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 1951. 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 Training Center. The campus was outfitted with a new shop and computer lab, seminar rooms and studio space. After a team visit in the spring of 1999, 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 AIAA hosted a national conference in Los Angeles in December 2000.
Jeanine Centurini, 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 academe 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 is as follows:

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>1999-2000</th>
<th>Phase 3</th>
<th>2003-2004</th>
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<tr>
<td></td>
<td>2000-2001</td>
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<td>2004-2005</td>
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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 target of 650 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 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 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 work to 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. (Phase 1)
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. (Phase 2)
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. (Phase 3)
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 ½” chuck power drill with cord (Bosch or equiv.)
   - Second ½” or chuck cordless power drill, 12 volts or better (Panasonic or equiv.)
   - Second ¼ 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 ½” 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 ½" chuck power drill with cord (Bosch or equiv.)
Second ½" or chuck cordless power drill, 12 volts or better (Panasonic or equiv.)
Second ¼ 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 ¼" angle grinder (Bosch or equiv.)
Metal-dedicated drill press
Combination brake/shear
Cutting torch

7. The department will purchase 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
B. PROGRESS SINCE THE PREVIOUS SITE VISIT

1997 NAAB Accreditation Team Report

Team Comments

At a meeting with students, faculty and administration concluding the four-day NAAB team visit in March of 1997, the visiting team commented on Woodbury’s program. Team Chair, Lawrence Segrue acknowledged that there were certain constraints, but that flexibility and opportunity were being utilized to an extraordinary degree to generally make Woodbury’s program what an academic program should be. Christine Lampert referred to Woodbury as a non-traditional school whose commendable program was a wonderful blend of educators listening and practitioners talking. Spiros Anourgis commented on the good stewardship of Dean Naidorf and Chair Forbes, and the cohesive community with all parts interactive. Michael Semmen, the student team member, said he was grateful to see the atmosphere at Woodbury. He was impressed with the relationship between students and faculty, and called student work phenomenal. David Glasser called Woodbury’s program the most promising he’d seen, and called the program a model of what the Boyer report aims for.

Summary of Team Findings

In the Visiting Team Report addressed to the University dated July 9,1997, the architecture program was found to have met conditions 3.1 through 3.7: Regional Accreditation, Recognized Academic Unit, Offering Recognized Program Type, Recognition of Ethical Responsibilities, Self Assessment, Meeting Curriculum Requirements, and NAAB Perspectives. The architecture program was also found to have met conditions 3.9 through 3.13: Human Resources, Physical Resources, Information Resources, Enrichment Opportunities and Financial Resources & Institutional Support.

However, for the condition 3.8, Satisfying Achievement-Oriented Criteria, the team found Woodbury’s program to meet 49 of the 53 criteria. The following criteria were found to be deficient:

3.8.1 Fundamental Knowledge - Social
4 Be aware of the diversity of architectural history and traditions throughout the world.

3.8.1 Fundamental Knowledge - Technical
23 Understand the basic theories of lighting, acoustics, environmental control and building systems and energy management.
27 Understand the problems related to the use of hazardous and toxic materials in new and existing buildings.

3.8.2 Design
35 Be able to assess, select and integrate structural and environmental systems into building design.

Summary of Annual AR Responses to Team Findings

Deficient Criteria

3.8.1 Fundamental Knowledge - Social
4 Be aware of the diversity of architectural history and traditions throughout the world.

Cause For Concern

The structural presentation of non-western architecture is nowhere evident. Given the diverse nature of the student population, this omission is inconsistent with the otherwise broad-based intentions of the program.
Summary of 1998-2000 AR Responses
The effort to expand the scope World Architecture 1 and 2 to include non-western history and traditions including those of Native America, Latin America and Asia is continuing in spite of the challenge that most of those qualified to teach the courses have been trained primarily, in western-oriented programs.

Lecturers like Melita Racki who lectured on “The Japanese House” provide information and detail beyond what may be covered in the classroom. Native American and environmental activist, Winona La Duke gave a keynote speech at a Woodbury sustainability conference. She spoke of the relationship between humans and nature from an indigenous American’s point of view. In his lecture, “Revolution of Forms: Cuba’s forgotten Art Schools,” educator John Loomis juxtaposed the sociopolitical developments of Cuba, USA, Europe and Asia from the 60’s to the 90’s in order to better understand their architectural influences.

The San Diego program actively engages architects from both sides of the border in discussion of important issues of the region and has helped Woodbury to open more doors into Mexico and Latin America.

Many sections of design studio took on diversity issues such as those associated with the California/Mexican Border and Tijuana, and designing to accommodate multiple religious beliefs or multiple ethnicities and cultural practice such as Japanese-Latino or Korean-African American.

Deficient Criteria
3.8.1 Fundamental Knowledge - Technical
#23 Understand the basic theories of lighting, acoustics, environmental control and building systems and energy management.

Cause for Concern
Clear evidence of the basic theories of environmental controls was provided, but insufficient evidence of lighting, acoustics, and energy management was provided.

