In examining a program to determine whether standards for education in interior design are being met, the Council for Interior Design Accreditation (CIDA) requires an on-site review by a team of site visitors (visiting team).

The factor of greatest significance in the evaluation process is the achievement level of students as a demonstration of the adequacy of the required curriculum.

Other factors taken into consideration are:
- Academic and professional qualifications of the faculty in relation to the purposes and objectives of the program;
- Adequacy of the facilities for the educational program;
- Administrative structure of the program and its relationship to the institution as a whole;
- Program assessment methods and the program's continued development and improvement as a result of assessment.

It is important that the program recognize that CIDA's evaluation is based on what is in place at the time of the site visit. New evidence, intended to demonstrate compliance with Standards, will not be considered after the site visit.

Requesting a Site Visit

It is the responsibility of the interior design program to notify CIDA of the available dates for a site visit by submitting the Request for Site Visit Dates form, which is available upon request. The form, or a letter from the program head containing the information requested on the form, should be sent to the CIDA office as soon as the program has established all possible site visit dates and at least a year in advance of the earliest preferred date. CIDA will send the program a reminder letter indicating when visit date requests are due.

Site visits usually are scheduled to begin with team arrival on Friday. The visit concludes on Tuesday morning, with team departure after noon. The suggested sequence of events is shown on the Sample Site Visit Schedule (see page 5). If there are institution or program constraints that prevent a program from hosting a team on Sunday, a request may be submitted for the visit to begin on Monday and conclude on Thursday morning.

Program Analysis Report

In preparation for a site visit, 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. CIDA has developed a publication, Guidance for Self-study (CIDA Accreditation Policy and Procedure, Guidance for Self-study), for programs that need assistance in organizing self-study efforts.

The Program Analysis Report is due no later than 8 weeks in advance of the site visit. All programs scheduled for review are provided with an electronic template which includes detailed instructions for completing the report. Programs may also request this information at any time from the CIDA office (info@accredit-id.org).

Visiting Team

The visiting team typically consists of three members. If the program seeking accreditation offers multiple degree tracks or courses through alternate delivery methods, additional team members may be required. Every team will include one educator and one practitioner. Most site visitors represent professional interior design associations (ASID, IIDA, IDC, IDEC, etc.), although some visitors are non-affiliated. On each site visit, one team member will serve as team chair or two team members will serve as visiting team co-chairs.

The abbreviated credentials of proposed team members are sent to the program to be reviewed for possible conflicts of interest. If the program perceives a conflict of interest with any of the proposed team members, CIDA will make a determination regarding replacing that team member, taking the program's concerns into consideration.

The program seeking accreditation may request that one or two observers accompany the visiting team. The cost of such observers is borne by the program. CIDA may add one or two observers at its expense.

Site Visit Fees and Expenses

CIDA will invoice the program for the administrative fee and the site visitor travel fee (see CIDA Accreditation Policy and Procedure, Fees, pages 2-3). Payment must be received in the CIDA office prior to the visit. These fees defray a portion of the administrative expenses related to the accreditation process and team travel to the city or town in which the program is located. The remainder of these costs is covered by grants and donations from industry, the interior design profession, and interested members of the public.

A program being visited is also responsible for visiting team expenses while the team is on site (lodging, meals, and ground transportation). See CIDA Accreditation Policy and Procedure, Fees, page 3.

Hosting the Visiting Team

The team should be housed in three single rooms near the campus in comfortable but not elaborate accommodations (hotel, motel, or suitable equivalent). The team chair or one co-chair's room should contain a worktable and three chairs for work sessions. If possible, the program should also provide a private team work space (with table and chairs) on campus located with or near the student work display. The team should be provided with a computer, preferably a laptop, and have access to a printer.

Team members must have their evenings free to work on their report during the visit. This is important because the team is expected to complete the written report during the site visit. The team will not meet again in person after the site visit. All further communication will be done either by phone or e-mail.

