilities, plus evidence of student evaluation of individual courses and faculty
c. administration: distribution of effort btwn admin & other responsibilities for each position
d. staff: distribution of effort btwn admin & other responsibilities for each position

6. Human Resources Development
-- clear policy outlining individual and collective opportunities for faculty and student growth within and outside the program
a. policy regarding human resource development opportunities
b. list of guest lecturers and visiting critics since 1996
c. list of public exhibitions since 1996
d. student support services: academic and personal advising, career guidance, eval of progress, internship placement
e. evidence of facilitation of student opportunities to participate in field trips and other off-campus activities
f. evidence of opportunities to participate in student professional societies, honors societies, other campus-wide activities
g. policies, procedures, criteria for appt, promotion, (tenure), and for accessing faculty development opportunities
h. facilitation of faculty research, scholarship, creative activities since 1996, including sabbaticals, unpaid leaves, opps for acquisition of new skills and knowledge, support of attendance at professional mgs
i. how faculty remain current in knowledge of changing demands of practice and licensure

7. Physical Resources
a. general description with labeled 8.5x11 plans indicating accessibility of physical plant
b. changes under construction, funded, proposed

8. Information Resources
-- library
-- other visual resources
a. type of library (collection w/in central library)
b. library self-assessment (A-3)
c. library statistics report (A-4)

9. Financial Resources
-- comparable to those made available to other relevant professional progs at Woodbury
a. program budget
   endowments
   scholarships
   development activities
b. comparative data, annual expenditures per student vs. other relevant Wdby professional progs
10. Administrative Structure
   -- part of institution accredited by WASC or whatever
   -- degree of autonomy comparable to other rel. Wdby prof. progs
   -- degree of autonomy sufficient to conform w/ NAAB conditions
      a. verification of Woodbury accreditation
      b. architecture's administrative structure, described and compared w/other rel. Wdby prof progs
      c. list of other programs offered in a multi-discipline unit

11. Professional Degrees and Curriculum
    -- general studies
    -- professional studies <= 60%
    -- electives
    a. specify that B.Arch is offered
    b. outline curriculum showing distribution of general, professional (w/prereqs), electives
    c. examples of minors or concentrations students may elect to pursue

12. Student Performance Criteria
    -- evidence that grads satisfy each criterion through required course work
    -- evidence that transfer credits are for comparable courses
    -- innovative methods for satisfying criteria, iff formal eval process for assessing student
      achievement and documented results
    a. overview of our curricular goals and content
    b. graphic matrix that cross-references courses w/perf. Criteria

D. Supplemental Information -- Appendices

1. Student Progress Evaluation
   a. procedure for evaluating transfer/advanced placement
   b. procedure for evaluating student progress
      institutional policies and standards -- eval, advancement, grad, remed
      program policies and standards -- eval, advancement, grad, remed

2. Course Descriptions
   -- one-page description per required and elective course in program
      overview
      learning obj
      course reqs
      prereqs
      dates offered
      faculty

3. Faculty Resumes

4. VTR from 1996

5. Annual Reports since 1996

6. Most Recent School Catalog