Program Approach to Self-Study and Preparing for a Recent Accreditation Review

Name of Presenter: Kristi Julian

Contact Information: Kristi.julian@mtsu.edu

Middle Tennessee State University

Professor and Program Director

Department of Human Sciences

PURPOSE

ASK YOURSELF WHY ARE WE DOING THIS?

WHAT DO WE WANT TO ACHIEVE?

WHAT DO WE WANT TO DO WITH RESULTS?

Ongoing Process

- Collection and Evaluation

- Collective Ongoing Process of Self-Evaluation Course Coordination

Approach to CIDA Self Study and Comprehensive Review Preparation

- **Meeting**
- Confirm academic programs for inclusion in comprehensive review.
- Discuss timeline for self-study and comprehensive review
- Confirm responsible contributors for self-study.
  - o Academic Program leadership (or designee) responsible for drafting all sections and for providing data, as appropriate.

Identify and Locate Your Resources

CIDA
- Website
- Team

Institution
- Executive
- Academic Affairs
- Institutional Research

Program
- Faculty
- Students
- Industry Advisory Board
- Alumni

CIDA RESOURCES

- **Official policy and procedure** are available at https://www.accredit-id.org/policyandprocedures

- **Faculty Resources** are available at: https://www.accredit-id.org/new-page-79

- **PAR Template**-not on website-specific to each visit so they are sent to each program.

Policy and Procedures

Preparation

- Guidance for Self Study
- Site Visit
- Fees**

PAR/Faculty

- Professional Standards & Standard Essays
- Professional Standards — CIDA (accredit-id.org)
- Future Vision 2021 Report Future Vision 2021 — CIDA (accredit-id.org)

https://www.accredit-id.org/policyandprocedures

Policy & Procedures

The following PDF documents serve as a comprehensive reference to all matters relating to CIDA and the accreditation process. Major topics include:

I. **Council for Interior Design Accreditation**

II. **Professional Standards 2022**

III. **Guidance for Self Study**

IV. **Applying for Accreditation**

V. **Site Visit**

VI. **Accreditation**

VII. **Maintaining Accredited Status**

VIII. **Fees**

IX. **Standards Essays 2020**

X. **CIDA in 2022**

# The What and How
Self-Study Measures and Methods

- The **Council for Higher Education Accreditation (CHEA)** is a highly respected entity that provides oversight for accrediting bodies through a recognition process. CIDA is a CHEA recognized accrediting body.

- Under the **CIDA Policy and Procedures** you will find a **What and How** section that will help you facilitate the visit and organize your life.

