### 2001/2002 NAAB STATISTICAL REPORT

**SCHOOL:** Woodbury University  
**Completed by:** M. Victoria Liptak, Asst. Chair  
**Dept. of Architecture**

**ACSA REGION:**  
EC NE SE SW WC (circle one)

**PUBLIC or PRIVATE** (circle one)

### STUDENT DATA

<table>
<thead>
<tr>
<th></th>
<th>4 Year <strong>PreProf</strong></th>
<th>B.Arch Five-year <strong>PostPreProf</strong></th>
<th>B.Arch <strong>PostNonProf</strong></th>
<th>B.Arch Five-year <strong>PostPreProf</strong></th>
<th>M.Arch Five-year <strong>PostNonProf</strong></th>
<th>M.Arch <strong>PostNonProf</strong></th>
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<tbody>
<tr>
<td>Full-Time Students</td>
<td>281</td>
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<td>Arch Design Studio Students</td>
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<td>Students Working Part-Time</td>
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<td>Outside Stud. Serv. by Dept.</td>
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<td>Foreign Students</td>
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<td>Degrees Awarded Amer. Ind.</td>
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<td>Degrees Awarded Asi/Pac. Isl.</td>
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<td>Degrees Awarded Hispanics</td>
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<td>Min Req. SAT/ACT/GRE Score</td>
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<td>Enrollment Target/Goal</td>
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<td>Student Studio/Faculty Ratio</td>
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</table>

*Include Eskimos and Aleuts  
**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.  
***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

### FACILITY/RESOURCE DATA

- **Departmental Library LCNA or 720-729 Collection:** N/A
- **Total Architecture Collection in Departmental Library:** N/A
- **University Library LCNA or 720-729 Collection:** 9416
- **Total Architecture Collection in University Library:** 20,843
- **Departmental Library Architecture Slides:** N/A
- **University Library Architecture Slides:** 19,089
- **Departmental Library Architecture Videos:** 146
- **Staff in Dept. Library:** 9.5 (Univ. library, not Arch. Dept)
- **Number of Computer Stations:** 6
- **Amount Spent on Information Technology:** $6029 (Arch. only)
- **Annual Budget for Library Resources:** $19,463 (Arch. only)
- **Per-Capita Financial Support Received from University:** 
- **Private Outside Monies Received by Source:** 
  - 13,470 Burbank, 3003 Hllywd, 12,150 San Diego
  - 52,298 Burbank, 6343 Hllywd, 23,400 San Diego
### Full-Time Faculty Salaries

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th>Minimum</th>
<th>Average</th>
<th>Maximum</th>
<th>Univ. Avg.</th>
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<tr>
<td>Professor</td>
<td>2</td>
<td>60,884</td>
<td>63,058</td>
<td>65,233</td>
<td>68,857</td>
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<td>Associate Professor</td>
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<td>43,488</td>
<td>47,576</td>
<td>56,535</td>
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<td>Assistant Professor</td>
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<td>47,837</td>
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<td>Instructor</td>
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</table>

### Faculty Data

#### Department Total

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
<th>Full-Time Faculty Credentialed</th>
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<tr>
<td>8</td>
<td>Ph.D.</td>
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<tr>
<td>46</td>
<td>D. Arch</td>
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<td>24.7</td>
<td>M.A. or S.</td>
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<td>Prof. M. Arch</td>
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<tr>
<td>N/A</td>
<td>B. Arch</td>
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<td>Post Prof. Masters</td>
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<td>Other</td>
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<td>15</td>
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<td>43 (FT/PT)</td>
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#### Faculty Breakdown

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<tr>
<th>Category</th>
<th>FT</th>
<th>PT</th>
<th>Tenured</th>
<th>Prof.</th>
<th>Assoc.</th>
<th>Assist</th>
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<tbody>
<tr>
<td>African-American Faculty</td>
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<td>0</td>
<td>N/A</td>
<td>0</td>
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<tr>
<td>Native American Faculty*</td>
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<tr>
<td>Asian/Pacific Island Faculty</td>
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<td>4</td>
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<tr>
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<td>11</td>
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<td>0</td>
<td>4</td>
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</tbody>
</table>

*Include Eskimos and Aleuts

March 2002
9 July 1997

Dr. Kenneth Nielsen, President
Woodbury University
7500 Glencoaks Boulevard
Burbank, CA 91510-7846

Dear President Nielsen:

At the June 1997 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the visiting team report to the Woodbury University and the response received from the school. As a result, the professional architectural program:

Bachelor of Architecture

was formally granted a five-year term of accreditation. The accreditation term is effective 1 January 1997. The school is scheduled for its next accreditation visit the academic year 2001/2002.