Meals planned for the team should not be elaborate, and receptions should not be included in the site visit schedule. If the program chooses to host a reception during the site visit, team attendance should be optional and at the discretion of the team. The reception should not interrupt or interfere with the team's schedule for completing their work. The visit schedule must be discussed with the team chair at least two weeks prior to the visit.

Site Visit

The visiting team spends three and a half days with the program, evaluating student work and course offerings; interviewing faculty members, students, and administrators; and inspecting the program facilities. The program is evaluated with respect to all items in the Standards.

The program prepares a proposed schedule of events for the site visit, using the sample schedule (see below) for guidance. No later than four weeks before the visit, the program representative sends the proposed visit schedule to the CIDA office and the visiting team chair or the visiting team co-chair serving as communication coordinator. The program representative consults with the visiting team chair or co-chair about the schedule. The program sends the entire team a finalized scheduled no later than two weeks prior to their arrival.

In preparing the schedule, certain critical factors should be taken into consideration. Exit interviews with the faculty and highest level administrators are required on the final day of the visit. Also, the schedule must allow adequate time for a thorough review of student work and for meetings with faculty members, students, and program administrators.

Site Visits Outside the US and Canada

All programs seeking accreditation must undertake the same basic components of the accreditation process, including hosting a visiting team for an on-site review of the program. Due to the potential for extended travel time to overseas sites, CIDA will negotiate specific site visit arrangements (including travel, accommodations, site visit schedule, etc.) with programs housed in institutions located outside the United States and Canada on a case-by-case basis. Site visit arrangements will be confirmed at least six months prior to the site visit.

The visiting team's time on site may be extended by a minimum of seven days or longer if deemed necessary by CIDA to facilitate the site visit and accommodate extended travel time. The site visit schedule may be adjusted to allow for extra time on site. Visiting team members will have the option of arriving at least 36 hours in advance of the site visit, and extending their stay up to 36 hours after the site visit to accommodate travel. Any flight over six hours must be upgraded to business class.

The program will pay all costs necessary to administer the accreditation process, including but not limited to:
- The fees outlined in CIDA's Accreditation Policy and Procedure, Fees.
- All costs incurred by the visiting team for air and ground transportation, lodging (including additional hotel nights or late departures due to travel schedules), and meals.
- Mailing and telephone charges related to the accreditation process, including those incurred by the CIDA office and visiting team.
- Fees for translation services during the site visit. If possible, these services should be provided by an individual or organization well versed in the vocabulary of the design profession.

CIDA will be sensitive to the cultural protocols of the institution's country of origin. The Accreditation Commission will consider the logistical and political circumstances of program reviews located outside the US and Canada on a case-by-case basis to determine if further adjustments to process and procedures are necessary. CIDA staff will work closely with the program and the visiting team to ensure that all arrangements are agreed upon prior to the site visit and expenses are allocated appropriately. The Accreditation Commission reserves the right to refuse to conduct or to cancel a site visit in the event of disaster, war, political unrest, or any other conditions deemed unsafe for CIDA site visitors.

Site Visit

Site Visit Schedule

This schedule includes key events that must occur during the visit. Prior to the actual site visit, the program representative is responsible for preparing, in consultation with the team, a schedule that supports communication of how the program meets CIDA Standards. The team chair or co-chair may request specific approaches for interviews or other aspects of the visit to facilitate the team's work.