- CIDA example program assessments_2022_.docx

PAR Template

- Instructions for each section
- The Curriculum Matrix
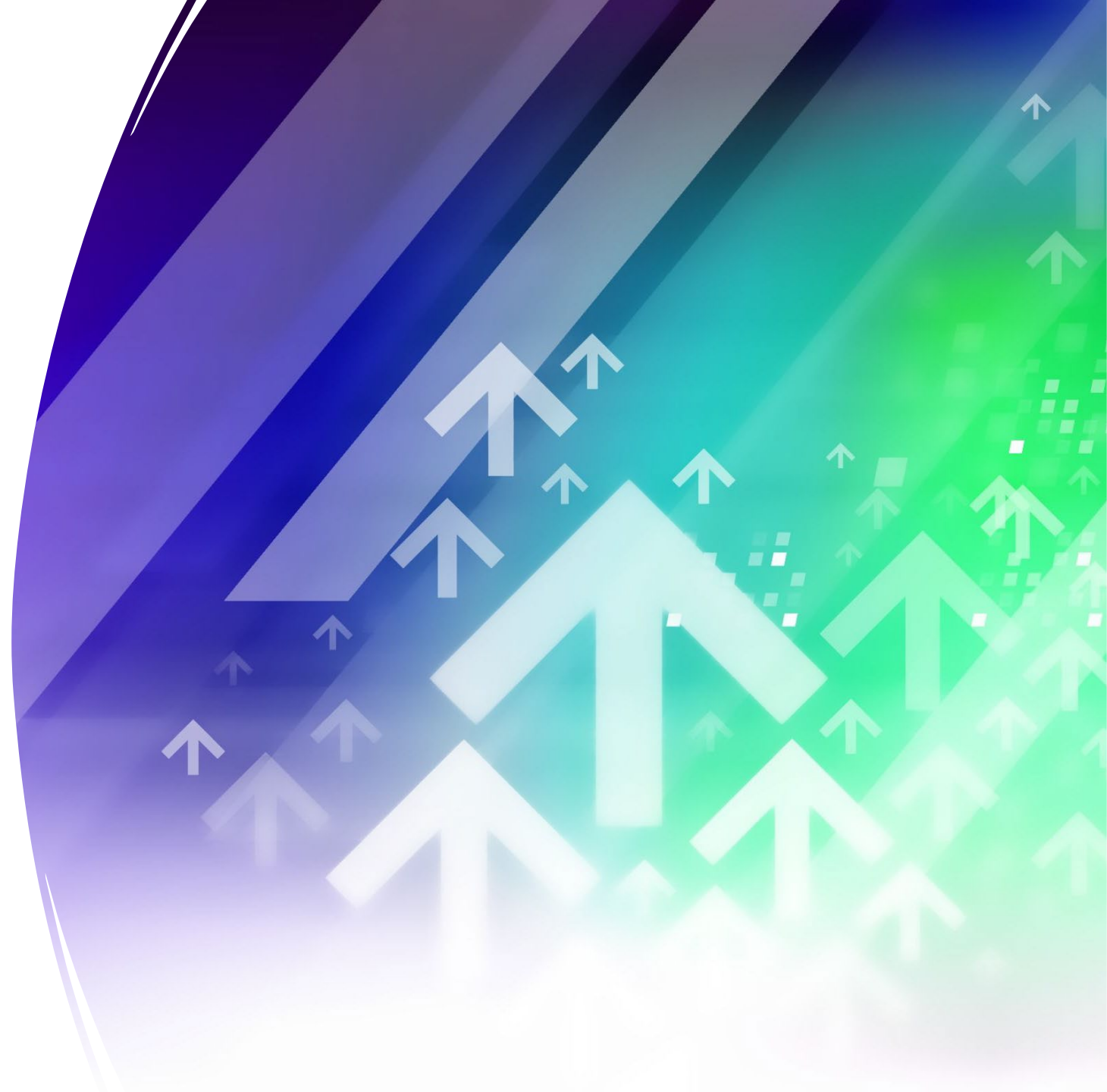- Curriculum Matrix Instructions
- Faculty Data Forms

Purpose

- Roadmap
- Framework-Scaffold-Context
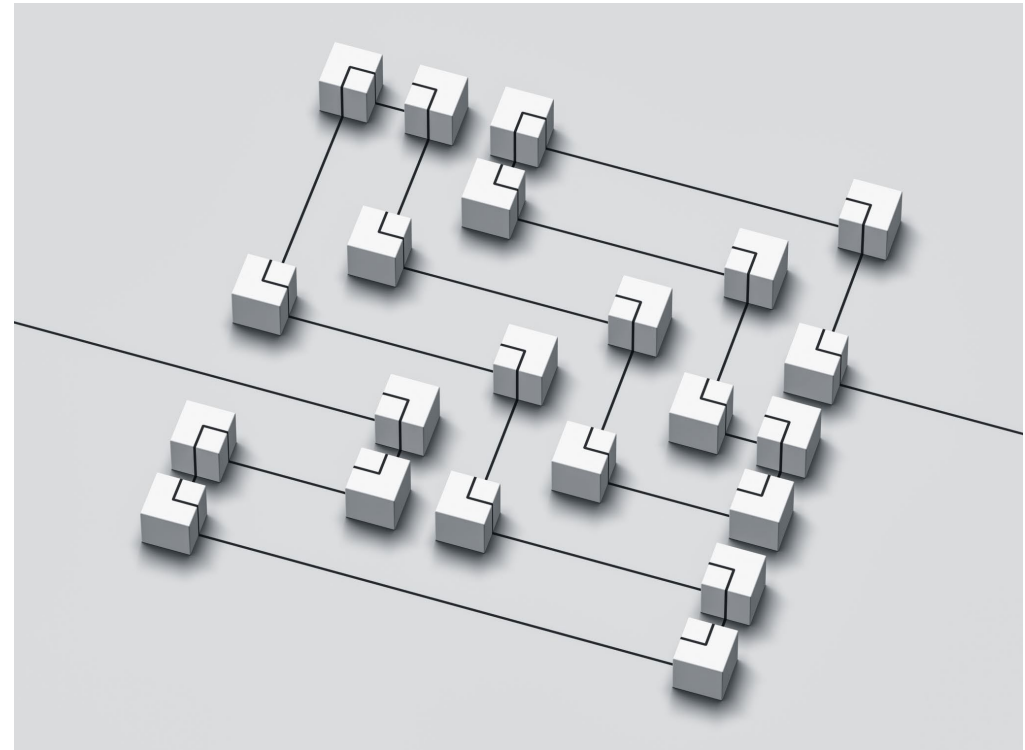
Standards 1-3