Accreditation is subject to the usual conditions described in the NAAB's Conditions and Procedures and the submission of an annual report reviewed by the Board which addresses the deficiencies, concerns and recommendations contained in the Visiting Team Report.

NAAB encourages public dissemination of information about each school contained in both the school's Architectural Program Report and the Visiting Team Report. If the Visiting Team Report is made public, then it is to be published in its entirety.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Harry G. Robinson, III, FAIA
President

Enc. Visiting Team Report

cc: Team Chair
Program Head
I. INTRODUCTION

The National Architectural Accrediting Board (NAAB), established in 1940, accredits only professional degree programs in architecture. It is the only agency recognized by the National Council of Architectural Registration Boards, for the accreditation of professional-degree programs in architecture.

NAAB, through the review of the school's Architectural Program Report and the on-site visit, reviews evidence that the NAAB conditions for accreditation are being met.

The school was reviewed for the accreditation of the professional degree program(s) leading to the:

Bachelor of Architecture
III. VISIT SCHEDULE

Saturday, March 8, 1997

Team arrival

Team members arrive. Individual Transportation to the Burbank Hilton Burbank Airport Hilton 2500 Hollywood Way Burbank, CA 91504 818-843-6000

6:30 Team Dinner

Sunday, March 9, 1997

10:00 - 1:00 Team meeting + lunch

Includes team room and Wedge, Gallery which contain examples of student work

1:00 - 2:00 Tour of facility

3:00 - 6:00 Review of student work

Team begins the review of student work in the team room

6:00 - 7:00 Reception w/ faculty + student leaders

Library

7:00 - 8:30 Team dinner w/ chair + guests

Pinot at the Chronicle 897 Granite Drive Pasadena, CA

9:00 - 10:00 Team Meeting

Team identifies any additional information and/or student work which should be provided to the team

Monday, March 10, 1997

8:00 - 9:00 Breakfast w/ Chair

President’s Conference Room Hensel Hall

9:15 - 10:15 Meeting w/ University President and Vice President of Academic Affairs

10:15 - 10:45 Meeting w/ Dean of the School of Architecture and Design

Dean’s Conference Room Faculty Center

10:45 - 12:00 Review of student work

Team room

12:00 - 1:00 Lunch w/ selected faculty

Architecture Complex A105

1:00 - 2:00 Meeting w/ faculty w/o Chair

Architecture Complex A105

2:00 - 4:30 Continue review of student work

Team room
IV. PROGRAM DESCRIPTION

A. Institution Description and History

Woodbury was chartered in 1884 as one of the first three institutions of higher education in Los Angeles. Founded in order to prepare students to enter Los Angeles’ rapidly expanding business community, Woodbury was one of the first schools in the nation to actively promote the education of women for business careers. Woodbury has continued this dual tradition of responding to community need and to providing educational opportunities for all.

The division of professional arts was added in 1931, expanding the offerings of Woodbury College to include three design disciplines. With the addition of the interior design, graphic design, and fashion design majors, Woodbury expanded its mission to encompass professional education in the fields of business and design.

Accredited by the Western Association of Schools and Colleges in 1961, the school changed its charter with the addition of a graduate program in business, to become Woodbury University in 1974. A major in computer information systems was added in 1982 and the major in architecture, which today is the university’s largest single program in 1984. Facility planning and management was introduced in 1995 together with a change in the graphic design program to incorporate multimedia.

Woodbury was located for many years in the downtown area of Los Angeles; but the need for more space and student housing led to the move to its present 22 acre site in Burbank, the country’s media capital. The campus is 15 minutes from the central core of Los Angeles.

