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Interior Architecture & Design

CIDA

Virtual

Workshop

Conducting a Self-Study &
Writing a Successful PAR





Completing a Self-Study

- ▶ Mission and Goals as guidance
- ▶ Assessment Approaches

CIDA Statement

A thorough self-study to analyze achievement of CIDA Standards is particularly critical for programs undertaking an initial accreditation review. Self-study is encouraged well in advance of applying for accreditation (approximately 2 years). The program is then able to make changes as necessary to demonstrate achievement of Standards at the time of an accreditation review.

Continuous self-study and improvement are integral to quality educational programs.

Successful Programmatic Self-Study

CIDA Guidance

- Is planned and includes set **objectives** and a **schedule** for completion
- **Measures** achievement of specific criteria (for example, CIDA Standards, program goals, community needs, etc.)
- Uses **multiple measures and methods** to determine whether criteria are achieved
- **Involves** faculty members and administration in the planning
- **Engages** program and community resources
- Involves **input** from all communities of interest and expertise (i.e., students, design communities, Advisory Boards, internship employers, etc.)
- Uses **results to improve** the program
- **Evaluates success** of self-study measures and methods
- Is **ongoing** and builds on previous self-study results

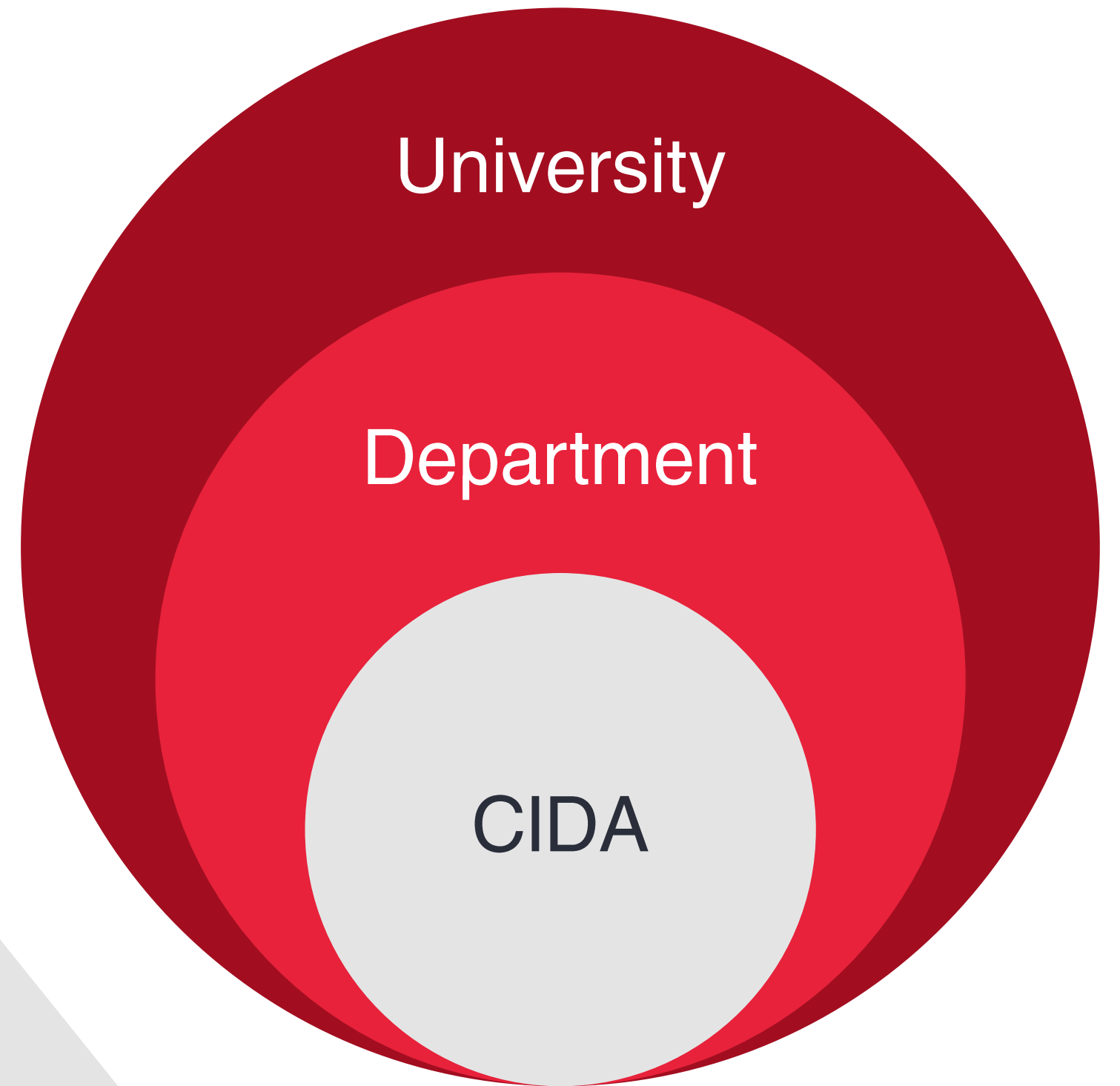
Program Mission & Goals

Consider the relationship between:

The University Mission & Goals

Departmental Mission & Goals

CIDA Standards



"Big Picture"

Understanding the relationship between the University Goals, Departmental Goals, and CIDA Standards helps to inform Strategic Planning, Curriculum, and Pedagogy. It can form your "big picture!"

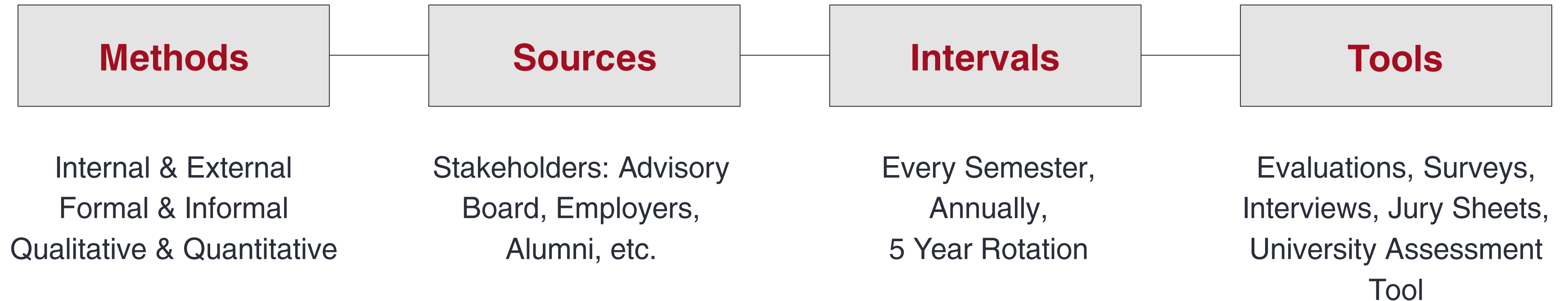
Goal 2: Knowledgeable: To prepare students for entry-level interior design practice and promote lifelong intellectual growth in the pursuit of innovative, environmental and researched design solutions.							
University Goals:	Development of Christian scholarship						