Program Expectations/Inputs

- Program expectations refer to program context, structure, and resources

  1. Program Identity and Curriculum

  2. Faculty and Administration

  3. Learning Environments and Resources

Standards 1-3

- purposes and operations
- size and scope
- administrative organization
- hierarchy
- mission
- curriculum
- goals
- program context
- faculty & staff

- finances
- governance
- recruitment
- retention
- record keeping
- facilities & equipment
- health & safety
- library and learning resources

Mission

- Ask yourself:
- Are you achieving your mission?
- Do you need to change or slightly edit your mission statement?
- Is it clearly identified-website? Does it say the word mission?

Mission Resources

Text

Learning by Doing: A Handbook for Professional Learning Communities at Work, Dufour, Eaker, et. al.

The book *Learning by Doing* is one we use in our EdD program, and it includes a chapter on mission development.

Apps

Canva
Here is the link for the site: http://www.canva.com

I believe there is a free and a pro license with the latter having a cost related to it. I am not sure if the AI or what they call "word magic" is only part of the pro license or not.

It has many features for design that I have seen used for content. I've seen this app used in education and in industry by Learning and Talent Development Program Managers for generating a mission statements.

In Between Standards

In Between Standards?

• If you are "In between" standards (we were in between 2020 and 2022) and were reviewed on the 2022 Standards.

What that meant was they became "official" July 1, 2022, and our PAR was due to the CIDA office no later than September 16.

• I would write the PAR based on new ones as soon as the draft comes out.

• **Ask Cassandra to give you the most recent template if possible and Megan for advice on this.**

Faculty

Send **Faculty Data Sheets early**

Praise them

Thank them regularly- before, during and after the visit.

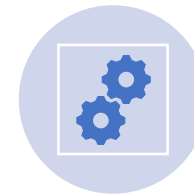Besides the students they are the heart of the program

Learning Environment and Resources

Provost Office

Facilities Management

Operations and Maintance

Library

Institutional Effectiveness

Human Resources

Executive Aides

Information Technology (IT)

Academic Map/Course Progression

- The academic map includes the entire sequence such as interior design courses, general education, professional electives

- This sequence includes the course name, number, co and pre-requisites.

- This is an important tool to use as you prepare and for the site team.

- **The academic map and a one-page list of every class/name** is something I consider "golden" because it serves as a checklist for you, the faculty and for the site team.

Student Learning Expectations

Aware/Awareness

- Student awareness is not lectures, speakers or PowerPoints-**that is input or provides exposure NOT student awareness**.

- Student (work, interviews, exams, etc.)

- **Must be student evidence**

Understand/Understanding

- Student **work** demonstrates understanding or Students understand

Apply/Ability/Able

- Student work/application

It must be student knowledge or student generated.