Friday	Evening	Team arrives
Saturday	8:00 a.m.	Team meeting
	8:30 a.m.	Brief tour of program facilities with program representative
	9:00 a.m.	Orientation to student work display with program representative
	9:30 a.m.	Begin review of student work*
	12:00 noon	Lunch
	1:00 p.m.	Continue review of student work*
	6:00 p.m.	Team dinner and work session
Sunday	8:30 a.m.	Meet with individual program faculty members (selected support faculty may be included) – consult team chair to determine the preferable approach for these interviews, group(s) or individual. Conduct these interviews in the room with the student work display *
	10:30 a.m.	Continue review of student work*
	12:00 noon	Lunch
	1:00 p.m.	Continue review of student work*
	4:00 p.m.	Team work session
	6:00 p.m.	Team dinner and continued work session
Monday	9:00 a.m.	Interview students in the room with the student work display – consult the team chair to determine the preferable approach for these interviews, group(s) or individual*
	11:00 a.m.	Visit studio classes or critique session; students are available to talk about work in progress and interact with the visiting team
	12:00 noon	Team lunch
	1:00 p.m.	Meet with the unit/program administrator(s)
	1:30 p.m.	Individual team member assignments as requested by team chair, e.g. inspection of support facilities, library, slide collection, audio-visual, etc.*
	2:30 p.m.	Team work session
	6:00 p.m.	Team dinner and continued work session
Tuesday	8:00 a.m.	Team prepares for exit interviews
	9:00 a.m.	Begin exit interviews: team presents a general summary of findings to the chief executive officer of the institution
	9:30 a.m.	Exit interviews with unit administrator(s), program coordinator, faculty (in a group session or individually as desired)
	11:00 a.m.	Team departs campus

*the team may request additional evidence or clarification from a program representative

Student Work Display

The curriculum is regarded by CIDA as the core of the interior design program and must present the common body of knowledge in interior design as reflected in CIDA's Professional Standards. Student work provides evidence of student learning and is a major source for the visiting team's evaluation of the educational program. To prepare for this part of the visit, the program must arrange a display of student work for the team to review. The work should be available throughout the visit. It is preferable to schedule faculty and student interviews in the same area as the student work display. Student interviews can serve as evidence of student learning, particularly for expectations that require an awareness or understanding level of achievement.

Student learning and program expectations are performance criteria used to evaluate compliance with CIDA Standards. For further description of how student learning and program expectations are used for evaluation, refer to CIDA's Professional Standards 2017, pages 9-11.

The display should include:
- Course information located with the work produced from that course. Organize materials for each course with the course name and number clearly labeled.
- Course syllabi and handouts (include course description and schedule/outline)
- Assignments including purpose/objectives and requirements (locate with examples of results from each assignment/project)
- Blank exams or tests
- Required course texts and/or custom published documents prepared by the instructor (any other reading assignments may also be helpful)
- Instructions for accessing any digital student work and the names of digital assignments/projects (refer to Digital Student Work, page 6)

Evidence of student learning (such as results of assignments, exercises, etc.):
- Evidence of design process such as matrixes, bubble diagrams/schematics, sketches/drawings, study models, concept development, exploration of a variety of design ideas, design refinement, etc.
- 2- and 3-D basic creative work
- Drafting, CAD, drawings, perspectives
- Design proposals
- Programming documents
- Detailing and working drawings
- Business documents
- Papers, completed exams, and/or a compilation of exam results for history, theory, etc.
- Any other examples of student learning that demonstrate achievement CIDA Standards (could be: on boards; in digital format; in booklets, folders, notebooks, 3-D models; computer videos; videos of oral presentations, etc. Include examples of all formats used.)

Student work on display must:

- Be arranged in progression according to the curriculum sequence followed in the program. Progression or sequencing can be made clear in a number of ways such as arranging courses by freshman level, sophomore level, etc. or placing major interior design studio courses in sequence with supporting courses in sequence in another area. Identify each course by name, number, and published course description.
- Be completed in courses required for graduation from the program seeking accreditation. Student work completed in elective courses cannot be used as primary evidence, but can be used to provide supplementary information.
- Be actual work completed in courses for the program being reviewed. Work completed by transfer students while at another school should not be included unless the courses transferred are officially part of the interior design curriculum through a cooperative agreement between the two schools. This work should be clearly identified.
- Represent all required courses and delivery methods that address the Standards, including courses that are taken in other departments.
- Include multiple examples that provide a representative sample of all types of work produced by a variety of students.
- Be current, from the past 3 years. Each project must be dated.
- Be arranged on vertical and/or horizontal surfaces or electronically, as appropriate or available.

