

Program Analysis Report

The Program Analysis Report

Communicating the Results of Your Self-study to the Council for Interior Design Accreditation

The Program Analysis Report (PAR) communicates to the Council for Interior Design Accreditation (CIDA) the results of the program's analysis of its strengths and any gaps in education that were identified in relation to meeting CIDA Standards. A program is able to obtain this knowledge by conducting a broad and comprehensive self-study in preparation for a CIDA accreditation review. CIDA has developed *Guidance for Self-study* (CIDA Policy and Procedure, Section III) for programs that need assistance in organizing self-study efforts.

When a program undertakes self-study as part of the CIDA accreditation process, the program examines itself in relation to CIDA Standards and to its own educational *goals*. When the self-study is complete, the program emerges with a view of its own strengths. The program has also likely identified some gaps in its educational program and discussed how to fill those gaps by developing a strategy for future improvements. The Program Analysis Report provides the program with a vehicle to discuss what it has learned about itself through self-study.

CIDA is not only interested in knowing the results of a program's self-study in relation to CIDA's Standards and the program's own educational *goals*. CIDA is also interested in learning about the process the program used to arrive at its view and what evidence supports that view. In addition, CIDA is interested in the program's vision for the future (e.g., how might the program change, improve, expand or what challenges the program might face in the future).

Italicized words are defined at the end of this document.

Program Analysis Report

Overview

The Program Analysis Report:

- Provides background and context for reviewing the program
- Communicates the results of the program's self-study
- Serves as a "roadmap" for the visiting team, especially in reviewing student work
- Contains important data, such as faculty credentials and workloads, administrative organization, etc.

Background and context for understanding the program

Knowing where the program is housed, in what type of institution it operates, how many and what type of students it enrolls, etc. helps CIDA understand the environment in which the program operates and any unique relationships that might have an impact on the program.

Results of the program's self-study

In undertaking self-study, the program collects and analyzes some very specific evidence in relation to its success in achieving both CIDA Standards and its own educational *goals*. The Program Analysis Report communicates the program's analytical self-study of the evidence considered and how that evidence demonstrates strength or weakness in relation to CIDA Standards and the program's educational *goals*.

A roadmap for the visiting team

One major function of the Program Analysis Report is to aid the visiting team in sifting through a lot of information in a very short period of time during a site visit. A useful tool for accomplishing this is the Curriculum Matrix. This Matrix identifies which course (or courses) in the *curriculum* addresses each of the student learning and program expectations that accompany CIDA Standards, that is, which course has content that exemplifies, reinforces, and/or supports each expectation. This Matrix is particularly useful to the visiting team when it reviews the program's display of student work.

Important data

The Program Analysis Report includes important data. Some of the data (e.g., faculty credentials and administrative structure) is used by the visiting team and the Accreditation Commission to evaluate a program's compliance with CIDA Standards. The CIDA office uses other types of data (e.g., faculty salaries and student demographics) in compiling statistics about CIDA-accredited programs to benefit programs in general. While this type of data does not have direct bearing on an accreditation decision, programs benefit through access to compiled data that can be shared with administrators, the public, etc. for a variety of purposes.

Italicized words are defined at the end of this document.

Program Analysis Report

General Instructions for Completing the Program Analysis Report

Electronic Templates

Electronic templates for completing the Program Analysis Report are available from CIDA either on CD or by e-mail. Electronic templates are automatically sent to applicant and accredited programs approximately one year in advance of their site visit. You may also contact the CIDA office (info@accredit-id.org) at any time to receive the templates.

General Instructions

- Use standard 8 1/2 x 11" white or off-white paper, double sided. The Curriculum Matrix must be printed on larger size paper (11 x 17") folded to fit 8 1/2 x 11" size.
- Use a font size that is easy to read, no less than 10-point font.
- Number pages, beginning with the Introduction as page 1. It is not necessary to number the pages in the Institutional and Program Data section.
- Submit electronic documents in Adobe Acrobat format as one complete file, by inserting the completed institutional and program data form, faculty data forms, and curriculum matrix into the PAR template.
- Bind paper copies of the report or insert them in spiral binders.
- Begin each section with a new page. Use headings as shown:
 - Institutional and Program Data – no page numbers necessary
 - Introduction – begin numbering pages
 - Overview of Program Goals and the Self-study Process
 - Analysis of the Program's Compliance with CIDA Standards
 - Conclusions
 - Curriculum Matrix
 - Faculty Data Forms
- Write clearly and concisely. It is not necessary to provide narrative throughout the report. Explanations may be provided as bullet points or in some other short form.
- Do not exceed 60 pages (not including Faculty Data Forms). Use the recommended page limits provided for each section as guidance. Reports that exceed the page limit may be returned to programs for editing.
- Do not put information in appendices at the back of the report.
- Do not bind published materials (e.g., catalog, brochures, etc.) with the report.
- Review the report for completeness, accuracy, and clarity prior to submitting.
- Be sure the individual submitting the Program Analysis Report has signed and dated the first page included in the Program and Institutional Data section.
- Be sure the paper and electronic copies of the report are exactly the same.