CIDA Standards:	6-Business Practices & Professionalism	8-Design Process	9-Communication	13-Products & Materials	14- Environmental Systems & Human Wellbeing	15- Construction	16- Regulations & Guidelines
Art & Design PLOs:	PLO 3-Creative/Critical Thinking	PLO 6- Quality	PLO 7- Professional Engagement				

Goal 3: Creative: To inspire and provide a culture of creativity and critically diverse thinking grounded in the framework of Fine Arts, theory, and traditional design principles.							
University Goals:	Development of Christian scholarship						
CIDA Standards:	8-Design Process	10-History	11-Elements & Principles	12-Light & Color			
Art & Design PLOs:	PLO 2- Artist's Statement/Design Philosophy	PLO 3- Creative/Critical Thinking	PLO 6- Quality				

Goal 4: Professional: To mentor and infuse professional, Christian behavior and work excellence in design practice, ethics and integrity, and business relationships.							
University Goals:	Integration of faith, learning & living	Promotion of Christian ethics	Development of lasting relationships				
CIDA Standards:	5-Collaboration	6-Business Practices & Professionalism	7-Human-Centered Design	9- Communication	16- Regulations & Guidelines		
Art & Design PLOs:	PLO 5- Ethics/Integrity	PLO 7- Professional Engagement	PLO 8- Post-Graduation				

Assessment Approaches

Methods, Sources, Intervals, & Tools



Examples



Advisory Board: serves as jurors of the Senior Thesis project using a scaled rubric. (External, Formal, Annual, Quantitative)



Sophomore Portfolio Review: Art & Design faculty evaluate student work using a scaled rubric. (Internal, Formal, Semester, Quantitative)



Employer Evaluations/Alumni Survey: Employers and alumni complete online surveys. (External, Informal, Annual, Qualitative & Quantitative)



Class Interviews/Round Table Discussions: ID Faculty complete interviews/discussions with students. (Internal, Informal, Semester, Qualitative)



Other Examples

An assortment of tools can be used in a variety of methods. Collecting information using multiple tools, stakeholders, and intervals help to identify reliable outcomes versus an anomaly.