The university is currently organized into three schools: The School of Architecture and Design, the School of Business and Management, and the School of Arts and Sciences. The School of Arts and Sciences offers interdisciplinary majors and provides the full range of general education courses.

Woodbury has a current graduate and undergraduate enrollment of 1,100 students with 500 of those in the five architecture and design majors. The university, responding to its mission of professional education, anticipates growth to 1,500 students in the coming decade.

B. Program History

Woodbury’s architecture major began in 1984 under the direction of Don Conway. Beginning with 10 students in modest facilities at the downtown location, the program expanded both facilities and enrollment with the move to the Burbank campus and acquisition of NAAB’s 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 NAAB criteria and additional full-time faculty were appointed. The curriculum was strengthened, a study-abroad program was introduced, and the computer capabilities were enhanced and integrated into the design process.

In 1994, the architecture department achieved NAAB accreditation. Geraldine Forbes became the chair of the architecture department and Louis Naidorf was promoted to Dean of the School of Architecture and Design. Under Geraldine Forbes’ direction, the program has continued to grow in enrollment and stature. The curriculum has been refined, additional full-time faculty will join the program in the fall and an important connection has been forged with UDEFAL and CLEA, the academic associations of the faculty and students of Latin American schools of architecture. The department currently enjoys the position of being the largest department in the university and its faculty are well known in academia and in the professional community of greater Los Angeles.
V. CONDITIONS FOR ACCREDITATION

3.1 Regional Accreditation
[X] ☐
The Western Association of Schools and Colleges accredits the University.

3.2 Recognized Academic Unit
[X] ☐
The department has sufficient autonomy to assure satisfaction of all the conditions for accreditation.

3.3 Offering Recognized Program Type
[X] ☐
The Bachelor of Architecture (B.Arch.) is a NAAB recognized type of professional degree program.

3.4 Recognition of Ethical Responsibilities
[X] ☐

3.5 Self-Assessment
[X] ☐
There is a close relationship between faculty and students facilitated by the small size of the university and the close interdepartmental collaboration. Students are regularly advised and graded and a portfolio review process has been initiated. A new process has been designed which places emphasis on faculty center development. Curriculum is under continuous review by a committee comprised by all faculty. Recommendations are then made to the Dean through the Chair of the department. The department has strengthened the relationship with the professional organizations, AIA, AWA, SARA and CBAE, all of whom have supported numerous events on and off campus.

3.6 Meeting Curriculum Requirements
[X] ☐

3.7 NAAB Perspectives

3.7.1 Education and the Academic Environment
[X] ☐
The Department of Architecture operates under an updated mission statement which has been developed, reviewed, and endorsed by faculty, students, and administration. The faculty understand and support this mission which has as its principal focus the development of well-rounded and community-oriented professional practitioners. The academic environment encourages exploration of new approaches to both teaching and architectural ideas. The university operates without tenured faculty as policy.

3.7.2 Education and the Student
[X] ☐
The diversity of the student body is evident with respect to both cultural and educational background. A sizable component of the population, the department consists of transfer students from other programs and community colleges, which the program is at pains to comfortably incorporate into the curriculum. Access to a wide range of experienced practitioners in the Los Angeles region facilitates obtaining seasoned adjunct instructors, special lectures and settings for the program requirement for 400 hours of intern experience prior to graduation.

3.7.3 Education and Architectural Registration
[X] ☐
The curriculum incorporates elements of architectural practice necessary for architectural registration. The coursework includes structures, HVAC, electrical and circulation systems, professional practice, programming, codes & regulations and communications. Students exhibit their knowledge of integrating these elements in their design studio presentations.
Technical

General Assessment

The preparatory coursework in physics, math, and physical systems provide students with adequate preparation for the structural sequence, materials and methods coursework, as well as courses dealing with environmental controls and electro-mechanical systems.

Number of Criteria met: 7 of 9
Criteria found deficient: #23 and #27

#23 Understand the basic theories of lighting, acoustics, environmental control, and building systems and energy management.