No later than eight weeks in advance of the site visit, please submit the following materials to the CIDA office:

One paper copy and one electronic copy (on CD as a PDF) of:

- Program Analysis Report.
- Published materials including the institutional catalog, program brochures, etc. Do not bind these with the report. Submit as separate documents. These materials may be included on the same CD as the PAR, but should be saved as separate documents.

Italicized words are defined at the end of this document.

Program Analysis Report

No later than eight weeks in advance of the site visit, please submit the following materials directly to each member of the CIDA visiting team:

One paper copy and one electronic copy (on CD as a PDF) of:

- Program Analysis Report
- Published materials including the institutional catalog, program brochures, etc. Do not bind these with the report. Submit as separate documents. These materials may be included on the same CD as the PAR, but should be saved as separate documents.

Specific Instructions for Completing the Program Analysis Report

Section 1: Institutional and Program Data

Recommended page limit: 8

Institutional and program data provides CIDA with basic information about the program, the institution that houses the program, and the resources available to the program. For the purposes of an accreditation review, this information serves as a tool to help CIDA understand the context of the institution and program. Institutional and program data also serve as an evaluation tool for program compliance with CIDA Standards, particularly those related to program resources.

Data collected in this section serves another important purpose. Certain information presented in this section of the PAR is collected and entered into an organizational database. Through this data collection effort, CIDA is able to compile and share data about accredited programs with the public. CIDA is also able to provide information that may be valuable to programs, such as faculty salary ranges across accredited programs.

Data collected from this section of the PAR will be disseminated by CIDA in compiled format only. Information about individual programs or *faculty members* will not be made public.

In the Institutional and Program Data section, please provide the following:

- 1) The names, titles, addresses, phone numbers, and e-mail addresses of administrators to whom CIDA should send copies of the final Accreditation Report. CIDA distributes a **limit of six complimentary copies** of the Accreditation Report to the institution. Additional copies may be requested for a fee of \$25 per report. Be sure to include the following individuals:
 - Chancellor, president, provost, or chief academic officer of the university or school
 - Dean of the college or school
 - Chair of the department
 - Head of the interior design program
 - Individual submitting the Program Analysis Report (including signature and date)

Italicized words are defined at the end of this document.

Program Analysis Report

- 2) An organizational chart showing the program's relationship to the department and/or administrative unit in which it is located, any allied departments, and the institution as a whole.
- 3) A completed Institutional and Program Data form (provided by CIDA). Please note that some information is requested primarily for the purpose of CIDA data collection and may not have a direct bearing on the accreditation decision. However, CIDA will compile data that programs can then share with administrators, the public, etc. for a variety of beneficial purposes.

Section 2: Introduction

Recommended page limit: 3

Similar to the preceding section on Institutional and Program Data, the Introduction provides important background and context for reviewing the program. The Introduction provides the program with an opportunity to describe how institutional or program characteristics differentiate or significantly impact the teaching and learning environment for the interior design program. Some examples of characteristics that may differentiate or significantly impact the program might include: enrollment of primarily career-change students, a well-established co-op program, or a strong inter-disciplinary approach to teaching and learning.

In the Introduction section of your Program Analysis Report:

- 1) State the *mission* of the institution.
- 2) Describe the impact of significant **institutional characteristics**, such as the institution's mission statement, on the teaching and learning environment.
- 3) Describe the impact of significant **program characteristics**, such as the program's mission statement, on the teaching and learning environment.
- 4) Briefly describe significant events in the program's history, including the program's origins and rationale and impact of significant changes in:
 - the program's academic unit
 - *mission* and *goals*
 - curriculum* content and/or sequence

Avoid repeating information that you provide elsewhere in the Program Analysis Report. Do not include minor or out-of-date details.

- 5) If the program is currently accredited by CIDA, review CIDA's institutional and program eligibility requirements and briefly describe how the program complies with them (refer to CIDA's Professional Standards 2011, pages 3-5).
- 6) If the program is seeking accreditation for more than one degree under this CIDA accreditation review (for example, a Bachelor's and a Professional Level Master's), describe any differences in admission requirements or completion requirements.
Note: If the degree programs are required to undergo separate site visits to seek accreditation, do not provide this information.