The program should not make available to the visiting team any material of a confidential nature. The team will not grade student projects nor will they be interested in the final grades instructors have given.

The team will spend Saturday and Sunday evaluating student work. It is helpful to provide a brief orientation to the student work display Saturday before leaving the team to conduct the review. The visiting team may also view work in progress during studio visits. As a result of reviewing student work, the team may ask questions about particular projects or courses, request help in locating examples of outcomes for specific standards, or request additional work.

Digital Student Work

Programs have the option to display student work digitally. In order to do so, at least one computer per site visitor must be provided in the student work display space. All computers must be configured in a similar fashion to enable the visiting team to review work efficiently.

The visiting team must be able to enlarge digital student work without causing pixilation or loss of quality (for example, color rendition, materiality, and line weights). Computer monitors must be large enough to facilitate the review of digital student work, and a projector and white wall or screen must be available within the student work display space.

It is the responsibility of the program to create a curated display of digital student work. The program may not provide the visiting team with access to an entire learning management system or digital archive that has not been curated. It is the responsibility of the program to ensure the visiting team is able to review all of the student work (both physical and digital) provided during their time on-site.

It is the responsibility of the program to ensure that all hardware and software used to display digital student work is functioning properly for the duration of the site visit. A backup of all digital student work must be available in the event of any hardware or software malfunctions. Additionally, technical support must be available to the visiting team for the duration of the site visit.

It is the responsibility of the program to ensure that individuals with basic computer skills are able to navigate digital student work on display with minimal instruction. The user interface as well as the user experience must be considered when displaying digital student work. The program has the option of organizing digital work in folders on the computer's hard drive or in a web based format. The program **may not** provide the visiting team with multiple storage devices containing student work (for example, CDs, flash drives, memory cards, etc.).

Alumni, Internship, Employer, and Community Surveys

Alumni, internship sponsors, employers of graduates, and community members, such as the program Advisory Board, offer an important perspective of program achievement. CIDA surveys these individuals prior to the site visit using a standard survey form.

CIDA will notify the program prior to the site visit with a request to submit a short list of alumni, internship sponsors, employers of graduates and other community members engaged with the program. CIDA will then contact these individuals to collect their feedback about the program. Survey responses will be compiled by CIDA and sent to the visiting team in confidence prior to the site visit.

Site Visit

On-site Interviews

Each site visit is planned to gain as clear an insight as possible into the full scope, content, effectiveness, and intent of the educational program and its participants. In order to do this, it is necessary for the visiting team to interview program administrators, faculty members, staff, and students.

Administrators
Only those unit/program administrators directly involved in or concerned with the interior design program are normally included in interviews conducted on Monday of the site visit (see Sample Site Visit Schedule, Monday at 1:00 p.m.). An exit interview to review team findings with upper-level institutional administrators (president, provost, chief officer, dean, etc.) should be scheduled for Tuesday morning prior to the team's departure.

Faculty
Interviews with faculty members may be conducted individually or in small or large groups. Faculty members or instructional personnel teaching support course work may be included in the interviews. Generally greater candor, objectivity, and forthrightness are possible when each faculty member meets individually with the team. On the other hand, greater interaction and a broader viewpoint may be possible in discussions with a group of faculty members. Either option, or a combination of both, may be used. The method of interview and size of group are to be coordinated between the program and team. Time must be allowed on the site visit schedule for faculty interviews, but the method of implementation should be coordinated with the team chair or co-chair.

Students
Interviews with students allow the team to gain insight into the program and student population and also serve as one way the team evaluates student learning. The program may wish to provide students with a copy of CIDA's Standards and discuss with them the primary purpose of interviews prior to the site visit.

Students to be interviewed by the team may be selected in one of the following ways:
- By faculty members,
- By students,
- Individually, by the site visit team,
- As an entire class for a group interview,
- Or, as individuals by a combination of faculty members and students.