TESTS/EXAMS

- Bar charts of percentages in Canvas or D2l etc. do not help us or demonstrate awareness or understanding.

- **We need to see actual questions with the student responses.**

- Multiple choice with at least 6/7 on the topic "could be" understanding but most MC are awareness-it depends.

- Same thing with T/F-they are not as helpful and at best would be awareness-a student could guess the correct answer especially if they are able to "retake" the quiz or have multiple attempts.

- *Identification* exams or *Matching* exercises do not demonstrate thorough understanding or ability.

- Essay responses are helpful and depending on the answers could be used to achieve ability/able if they reference project, previous project/learning, or have student generated sketch or application.

- Discussion boards can be useful.

- **Telling us the exact question number in the exam for the indicator is extremely helpful.**

- **Get the students in the habit of telling us WHY AND HOW for every assignment. Tell us your INTENT.**

Program Expectations

In Standards 4-16:

The curriculum, teaching methods, learning experiences, and opportunities made available to students are sources for evaluating program expectations and include, but are not limited to:

• Course syllabi, including lecture topics

• Course materials and resources (e.g. readings, texts, handouts)

• Examination questions

• Assignments including purpose, objectives, and requirements

• **Field trips**

• Guest lecturers and juries

• Work experiences and/or internships

• Community service

• Service Learning

Site Expectations

- **Someone from IT on call if possible**
- **Field trip/Speaker/Mentor Sheet Spreadsheet**
- **Interaction/Interview Sheet templates TYPED**
- **Good lighting in Work Area**
- **Prepare for Schedule changes***
- **Electrical:** Multi outlets for charging laptops, iPod, phones etc. **near** our tables and/or extension cords.
- **Printer in room** and/or close
- **Jump drive(s)**
- **Rolling Chairs**
- **Office supplies:** sticky notes, pens, pencils, notebooks
- **Privacy:** ability to lock the door or close off an area or room.
- **Healthy Snacks/Water/Coffee/Mints**

- **Menu options** so the team will be able to have "working lunches" while on campus
- **Transportation and/or physical address:** Confirm how team will get from the airport to the hotel? From the hotel to the campus each day? The closer the better if possible. Teams have lost time because they had no physical address for GPS on campus and couldn't find building(s).
- **Hotel charges:** Make sure the hotel doesn't charge the team on their personal credit card. That has happened before, and a hold was put on the team or team member's account. Because site visits take place on the weekend it typically puts a hold on the team member's account for 5 business days and sometimes, they can't even make purchases.
- **Hotel accommodations:** The chair or chairs will need a room with a table or something similar. We need a quiet space for team meetings at night and early morning.
- **Personal Care and Health related:** List of healthcare clinics in the event of an emergency or accident, first aid kit.

Starting Points

I started with the university Fall 2019. We had one semester and then COVID hit.

Review of the Work/Courses
- We reviewed the work the first semester I started.
- I had a list of the Standards and I remember saying if CIDA came today this is what we need to work on, and I had bullets in red of what we needed to work on.
- Semester/Summer (deep dive)-every course

Examples
- Provided examples to faculty
- Provided brief description and key words
- This helped faculty, facilitates walk-through, moving forward helps you catch areas that need improvement.

Do what you can
- If you don't have any work to review, then look during that semester or after that first semester
- Do something every week and semester
- **Ask for help**
- **Help each other**

Starting Points

Preparing the Work

- Reserving the room/paperwork
- Measuring the room
- Identifying gaps for resources for preparing the work (floorplan, labels, folders, expandables, boxes)
- Identifying gaps for the display room