Summary of 1998-2000 AR Responses
AR 423, Environmental Systems 2, the course charged with ensuring that students an understanding of lighting, acoustics, and energy management was taught trying to use a more basic language that year. The standards of evaluation were raised to make sure that those passing the course did maintain a higher level of understanding of the material. Ar 464, Systems Integration, specifically designed to alleviate the deficiency, continues to deal with the synthesis of all building systems with a special emphasis on energy management by reinforcing the material initiated in AR 423.

The fifth year design studio sequence involved two semesters where students were charged with integrating all building systems including those of lighting, acoustics and energy. Final Senior Project instructors continue to expect detailed graphic and written documentation demonstrating thorough understanding of all systems and integration into the work.

The Toyota sponsored “Poetics of Green” lecture series with lectures by David Hertz, John Patkau and artist Buster Simpson specifically dealt with creative issues of lighting, acoustics and energy management that were inspirational to students and faculty alike.

Deficient Criteria
3.8.1 Fundamental Knowledge - Technical
#27 Understand the problems related to the use of hazardous and toxic materials in new and existing buildings

Cause for Concern
While awareness of hazardous and toxic materials was included as part of code review in the Architectural Practice course, no evidence of understanding this material was provided

Summary of 1998-2000 AR Responses
The department intent is to integrate discussion of this issue in as many places in the curriculum and culture of the department as possible.

Students are introduced to issues related to toxic and hazardous materials in AR 250, Professional Practice 1 during the discussion of “H” occupancies. Tests for that course make sure there is a level of student awareness.
AR 423 Environmental Systems 2 and the new AR 425 Environmental Systems have been revised to include discussion of hazardous and toxic materials as a global issue, but it appears questionable are gaining the understanding they need. AR 464, Systems Integration is being restructured so that it works with a building that deals with toxic materials. Discussion is encouraged to spill over into studio, in particular AR 383 Studio 3A, where the benefits of non-toxic materials are incorporated. The “green” lecture series sponsored by Toyota has brought several people who have discussed the issue giving students alternative ways for students to consider dealing the subject of hazardous and toxic materials. Artist Buster Simpson’s lecture, “Poetic Utility,” Julie Barman’s lecture “Brown Out: Regenerating the Industrial Landscape,” Alessandra Ponte’s lecture, “Desert Testing,” and Hadley and Peter Arnold’s talk “the Architecture of Water Control in the American West,” all covered the issue in creative ways that were inspiring to students.

**Deficient Criteria**

3.8.2 Design

#35 Be able to assess, select and integrate structural and environmental systems into building design.

**Cause for Concern**

The integration of environmental systems into building design is not clearly evident in the exhibited samples of work, even though there is ample evidence of integration of structures.

**Summary of 1998-2000 AR Responses**

The department intent is to begin a basic discussion of structural systems and environmental systems from the very first year of design. AR 384, the Long Span Studio has been revised to be called Structure, Systems, Space and Form is taught in conjunction with AR 425 Environmental Systems and features a one-unit sustainable environment systems component. This has become the first semester when the students are asked to develop a project with integrated systems.

The department encourages instructors for AR 487 and AR 491 Contemporary Topics studios to require a high degree of project development that includes integration of structural and environmental systems.

The department has made efforts to improve AR 464 Systems Integration and to especially stress the integration of environmental systems.

AR 492, Senior Project has been revised to to be called the Degree Project and is required to be a comprehensive project which includes integration of structural and environmental systems.

**Summary of Responses to Changes in NAAB Conditions**

-- how our program has responded to revised & new NAAB conditions since 1996
Summary of Responses to Changes in NAAB Conditions

Woodbury’s primary responses to the changes in NAAB Conditions and Procedures adopted in 1998 fall in to two categories: Program Self-Assessment, and Student Performance Criteria

Program Self-Assessment

The new condition for program self assessment more clearly articulates the requirement for an understanding of the program’s specific scholastic identity and mission, as well as the development of an institutionally approved strategic plan that is to be used to structure the self assessment of the APR.

During fall semester of 1999 after an initial meeting of all faculty, the full-time faculty began to meet on a weekly basis to identify the unique attributes of Woodbury’s department of architecture, draft a revised program mission, and initiate the development of a program strategic plan. Special focus groups of full-time and adjunct faculty met to discuss and assess the curriculum in areas of technology, history and theory and professional practice. The new department chair met with each member of the full-time and adjunct faculty to discuss the state of the school and a student survey was taken.

By the beginning of spring semester 2000 a newly revised curriculum that more clearly reflected the department’s specific scholastic identity and program mission was approved by the faculty, the Curriculum Committee, and the Faculty Association for the academic year 200-2001. The full-time faculty continue to meet twice monthly to draft a strategic plan and to discuss ways of implementing it. The final draft of the strategic plan took a form that parallels the University’s Strategic Plan adopted in 2001.

Student Performance Criteria

Although the spirit and scope of the new 37 student performance criteria is not seen, in total, to be different from the original 53, the articulation of the new criteria seems more concise, and therefore more effectively used in establishing performance standards.

The new criteria were used in writing more carefully articulate course descriptions and learning objectives of the newly revised curriculum. Each course offered was identified with new student performance criteria to be satisfied at the level of ability, understanding and awareness. In an effort to more loosely introduce criteria and integrate them throughout the curriculum earlier the department added the level of discussion of criteria without the requirement to satisfy them. The program's boilerplate course syllabi now more clearly spell out student performance criteria satisfied or discussed.