The team chair or co-chair discusses the precise method the team wishes to use for selection of students for interviews with the program coordinator. It is expected that the team will use discretion in the selection method and communicate their wishes to the program prior to the visit so that interviews can be arranged. Student interviews are to be conducted in private without the presence of faculty members or staff.

Visiting Team Report

The visiting team drafts the Visiting Team Report (VTR) before the visit is concluded. The visiting team then submits the report to the CIDA office. Two primary reviewers from the Accreditation Commission along with accreditation staff work with the visiting team to finalize the report.

CIDA submits the Visiting Team Report to the program coordinator for a program review to check for technical and content accuracy (see Program Review of VTR). Content concerns are forwarded to the visiting team, and the team may make changes or write a response based on concerns.

The VTR is then reviewed by a group of trained CIDA site visitors who comment on the accreditation status proposed by the team in relation to the findings presented in the report.

The Program Analysis Report, Visiting Team Report, the program response and team comments regarding program concerns (if any), as well as feedback from CIDA site visitors are considered by the Accreditation Commission. Based on this information, the Accreditation Commission makes a final decision on accreditation status for the program.

Program Review of VTR

It is the right of the program to ensure that the CIDA visiting team has a clear understanding of the program, as evidenced in the material provided by the program in the Program Analysis Report and during the site visit. The program therefore receives a copy of the Visiting Team Report following the on-site visit for the purpose of determining that there are no misrepresentations of technical information or content contained in the team report.

The program coordinator <u>must</u> acknowledge receipt of the Visiting Team Report in writing. If the program finds any misrepresentations in the report or any errors of fact, the coordinator must submit a written response, or rebuttal, to the CIDA office. The program response will be appended to the Visiting Team Report and circulated to all readers of the report.

Observers on Site Visits

CIDA may request that a program allow an observer to accompany a site visit team, subject to approval in writing by the program being visited. Observers may be included for a variety of reasons, including those described below. None of the expenses of these observers is to be paid by the program.

- CIDA Board members, Accreditation Commissioners, Standards Committee members, or staff may find it necessary to gain greater insight into interior design education and/or enhance their understanding of the accreditation process.
- Representatives of the Council on Higher Education Accreditation (CHEA) may wish to evaluate the operations, procedures, and conduct of an accreditation visit as part of their process to recognize CIDA as a specialized accrediting agency for interior design.
- Representatives of state or provincial education regulatory bodies may have regulations stating that any professional educational program in their jurisdiction must meet their specific requirements and be reviewed by representatives of their offices.
- Representatives of the interior design trade press may wish to observe the process first-hand as part of background research on education, accreditation, or the field of interior design.

Accreditation is a process in which an interior design program, the visiting team members, and CIDA have invested a great amount of time, money, and effort. Any interference with that process could cause great difficulty to the program, the faculty members, the students, and ultimately, the profession itself. The visiting team is responsible for evaluating the program and developing its report in a limited period of time. All team members are volunteers taking time from teaching or practice. In this context of a process that places demands on all parties involved, it is important that an observer's responsibilities, privileges, and constraints be clearly defined.

The observer role involves only the observation of persons directly involved in the accreditation process. Observers are allowed to attend some, but not all, of the visiting team sessions. Observers must not be involved in questioning, evaluation, or data collection. They may not participate in formal dialogue with faculty members or students, nor express opinions or offer analysis of any part of the program.

The Program Analysis Report and the Visiting Team Report are confidential and are to be used exclusively by CIDA in determining whether a particular program is to be granted accreditation. Of necessity, the team report must be drafted in the evening sessions during the visit. Team discussions must be complete and candid; therefore, observers, with the exception of CIDA staff, volunteers, or representatives of regulatory agencies, are not allowed to attend or participate in those sessions.

Observers are encouraged to attend meal functions and meetings with faculty members and students, and to observe student work and the facilities. Programs are asked to extend hospitality to observers in every way possible, recognizing that observers are essential to various aspects of CIDA's accreditation process.