- continued on next page

Italicized words are defined at the end of this document.

Program Analysis Report

- 7) If the program is taught at more than one site (for instance the senior year is taken at a different campus), briefly describe the sites and the distribution of program requirements, *faculty members*, and students among the sites.
Note: If the programs offered at the different sites are required to undergo separate site visits to seek accreditation, do not provide this information.
- 8) If the program offers any courses through an alternate delivery method (for instance online learning) briefly describe the delivery method and the percentage of interior design and general education courses required for graduation that are offered through the alternate delivery method.

Section 3: Overview of the Program Goals and the Self-study

Recommended page limit: 4

This section of the Program Analysis Report focuses on your program goals, the self-study process, and the results of the self-study. Because program goals help define the educational content that makes a program unique, the findings of the self-study should be presented in relation to the program's goals. Self-study of the degree to which the program is successful in achieving its *goals* is valuable in demonstrating program success to a variety of audiences, CIDA among them. While CIDA Standards are the criteria for assessing whether or not a program should be accredited, knowing a program's *goals* and how the program assesses its success in achieving them furthers CIDA's understanding of the program.

In this section of your report:

- 1) Briefly describe the self-study process your program undertook in preparation for the CIDA accreditation review. Describe the measures and methods used to determine whether the program meets CIDA Standards and program *goals*. Describe which individuals or groups (e.g., *faculty members*, students, advisory boards, or employers) were engaged in assessing the program and analyzing results and how they were involved. Highlight any unique characteristics of your self-study process (e.g., any overlap with a self-study activity undertaken for institutional or other purposes.)
- 2) Describe the results of the program's self-study by addressing the following:
 - What evidence was collected and what did analysis of evidence reveal?
 - What strengths did the program identify?
 - What gaps in the educational program were identified?
 - What led to strengths or gaps?
 - What observations about the mission and goals were made in relation to the self-study process?
 - Were any changes made to the program mission or goals as a result of the self-study?

Italicized words are defined at the end of this document.

Program Analysis Report

Section 4: Analysis of the Program's Compliance with CIDA Standards

Recommended page limit: 20 pages

This section presents the findings of your self-study in relation to meeting CIDA Standards. CIDA considers a variety of evidence in evaluating a program's compliance with the Standards. The program's view of how and to what extent it achieves CIDA Standards is one source of evidence.

In this section, CIDA is most interested in the program's **in-depth analysis of its compliance with each Standard**. The analysis should discuss strengths and gaps in relation to the program's ability to achieve compliance with the Standard. The program should also identify key projects, assignments, learning experiences, etc. that will provide the CIDA visiting team with evidence for the student learning and program expectations under each Standard.

Information included in other sections of the PAR (the Curriculum Matrix, Faculty Data, and Institutional and Program Data) further elaborates upon information presented in this section. While it may not be necessary to explicitly reference every student learning and program expectation under each Standard, it is important to discuss expectations where strengths or gaps were identified.

The program may also provide supplementary information that helps demonstrate compliance with the Standard, but is not specifically addressed by student learning and program expectations.

In this section of your Program Analysis Report:

- 1) Use the relevant Standard as the heading for each subsection. The standards are as follows:

Standard 1. Mission, Goals, and Curriculum

The interior design program has a mission statement that describes the scope and purpose of the program. Program goals are derived from the mission statement and the curriculum is structured to achieve these goals.

Standard 2. Global Perspective for Design

Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

Standard 3. Human Behavior

The work of interior designers is informed by knowledge of behavioral science and human factors.

Standard 4. Design Process

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

- continued on next page

Italicized words are defined at the end of this document.

Program Analysis Report

Standard 5. Collaboration

Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

Standard 6. Communication

Entry-level interior designers are effective communicators.

Standard 7. Professionalism and Business Practice

Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.

Standard 8. History

Entry-level interior designers apply knowledge of interiors, architecture, art, and the decorative arts within a historical and cultural context.

Standard 9. Space and Form

Entry-level interior designers apply elements and principles of two- and three-dimensional design.

Standard 10. Color

Entry-level interior designers apply color principles and theories.

Standard 11. Furniture, Fixtures, Equipment, and Finish Materials

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Standard 12. Environmental Systems and Controls

Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.

Standard 13. Interior Construction and Building Systems

Entry-level interior designers have knowledge of interior construction and building systems.

