


# 2016 ANNUAL REPORT

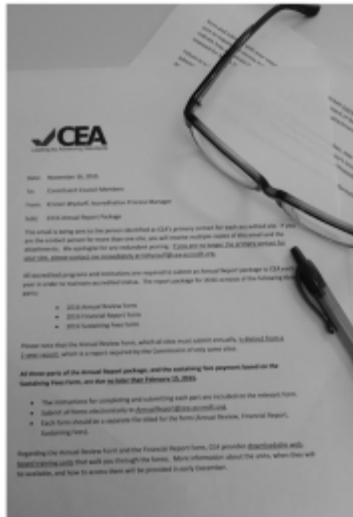
PURPOSE, REVIEW, FORMS & DOCUMENTATION




Welcome to the 2016 Annual Report Training Session. With a few exceptions, each year accredited sites are required to complete the Annual Report Package by the deadline of February 15. There have been some new additions, or revisions, in the 2016 version of the report documents that you received in November last year. This training session is designed to lead you through those documents and to respond to some frequently asked questions about the Annual Report process. In this training, we will focus most of our time on the Annual Review Form because it is sometimes challenging for sites to complete. Let's get started.



## PURPOSE



1. Verification of continued eligibility for accreditation, financial viability and regulatory compliance
2. Payment of sustaining fees
3. Continued monitoring of compliance with selected standards
4. Collection of faculty and student data as required by USDE
5. Collection of current contact information; substantive changes
6. Trend identification

Commission on English Language Program Accreditation
© 2016
2 

The purposes of the forms in the Annual Report Package are for sites to provide verification of continued eligibility for accreditation, financial viability, and regulatory compliance, to pay sustaining fees, and to provide evidence that the site monitors several important indicators of compliance with selected standards.

CEA is also required by the US Department of Education (USDE) to collect and monitor certain types of information, such as student and faculty data, and to have policies that trigger additional reporting when necessary.

The reports also serve as a reminder to declare substantive changes to your programs and to update your primary contact and directory information.

In addition, the Annual Reports in aggregate provide an opportunity for CEA to identify trends among accredited programs and institutions.

## PURPOSE (cont'd)

### How is the information used?

- Additional reporting may be required by the Standards Compliance Committee (SCC)
- Identified trends are reported to the Commission as well as to the Constituent Council



The information in the Annual Reports is reviewed by CEA staff; if necessary, it is referred to the Standards Compliance Committee for further action.

(1) Significant changes in student enrollment and numbers of faculty may prompt further investigation into faculty workload and the ability of the site to carry out its education functions. A review of pass/fail rates may prompt further investigation into aspects of curriculum and assessment practices. Based on the findings, staff may accept an annual report as complete or recommend further consideration by the Standards Compliance Committee.

(2) End-of-year financial statements are reviewed by CEA's financial manager who may accept the report as is or request further information. Any concerns that arise as a result of the financial review will be forwarded by staff to the Standards Compliance Committee (SCC) for consideration by the full Commission if warranted.

(3) If it appears that a program or institution may no longer meet eligibility requirements or any specific standards, the SCC will determine follow-up actions. Depending upon the evidence and which standards may be affected, the SCC may require a follow-up report or a site visit. In cases where a substantive change has occurred but has not been reported, the site will be required to submit a substantive change report. The results of any further review will be reported to the Commission, which will determine what action to take, including whether a warning should be issued.

CEA staff may issue an administrative warning to a program or institution for failure to submit a complete annual report and pay sustaining fees by the deadline for submission. The warning may be followed by probation and further result in withdrawal of accreditation, if the required reporting and fees are not submitted.