The visiting team chair and co-chairs are responsible for the conduct and organization of the visit in all respects. These individuals, working in concert with team members, will draw up ground rules for the visit and determine any specific privileges and limits for observers, provided they do not violate any of the conditions stated above.

Postponing Visits

Postponement of an accreditation review may be granted to a program at the discretion of the Accreditation Commission if the program is confronted with circumstances outside its control. A request for postponement must be presented in writing to the Accreditation Commission a minimum of six months prior to the time when the visit is to take place.

If a scheduled visit to a program is postponed, an asterisk is placed beside the program listing on CIDA's website indicating that the program has delayed its site visit.

Initial and Re-accreditation Visits

Initial and re-accreditation visits are the most common types of accreditation reviews. Procedures followed for a program seeking initial accreditation (program not currently accredited) and re-accreditation (program currently accredited) are the same. In both cases, the program's achievement of all CIDA Standards is evaluated.

The program is not required to provide information from the last accreditation review, although it may voluntarily choose to include this information in the Program Analysis Report.

Interim Visits

An interim visit may be required if evidence presented in a report of significant change or a complaint raises questions about a program's compliance with CIDA Standards. In this case, the Accreditation Commission will determine the scope of the visit and the composition of the team.

A visit may also be required if the Commission finds it necessary to monitor improvement in areas found to be weak at the time of the last accreditation review. In addition to the expected Progress Report, the interim visit will be scheduled to take place three years after the date of the accreditation decision. The Accreditation Commission will determine the scope of the interim visit at the time accreditation is awarded. A visiting team will be composed of one to two team members. If possible, at least one team member from the previous accreditation review will participate in the interim visit. The visit will be one to three days in length and the program will be provided with a sample visit schedule prior to the review. Procedures followed for the interim visit are the same as those followed for an accreditation review. The program must prepare a student work display to demonstrate achievement of CIDA Standards. (For more information on interim visits, see Accreditation Policy and Procedure, Maintaining Accredited Status, page 2)

Probationary Visits

Probation is an accreditation status that indicates critical weaknesses have been identified in <u>an accredited program</u> and provides the program a specific period of time to improve areas of weakness in order to maintain CIDA accreditation. Probation may be granted for a period of not more than two years at the discretion of the Accreditation Commission. The Commissioners will state in writing areas of weakness, which the program must improve within a specified time period. Probationary status may require a site visit by one or more CIDA representatives to review evidence on site and report to the Accreditation Commission. (For more information on probation, see Accreditation Policy and Procedure, Accreditation, page 3)

The scope of the probationary review is typically focused on the educational program. The program completes a Program Analysis Report responding to the appropriate Standards as stipulated by the Accreditation Commission. The team will be provided with the Accreditation Report from the previous site visit as an important reference. In reviewing the program, the team should pay close attention to areas of weakness identified from the last site visit. The probationary status states that the program must improve overall student achievement in these areas in order to maintain accreditation. Due to the limited nature of a probationary review, the Accreditation Commission will provide the program with a sample site visit schedule, which includes only those activities critical to the review.

Concurrent or Joint Visits

A concurrent visit is one in which the site visits for two accrediting agencies are conducted during the same period of time. The program or institution prepares two separate self-studies, each addressing the requirements of the appropriate accrediting agency. The site visits are scheduled to take place concurrently.

A joint visit is one in which two accrediting agencies agree to accept the same self-study and to participate jointly in making a site visit to a program for the purpose of evaluation. CIDA will assist in developing an agreement outlining cooperative efforts and constraints necessary due to requirements or procedures of the respective accreditors.

Joint evaluations do not lead to joint accreditation. Separate accreditation action is taken by each agency, and, because of differences in each agency's evaluative criteria, dissimilar results may issue from a joint accreditation visit.

Requests for concurrent or joint site visits must be made to the Accreditation Commission well in advance of the proposed visit date.