Staging

- Reserved the room for staging
- Student participation (measure, floorplan, move boxes, assemble white boards, move items, Z cardboard, kiosks, CIDA Ambassadors, team and individual assignments, certificates, etc.)
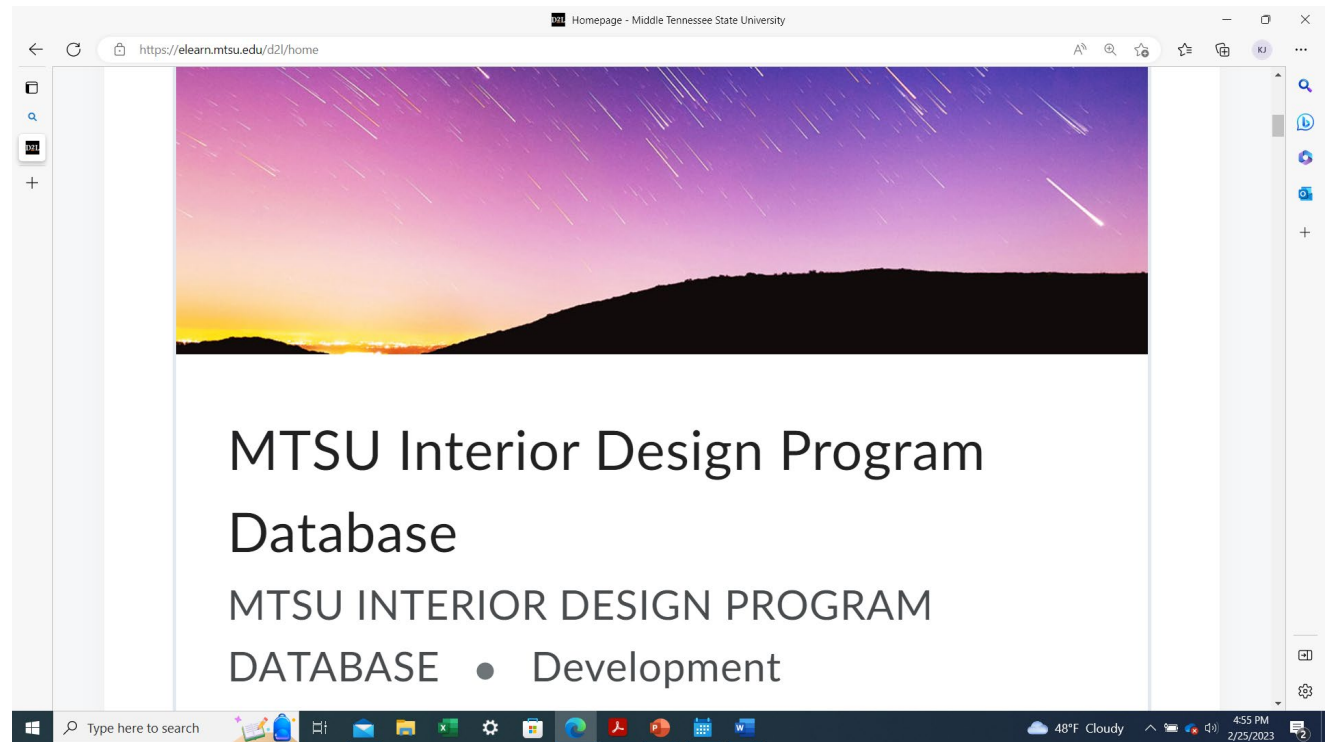
Development Shell

- **Desire to Learn (D2l) or Canvas Development Shell**

- Ask IT to provide shell-most should.

Place to store
  - CIDA Content
  - Program Content
  - Presentations (speaker and student)
  - Banners
  - Common assignments
  - Videos with student involvement (i.e., possible evidence of collaboration)

Nomenclature: Labeling/Marking/Identifying the work

• **Ask yourself: how is the team going to find it? How would I find it? If I gave someone not familiar with design or even a child a list and asked them to find it, could they?**

• Mark/identify in the self study and then…
• Mark/identify in the display (folders-next slide see example. Provide project booklets, posters)

• Get the students in the habit of marking it so faculty don't have to mark. Teaching tool for nomenclature, professionalism, errors and omissions etc.