Pre and Post Test for a trip, event, experience	Mock Interviews & Student Portfolios
Student Competitions	Advisory Board Feedback
Senior Exit Interviews	Internship Surveys- Students and Employer
Curriculum Mapping	Informal Course Evaluations



Review

Constant review of course objectives, assignments, & CIDA Revisions w/ faculty.



Inquire

Students, alumni, employers, advisory board




Benchmark

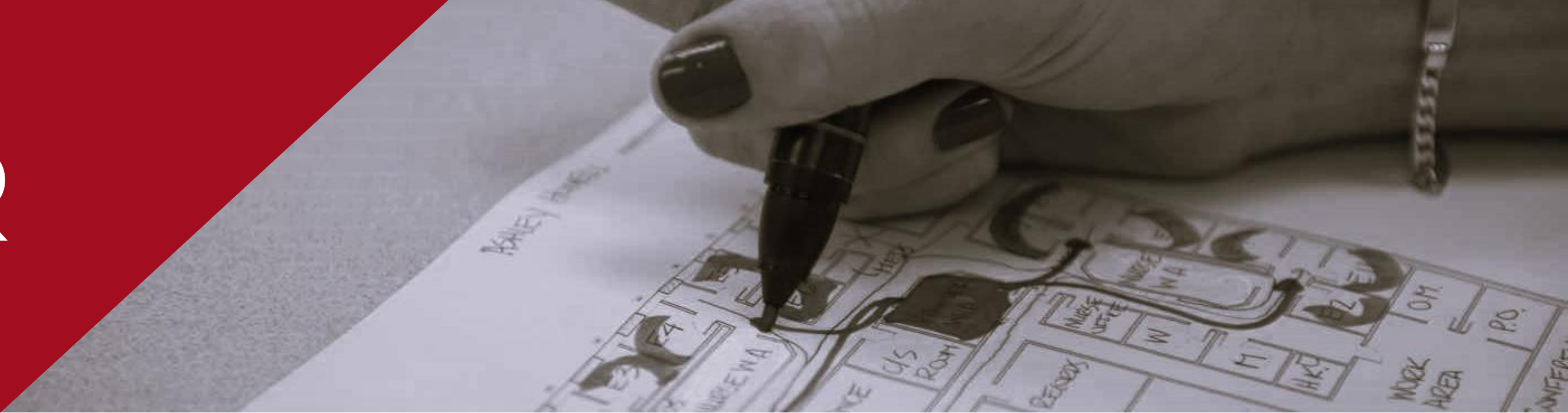
Standard's expectations against assessment results & identify strengths/gaps.

A close-up, slightly blurred photograph of a hand holding a black pen, writing in a spiral-bound notebook. The notebook is open, and the pen is positioned over the page. The background is out of focus, showing more of the notebook and the hand.

Writing a Successful PAR

- ▶ Opening Sections
 - ▶ Addressing the Standards
 - ▶ Closing Section
- 
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The PAR



A program must submit a Program Analysis Report (PAR) communicating the results of the self-study process undertaken in preparation for a CIDA accreditation review. This report includes the program's analysis of its strengths and any gaps in education that were identified in relation to meeting CIDA Standards.

Opening Sections:

Section 1: Institutional & Program Data

Section 2: Introduction

Section 1 and 2 of the PAR give you a chance to tell your story. Describe what type of institution you are, what is distinct about your program, your history, how you sit within the University structure. As well as the University mission and your educational philosophy.



Tell Your Story

Opening Sections

Section 3: Program Goals & Self-Study

Section 4: Analysis of Compliance with Standards

This is your opportunity to share what you have learned from your Self-Study. First, you will list the goals for your program. Section 3.2 ask that you describe the self-study process. Identify the methods, sources, intervals, and tools. Based upon this analysis, strengths and gaps are noted.