Standard 14. Regulations

Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Standard 15. Assessment and Accountability

The interior design program engages in systematic program assessment contributing to ongoing program improvement. Additionally, the program must provide clear, consistent, and reliable information about its mission and requirements to the public.

Standard 16. Support and Resources

The interior design program must have a sufficient number of qualified faculty members, as well as adequate administrative support and resources, to achieve program goals.

- 2) For each Standard, provide a brief self-study of the degree to which the program is successful in achieving the Standard. On what evidence is this self-study based? Describe key projects, assignments, learning experiences, etc. Discuss any strengths or gaps the program identified in relation to the specific student learning and program expectations within the Standard. (Refer to Professional Standards 2011 for specific student learning and program expectations.)

Italicized words are defined at the end of this document.

Program Analysis Report

Section 5: Conclusions

Recommended page limit: 2

In analyzing evidence to determine program success in achieving CIDA Standards and program *goals*, the program will have likely reached some overarching conclusions about educational quality and achievement. This process may have also assisted the program in producing plans for future program development. Sharing your plans for future program development signals a commitment to continuous improvement, and helps assure CIDA that the program is prepared to meet future challenges and is taking steps to improve gaps identified in the educational program.

In this section of your Program Analysis Report, please:

- 1) Provide a brief description of the conclusions you have drawn about overall program quality. In what ways are your students especially well prepared to enter professional practice as interior designers? What areas could be further strengthened to support current or future preparation of program graduates?
- 2) Provide a brief description of your plans for future program development. What changes to the *curriculum* or resources have been planned and/or implemented to improve gaps in the educational program identified through self-study? When are these changes likely to occur? What changes in the program, institution, higher education, the profession, or society may impact the program in the future? What is being done to address emerging issues, trends, or challenges?

Section 6: Curriculum Matrix

Recommended page limit: 13

Note: Use the form provided by CIDA for this section. You may duplicate the format or contact CIDA for an electronic template.

The Curriculum Matrix is a graphic way to illustrate how the student learning and program expectations within CIDA's Standards 2-14 are addressed in your curriculum. The Matrix provides space to list required courses in the interior design *curriculum* sequentially along the top of a grid, with CIDA Standards and student learning and program expectations listed down the left side. You should fill in the Matrix to show where course content exemplifies and reinforces the achievement of specific CIDA expectations.

A detailed outline of the curriculum structure, including liberal arts and prerequisites, should accompany the Curriculum Matrix. The program should refer the visiting team to the appropriate college catalog page if the detailed curriculum structure is published therein or should be sure to include an outline with the Curriculum Matrix in the PAR.

- continued on next page

Italicized words are defined at the end of this document.

Program Analysis Report

The visiting team uses the Matrix extensively as a roadmap for reviewing student work during a site visit. Therefore, it is critical to accurately represent *curriculum* content on this chart. Identify only those courses where evidence of compliance (e.g., student work, course syllabi, course examinations, etc.) can be found for each expectation.

In this section of your Program Analysis Report, complete the Curriculum Matrix provided by CIDA. The standard Matrix form suits most four-year programs that are delivered according to the semester system. If your program is longer in duration or on a trimester or quarterly system, please request a copy of the Curriculum Matrix template that is formatted for your program from CIDA.

Section 7: Faculty Data Forms

Page limit: 2 pages per Faculty Data Form for each *faculty member* teaching interior design or support courses. Do not include Faculty Data Forms for faculty members teaching liberal arts or general education courses.

CIDA uses faculty data to evaluate compliance with Standard 16. Support and Resources. Faculty data also help guide the visiting team during interviews on site.

In this section of your Program Analysis Report:

- 1) Complete Faculty Data Forms for all *faculty members* and other *instructional personnel*. The format provided on the form must be used. **Do not exceed the two pages of the form or include personal résumés.** The Program Analysis Report will be returned if the program fails to follow these instructions. Arrange these forms with full-time faculty first in alphabetical order followed by other *instructional personnel*, also in alphabetical order.

Italicized words are defined at the end of this document.

Program Analysis Report

Definitions of Italicized Words

curriculum	a course of study in a program; all the courses of study
goals	Broadly stated methods to fulfill a mission; program goals should address the components identified in the definition of a professional interior designer and any additional components unique to a given program
faculty member	permanent employees with teaching responsibilities
mission	defines the end result of the program of study
philosophy	consists of the value statements that provide a rational explanation of the program
instructional personnel	adjunct or temporary employees with teaching responsibilities; may include graduate assistants

Italicized words are defined at the end of this document.