• Get the students in the habit of stating the design intent so that the team can be objective because they saw it in the student work narrative AND applied. (for example: If seen in poster, we may not know if the student really understood, or it was a happy accident. The teams will be able to be more objective/same baseline)-Eyes and ears

• Date and time stamp in video clips from presentation transcripts.

Formatting

- Bullets
- Bold
- Italicize words
- Links
- Date and Time stamps

Student Outcome/Identification/Boxes

- Labeling of the student folders was consistent throughout the program

Course Number Course Name Semester Year

Assignment Bolded

- IDES 3220 Residential Design I Labels fall 2022.docx

Magic Number versus Representative sample:

- Everyone always ask is there a magic number for evidence and then **think** it is three. NO.

- The key term Megan Scanlan has repeatedly said is REPRESENTATIVE.

- For example, if a program has 300 students, then three students for the entire program/class/exercise is not representative of that program.

- However, if a program is small and has 6 students in a class, then 4 out of 6 is 75% of that class and I would consider representative.

Requests

- Release time or payment for writing the document or preparation

- Institutional Effectiveness (IEPR)

- Narratives (faculty, library, department, program)*anything out of your control or department

- Other Departments (exams, projects, student outcome such as Art, History, Business, Entrepreneurship, study abroad, Honor's)

- Website changes

- Senior Exit Exams, Major Field Tests

- Inventory (IT or department)

- Additional furniture, fixtures, equipment

- Additional white boards and foam boards (horizontal and vertical surfaces)-these can be borrowed from other departments or purchased

- Supplies (folders, expandable folders, boxes, pens, pencils, sticky notes, labels)-see CIDA

Videos and Transcripts

Date and Time Stamps in videos for content

Word search in transcript to help you find time stamp.

Remember time stamp so that visitors don't have to weed through literally hours of content on site.

Make sure links work will open.

Set up your videos so that outside reviewers such as mentors, jurors, advisory board members and accreditation site teams can view it without us logging in.

Go into your video and choose Share. then change the setting to "Anyone with the link."

CIDA Challenge

Students review previous work

Stage 1: Scavenger hunt that identifies what standards were achieved

Stage 2: what they would do to improve upon the work.

This may demonstrate understanding and possible application because the students have applied the knowledge from a previous semester (or not even their own work).

Content Review

- Ongoing Content Review
- Mockup Floor Plan
- Student Work Mock-up of Display as Final Review

Notice of Intention to Apply filed
- o   Triggers selection of visiting team

Consultative Conversation with CIDA Staff
- o   To discuss resources, answer questions, inclusion of multiple units in self-study

Organize **PAR and outline of content** needed for self-study

Meet to **discuss responsibilities for self-study** sections

First Draft of self-study sections due

Collate 1st draft SS.

Review for Final draft needs

Final draft of SS sections due

Final Draft refined; Approval by Acad. Affairs

Organize Schedule for Site Visit

Self-Study to CIDA & Visitors

Site Visit

Visitors Report received by MTSU

Optional Response to Visitors Report

CIDA Commission consideration of action

Timeline

Ongoing:

- Reviewing courses, projects, learning outcomes, short term and long-term goals
- Advisory Board, Mentors and Jurors
- Alumni feedback (recent and past)
- CIDA Standards, Essays and Future Vision
- Always adapting

3 years out

- Review of curriculum (each semester)
- Begin collecting work (fall 2019)*

1-2 years out

- Work collection continued
- Block out potential visit dates/student display location*
- Meet with major stakeholders
- Write Section 4 and Complete Matrix
- **Deep dive and start Appendix**

1 year out

- Write Standards 1-3
- Faculty Data Forms
- Confirm Visit Date with CIDA
- Room Reservation
- Appendix work

0-6 months out

- Analysis and Conclusion
- Quality assurance check
- **Submit 8 weeks before visit to CIDA and Team**

General Notes

- Think about time frame for your Provost office and how long they need to review and **work backward** on timeline to get report done for Cassandra. She has deadlines too.

- If your team member is out of the country, you will need more time to ship the report and it may get damaged in route.

- Matrix and formatting for report. Ask for help. This will save you time.