Section 4 is an introduction to your curriculum plan and sequence.

Methods:

Internal & External
Formal & Informal
Qualitative & Quantitative

Sources:

Stakeholders: Advisory Board,
Employers, Alumni, etc.

Intervals:

Every Semester, Annually,
5 Year Rotation

Tools:

Evaluations, Surveys, Interviews, Jury Sheets,
University Assessment Tool

Examples

Section 3: Program Goals & Self-Study

Class interviews/round table discussions:

Faculty meet informally in round table discussions with full classes at the end of each course to discuss improvements, changes, and suggestions. Senior Exit Survey/round table discussions are administered annually and feedback is discussed with full-time faculty.

Interior Design Advisory Board meetings and guidance:

One on-site advisory board meeting occurs each spring semester. The meeting is coordinated with Senior Thesis Project presentations and Juror Reviews. Feedback from the advisory board concerning the quality of student work and advice for curriculum changes/improvements based on industry trends is gathered and used for planning and curriculum modifications.

Examples

Section 3: Program Goals & Self-Study

Senior Thesis Juror Reviews:

Senior Thesis Projects are presented annually to a jury of IAD advisory board members and practitioners in interior design and architecture to evaluate students' design solutions and presentations. Results are both quantitatively and qualitatively tracked over three years. Individual results are shared with students and evaluated by the faculty. Due to the comprehensive nature of the project, the collected data is used to determine the strengths and weaknesses of the curriculum.

Employer Intern/Student Internship Evaluations:

Students are evaluated by supervising practitioners via an online survey administered at the end of internships. Results of employer's evaluations are reviewed with individual students in private meetings with course instructor. Quantitative and qualitative results are studied for three years to identify trends, strengths, and weaknesses per individual class, as well as, collective student performance. Students also complete a post-internship survey to evaluate their level of preparedness and any suggestions for the interior architecture and design program.

Examples

Section 3: Program Goals & Self-Study

What strengths did the program identify?

The following strengths were identified in the program: human-centered design, graphic and written communication, computer skills, professionalism, collaboration, disposition, attitude and ethics, supportive faculty, learning environment (builds community/camaraderie), alumni felt well-prepared, assignment of multiple project types, and co-curricular activities (travel, student professional organization chapters, etc.).

What gaps did the program identify?

The following gaps in the program were noted in collected surveys: knowledge of construction methods could be strengthened; Student Internship Evaluations surveys noted a need for AutoCAD skills; students expressed a desire to be driven or pushed to be more creative; to increase materials and finishes knowledge and application; assign projects with budgets; student moral low (during and after COVID); and students expressed a need for a stronger focus on mental health and wellness. In response, the program added a wellness goal and made the student lounge a place to rest, decompress, and a break from the studio environment. Students have also noted the limited number and diversity of full-time faculty. Lastly, the faculty have identified over-replication of project requirements (i.e. programming, schematics, design development, construction drawings for each assignment) creating limited skills and knowledge with each phase. The goal is to strategically define and emphasize one or two phases within a variety of projects while eliminating other components of the design phase. The intent is to strengthen students' overall creativity, understanding, and better use of the design process.

Examples

Section 4: Course Progression Plan

FALL	HRS	SPRING	HRS	SUMMER
Freshman Year				
IDA 1010 Introduction to Interior Design	3	IDA 1060 Architectural Graphics II	3	
IDA 1020 Architectural Graphics I	3	IDA 1080 Space Planning & Human Behavior	2	
ART 1010 Art Appreciation	3	ART 1600 Design Foundations I	3	
	9		8	
Sophomore Year				
IDA 2210 Architectural Graphics III	3	IDA 3010 Interior Design Computer Graphics	3	
IDA 2610 Interior Design Studio I	3	IDA 3060 Interior Components	3	
IDA 2620 Construction Systems	3	IDA 3280 Interior Design Studio II	3	
ART 2600 Design Foundations II	3	IDA 3730 History of Architecture and Interior Design I	3	
		SOPHOMORE REVIEW (Pass: Advance to Jr./Sr. courses)	0	
	12		12	
Junior Year				
IDA 3610 Interior Design Studio III	3	IDA 3600 Professional Practice for Interior Designers	2	IDA 4700 Internship in Interior Design
IDA 3710 Building Systems and Codes	3	IDA 3780 Interior Design Studio IV	3	
IDA 3740 History of Architecture and Interior Design II	3			
	9		5	
Senior Year				
IDA 4610 Interior Design Studio V	3	IDA 4780 Interior Design Thesis II	3	
IDA 4770 Interior Design Thesis I	2	ART 3750 Visual Aesthetics from the Biblical Perspective	3	
	5		6	

Standards 1-16

Description and Evidence

Description

Clear, brief narrative explaining how the program has met the standard. Include brief examples of the most important evidence.