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

#27 Understand the problems related to the use of hazardous and toxic materials in new and existing buildings.

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.

3.8.2 Design

General Assessment

All architectural lecture courses in combination with the design studios provide the vehicle for the students to develop the ability to design. The design studio courses offer the opportunity to integrate newly acquired knowledge in simulated realistic situation problems. The students' work clearly demonstrates a comprehensive understanding of all aspects of the building process.

Number of Criteria met: 10 of 11
Criteria found deficient: #35

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

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 the integration of structures.
3.10 Physical Resources

Studio Space [X] [ ]
Office Space [X] [ ]

The completion of a shop and computer labs as well as studio space has provided the space and facilities required.

3.11 Information Resources

Library Collection [X] [ ]
Library Space [X] [ ]
Audio/Visual Collection [X] [ ]
Slide Collection [X] [ ]

Even though the architectural library is located within the main university library, the size of the campus and the proximity (adjacent) to the main architectural department serves the school very well.

3.12 Enrichment Opportunities [X] [ ]

The students are offered study abroad programs to various countries which have included France and Japan. Additionally student groups such as AIAS and CLEA have organized study abroad trips to Central and South America. Regional travel opportunities are provided by the school to locations within the United States. The City of Los Angeles and its diverse communities offer the university a "living laboratory" for studio projects. The school has recently begun to establish scholarship programs for students and continues to endeavor to increase these offerings.

The faculty is encouraged to participate in academic and professional organizations as well as the sharing of research information via lectures, papers and conferences. Sabbatical is provided for full-time faculty and faculty is encouraged to pursue research fellowships.

The architectural community in the Los Angeles area offers ongoing opportunities for a vast range of lectures and exhibits. The school encourages participation from the architectural and allied fields as well as provides exhibit space to display the works of the students, faculty and known professionals.

Architecture 350 offers the students the opportunities to study publications and has produced several student publications which have been distributed nationally.

3.13 Financial Resources & Institutional Support [X] [ ]

The university is tuition driven. With the selection of the new president this academic year, a vigorous endowment and development program is being re-energized. The Architecture Department is a large portion of the total student population (approx. 25%) and is funded accordingly.
Such practical necessities as the availability of copying and printing seem to be absent or difficult for students to use.

The specific issue relating to copying machines has not been addressed. However, the increased number of computers and printers on campus has improved accessibility for needed hard copy. The addition of an easily accessible copying machine near the studios would be welcomed.
VIII. TEAM COMMENTS

1. The Woodbury School of Architecture is unique in several respects. The openness and flexibility of the teaching environment makes possible effective connections to other programs in the university. The business program, in particular, which has always been a significant component of Woodbury, offers an attractive minor which many students take advantage of.

2. The substantial number of excellent practitioners in the region provides Woodbury with an experience and diverse adjunct faculty. The school has done a commendable job of integrating full and part-time faculty into a cohesive and communicative group. Students benefit from the diverse views of the faculty and appear not to be at a disadvantage because of their part-time status.

3. The efforts of the program with respect to outreach activities in Latin America and the local community are particularly commendable. Both faculty and students have demonstrated interest in community planning and design. The administration actively supports the establishment of a Community Design Center with a half-time director; present plans are to have the center in operation by next fall.

4. Human factors and psychology - tend to be discounted by students as a serious design determinant. The availability and support of the psychology faculty in relating behavioral factors to issues of design provides an important opportunity for the program. Utilization of personnel from the psychology department could be fruitful in presenting this material in a lively and productive manner.

5. The unique character and quality of both the dean and chair are widely understood and appreciated. Although it is accepted in university life that the institution transcends individual personalities, the unique working relationship of Lou Naidorf and Geraldine Forbes has to be recognized as a key factor in the growing success of the program. The team suggests that the university take steps to ensure continuity of this high degree of leadership in the future.

Respectfully submitted,

[Signatures]

Lawrence P. Segrue, FAIA, Team Chair
Representing NAAB and AIA

David Evan Glasser, FAIA
Representing ACSA

Christine M. Lampert, AIA, NCARB
Representing NCARB

Michael D. Semmen
Representing AIAS