- See if your administrative assistants can help with Standards 1-3 (printing surveys, reports etc.)

- Make sure you give library and IT time for inventory and narratives. Try to keep running record of additions. Give other parties enough time to provide information. (ex: they may be out of town or have other obligations-I remember our provost office had 4 accreditations going on at the same time....library was updating their resources so that narrative took longer than I anticipated.)

- Recruit students (example: they not only put together the white boards, they used the boxes they came in for freestanding kiosks and Z shaped displays)

- Room mockup for display. Take field measurements. This engages the students and will give you a better idea of what you may have forgotten or need (in our case we needed more vertical displays and to our surprise 10 more were purchased and they didn't come out of our budget)

- Room reservations: We had to reserve the room we wanted over a year in advance.

- **Give yourself time on writing the self study AND setting up the display. Triple the time.**

Method

1

Be methodical

2

Don't skip an indicator or assume you have met it.

3

Go step by step

4

Put your hands on the evidence.

Appendix

- We used an appendix and worked backward.

- In the appendix was a compilation of every course in numeric order with a course description and then a description of every major assignment with keywords

- At the end of the Appendix there were common assignments.

- IDES Work Folder

- Deep Dive Summer-every class tied to the standard

- Key words and Project Descriptions***

- This document took a tremendous amount of time, but I would do it again in a heartbeat because it provided an invaluable tool that we can use for years to come.

FIELD TRIPS, SPEAKERS, MENTORS

While not "required" by CIDA, a team may request a spreadsheet or list of field trips, speakers, mentors etc.

This takes time to put together and can be stressful for you if you don't have it done before the team arrives.

General Notes Continued

CIDA Helpful Hints bullets.docx

Example of Digital Work Display Layout Notes.docx

Providing Evidence

- **Faculty and students on call (email and phone)**

- If the team requests evidence: (find evidence or trying to give you a Strength)

Team may ask

- 1. Broad standard and indicator

- 2. Specifically with item highlighted as part of that standard

Such as……..

- They may ask you if you have considered guidance CIDA provides or the Standard Essays or such as….

- 3. Broader standard and intent (perhaps another interpretation)

Accountability

Remember the burden is on the **PROGRAM** not the CIDA site team or CIDA to demonstrate compliance.

It is the **program's responsibility** is to provide a vehicle(s) that facilitate(s) the team being able to find the evidence.

Program confirms the site visit schedule **before** the visit. That schedule has the team leaving for dinner at 6pm.

Respect CIDA Team

- Remember the site team members are **volunteers.** They have jobs, obligations, deadlines, etc. before and after the visit.

- They are familiar with the CIDA Professional Standards, but they are not familiar with your program.

- One of the visitors may be new or newer.

- Have been traveling.

- Adapting to new Standards.

- They are human and require adequate food and rest.

Deadlines for Other Accreditations

- I encourage you to talk to your institution regarding other accrediting body site visits.

- NASAD

- NAAB

- ABET

You may not be able to purge all your work after the visit.

Questions to Ask Yourself

- Reality Check:

- Do I want to do this again in three years?

- Do I have the money? Energy? Time? Resources?

What Works

- Know and Use Your Resources
- Layer
- Quality Control: Accuracy
  - Let it get cold and then revisit
  - Have someone else review
- Organization
- Time-Allow yourself time to do the work
- Trust
- Experience

LESSONS LEARNED

- DON'T BE AFRAID TO ASK FOR HELP

- Trust yourself and your faculty

- Plan for the worst

- Plan more time on writing the self study AND setting up the display. Triple the time.

Lessons Learned

- Less content in Standards 4-16 in PAR and leave in Appendix.

- Find a room on campus that we can set up for 2 weeks-at least a week-more if possible.

- Allocate more time and resources/funds

Monopoly and CIDA Assessment Process

- How many of you play or played board games either as a child or now as an adult?

- What happens when you play?

- You get better from playing the game but at the end of the game- in this case CIDA assessment...

- Everything goes back in the box.

Thank You