Evidence

With each indicator, bullet the courses and list the project name or evidence. A very brief description of the project may be included.



Examples

The standard is defended with a brief narrative followed by a list of courses and the project that meets the indicator.

Standard 4. Global Context.Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Part 1: Analysis

Harding University and the interior design program are rooted in a liberal arts curriculum that promotes a global view of society and cultures at large. In the Liberal Arts curriculum, six hours of global literacy is required for graduation. Students are given opportunities to engage in international and domestic travel through Harding's Study Abroad program, the Art and Design International trip, and national trips to Chicago, Dallas, Memphis, and Arkansas museums such as Crystal Bridges. Through the Harding University American Studies Institute, the university presents international world leaders and change-makers who promote and shape social and cultural thought in their home countries. Within the IAD program, students complete projects that require exploration and design implementation of international cultures, socio-economic backgrounds, and social justice issues. For example, students are required to research non-European cultures and death rituals to design a Culture/Death Pavilion supporting those rituals. Within this one project, students explore cultural uniqueness and context, ecological viewpoints, and socio-economic standards outside their own. Global perspective is further supported through various studio projects such as Habitat for Humanity (socio-economic) and the Loft (culture-specific client). The Senior Thesis Project encourages students to research and complete a design for a social issue.

The IAD program's strengths include offering students multiple opportunities for international and domestic travel, assigning projects within a variety of contexts, supporting student engagement with professional organizations and events, and necessitating co-curricular exploration of the profession and emerging issues through the Art and Design Symposium requirement. Areas of improvement include increasing understanding of place and context of the project and application of systems thinking across the curriculum.

Part 2: Evidence

Student Learning Expectations

- a) Students **understand** that human and environmental conditions vary according to geographic location and impact design and construction decisions.¹
- [IDA 1080 Space Planning & Human Behavior](#) – The Little Escape Project
 - [IDA 2620 Construction Systems](#) – Quizzes; Exams
 - [IDA 3280 Interior Design Studio II](#) – High-End Residential Design: Wellness House
 - [IDA 4770 Interior Design Thesis I](#) – Lookbook; Thesis Program Notebook

Student work demonstrates **understanding** of:

- b) how social, economic, cultural, and physical contexts inform interior design.²
- [IDA 1020 Architectural Graphics I](#) – Habitat for Humanity Project
 - [IDA 1080 Human Behavior & the Built Environment](#) -The Little Escape Project
 - [IDA 2610 Interior Design Studio I](#) –Loft Project
 - [IDA 3280 Interior Design Studio II](#) – High-End Residential Design: Wellness House
 - [IDA 4780 Interior Design Thesis II](#) - Thesis Project
- c) how designers consider the inter-dependence of multiple contextual elements related to a design solution and their holistic, potential impact on user(s).³
- [IDA 3280 Interior Design Studio II](#) – High-End Residential Design: Wellness House
 - [IDA 3610 Interior Design Studio III](#) – Corporate Design Project (Next Project)
 - [IDA 4610 Interior Design Studio V](#) – Healthcare Project
 - [IDA 4700 Internship in Interior Design](#) – Systems Thinking Assignment
 - [IDA 4780 Interior Design Thesis II](#) - Thesis Project

Considerations:

Aligning the correct evidence with the appropriate Learning Level is crucial

Aware/ Awareness

Familiarity with specified data and information that is demonstrated either in student work or in student interviews.

Understand/ Understanding

A thorough comprehension of concepts and their interrelationships.

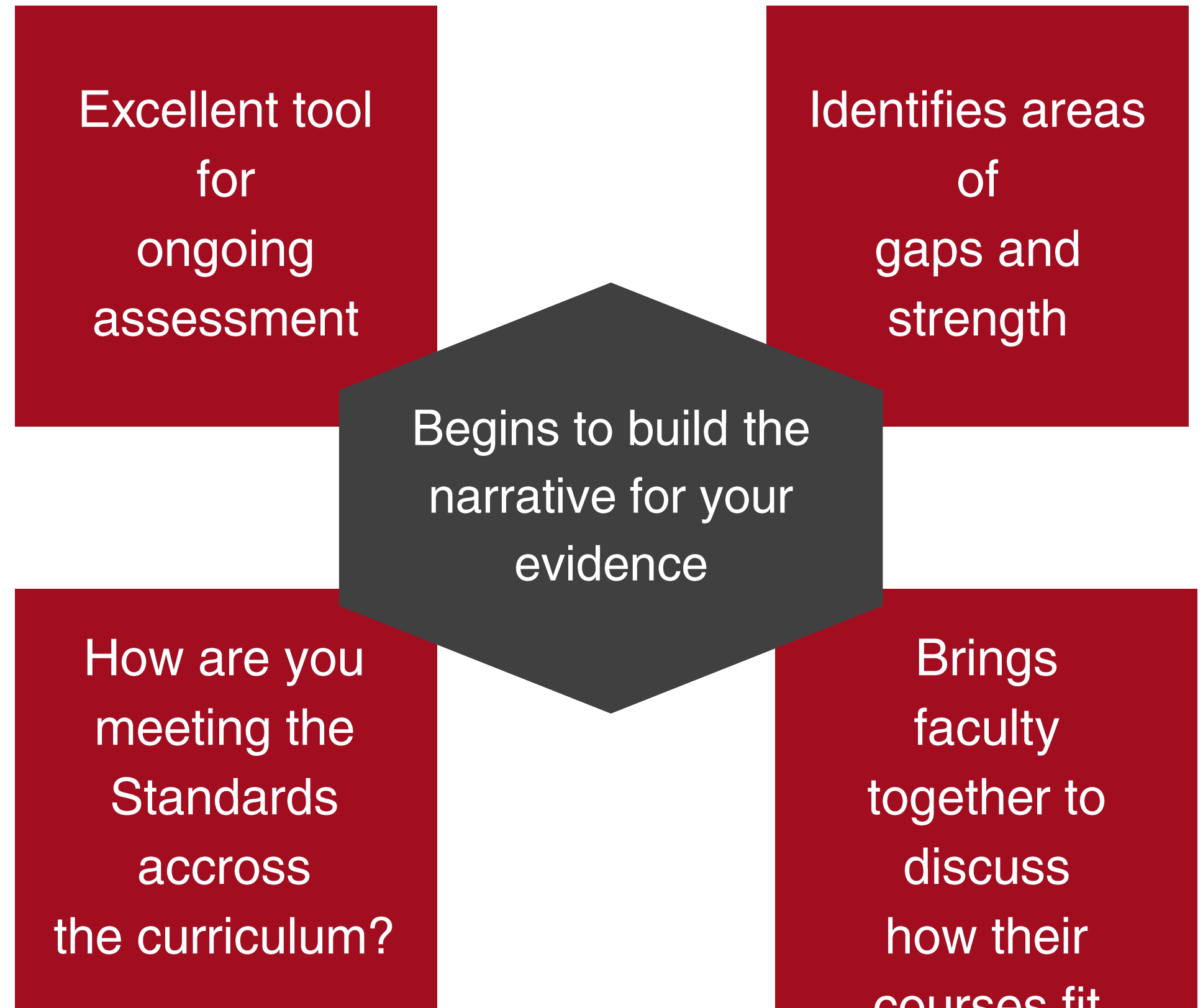
Apply/Ability/ Able

Competent entry-level skills that must be demonstrated in completed student work.

Curriculum Matrix

"Many programs use the Matrix as a planning tool during the years leading up to an accreditation review."

CIDA Matrix Instructions



Closing Section

Section 5: Conclusions



Strengths

Summarize what the self-study identified as strengths



Items Going Forward

What needs to be addressed as discovered in the self-study?



Changes

How will you address the needed changes?

Section 5. Conclusions

The self-study assessment provides sound evidence that the interior architecture and design program's mission and goals are being successfully addressed and implemented. Internal and external feedback continues to inform and thus helps the faculty to stay abreast of changes. Evolving renewal of the interior design body of knowledge and industry frequently introduces change necessitating revisions to the program and curriculum. As a result, graduates report being well prepared for the profession, especially in the areas of human-centric design, graphic and written communication, the design process, professionalism, and ethics. The following strengths were identified in the program:

- A human-centric and empathetic design naturally aligns with the program mission and is stressed in projects reaffirming and endorsing a core mission emphasis on developing the goal of a Christ-Like, servant attitude.
- Graphic and written communication is reinforced as individuals and teams in several courses and includes opportunities to present informally and formally using a wide variety of media.
- The university's investment in technology and a computer lab with a variety of software and up-to-date hardware and the repeated use of such reflect students' adequate to above average computer skills as noted in the Employer Intern Evaluation.
- Professionalism is measured by requiring student work to be thorough, neat, and completed within a specified deadline. Students also have multiple opportunities to network and engage with professionals and professional events increasing their exposure to the profession.
- Teaming with graphic design and marketing students on the Branding Project offers a unique opportunity to better understand collaboration and people outside the interior design and architecture fields. Students also report on methods used and individuals involved in collaboration in the internship course.
- Students are consistently evaluated high on attitude and ethics as reported in the Employer Intern Evaluation.
- Alumni and current students consider faculty to be caring, model professionalism and teach from a Christian worldview.
- The IAD learning environment and culture, and a cohort of classes creates community and build strong relationships. Studios are designed to emulate the work environment with students assigned a dedicated work area.
- Alumni are working in a wide variety of design-related specializations, work environments, and demographics illustrating the scope and preparedness of the curriculum and flexibility of our graduates.
- The program offers a broad range of project types ranging from large and small scale in both residential and various commercial settings.
- Co-curricular opportunities include but are not limited to, international and domestic travel, professional organizations and events, guest speakers, site visits, and student-selected experiences (i.e. Art and Design Symposium).
- Full-time and adjunct faculty have diverse work and educational backgrounds providing students with a wide range of perspectives. The faculty and program director are involved in national organizations, workshops, and conferences, and subscribe to information on current industry trends and issues impacting the design industry.

The following items are to be addressed going forward:

- Expose students to a broader knowledge of interior construction systems and methods.
- Heighten exposure and experience in AutoCAD skills and knowledge.
- Purposely pursue increased creativity among our students.
- Improve and expand fabrication and installation knowledge of materials and finishes.
- Address the limited number and diversity of full-time faculty by utilizing additional guest lectures and student mentors.
- Promote mental health and wellness of students as an overarching theme.
- Strategically refocus design phase requirements in projects to build skill and application throughout the program experience.

The following revisions are planned to occur within the next one to two academic years to continue offering a quality degree in interior design that meets the program mission and goals and complies with CIDA Standards, :

- Expand the construction systems course with a stronger focus on interior construction systems and detailing.
- Incorporate assignments across the curriculum that require the use of AutoCAD.
- Create project and course content that specifically addresses creativity, fluency, etc. in early studios.
- Offer an additional course to increase knowledge in fabrication and installation of materials and finishes.

Section 5. Conclusions

- The program introduces a wellness goal and added a white noise machine, healthy drinks and snacks, air purifier and mobile work surface to the student lounge. New monitors purchased for the computer lab offer eye care, anti-glare, and tilt pivot with swivel height adjustment. Survey questions concerning students' mental health will be included in the exit survey.
- To address over replication of design process requirements and creativity, the goal is to strategically define and emphasize one or two phases within a variety of projects while reducing other components of the design phase. The intent is to strengthen students' overall creativity, understanding and enrich the use of the design process.
- With the new addition of an architecture program, the goal is to identify opportunities to partner with faculty and students while increasing the number and diversity of full-time IAD faculty members. For example, sharing of courses and facilities; collaborative opportunities for student projects; enrollment adjustments in the department and IAD program; and increased marketing opportunities.

Future changes that may impact the program include a new president and the new architecture program, both beginning in fall, 2022. Due to small population growth, all universities will continue to be challenged by decreasing student enrollment which will increase faculty involvement in recruiting and market methods. The increase in technology, especially VR, 3-D technologies, and automation, will drive the need for strategic investment in software, hardware, human resources, and a makerspace. Diversity, equity, and inclusion are great cultural and economic opportunities to engage students in continued exercises and discussions on these topics. Lastly, the IAD faculty and program actively pursue exposure to emerging issues, trends, and/or challenges through attendance at professional conferences and events, advisory board and alumni feedback, and ongoing internal and external assessment. Opportunities for increased knowledge and understanding of emerging topics and challenges will be augmented with the growth of and collaboration with the new architecture program, faculty, curriculum, and students.

Example

Section 5: Conclusion

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Thank You!!!

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