## ANNUAL REPORT PACKAGE



**1. Annual Review Form** - email to [annualreport@cea-accredit.org](mailto:annualreport@cea-accredit.org)

*Required from most sites*

**2. Financial Reporting Form** – email to [annualreport@cea-accredit.org](mailto:annualreport@cea-accredit.org)

*See training video.*

*Required from most sites*

**3. CEA Sustaining Fees Form** – email to [annualreport@cea-accredit.org](mailto:annualreport@cea-accredit.org)

*See training video.*

*Required from all sites*



Each fall, CEA will send a reminder to your designated primary contact about the Annual Reports which are due February 15. The email message contains all forms as well as basic instructions about the process.

Note that while all sites are required to pay sustaining fees and file their sustaining fee forms, some sites are exempt from submitting an Annual Review form and the Financial Review form; for example, sites submitting their reaccreditation self-studies or interim reports in mid-February are exempt from this requirement as are the sites that received their initial accreditation in December 2015.

## ANNUAL REPORTING PROCESS



- November notification (forms are sent to the primary contact listed for each site)
- Reports are due by February 15.
  - If anything is missing or unclear, CEA staff will contact sites and request additional information.
- Late/incomplete filing
  - 10% late fee on sustaining fees
  - Referral to SCC for possible administrative probation
- Site notification
  - Sites will be notified once the annual report review process is complete.

Commission on English Language Program Accreditation


© 2016

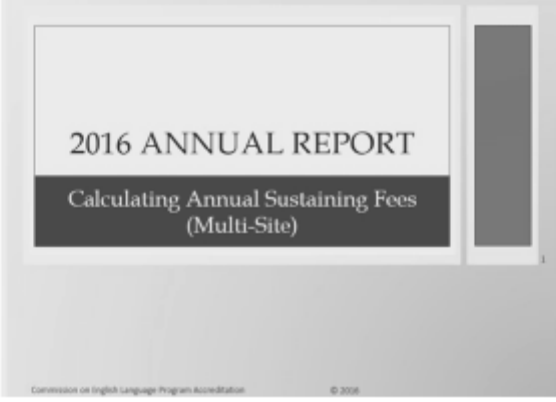


Updated forms and annual report reminders are sent to sites in early November. It is important to ensure that we have correct primary contact information on file so that you don't miss the email notifications. In the future, if you don't receive these documents by mid-November, please contact us.

Sites that fail to submit a complete Annual Report package in time to be processed and reviewed prior to the April meeting of the Commission will be referred to the Standards Compliance Committee for possible administrative warning.

After submitting your report, you won't hear from us until late April or May, unless there is something that requires clarification or additional documentation. Once all reports from all sites have been completely processed, letters will be sent to all sites, informing them of the results of the annual report review process.


**CEA SUSTAINING FEES FORM**   
(required from all sites)



2016 ANNUAL REPORT  
Calculating Annual Sustaining Fees  
(Multi-Site)

Commission on English Language Program Accreditation © 2016

**If you need an invoice,  
email Vikki Birkett at [vbirkett@cea-accredit.org](mailto:vbirkett@cea-accredit.org).**


Commission on English Language Program Accreditation © 2016 

Please start the process by completing the CEA Sustaining Fees Form. The CEA Sustaining Fees Form has a new webinar. To see more information about how to complete this form, you can view the single-site or multi-site instructions. We ask you to do the Sustaining Fees Form first because it requires you to calculate the number of student weeks and you'll need this number for the Annual Review form.

Remember that recently accredited sites are required to file financial reports and annual review forms unless they were accredited in December 2015. Regarding sustaining fees, sites accredited in August or April paid partial –year accreditation fees within 1 month of accreditation; now they need to pay a full fee for 2016, based on the total number of student weeks from 2015.


Please note that sustaining fees are paid for ALL accredited programs, not just the intensive English Language Program. If your site has auxiliary classroom locations, students taking classes at these locations need to be included in the sustaining fee calculations as well.

Sustaining fee forms and financial reports should be sent digitally via email. If you require an INVOICE prior to sending the payment, please send your payment calculations to Vikki Birkett at this email: [vbirkett@cea-accredit.org](mailto:vbirkett@cea-accredit.org).



# FINANCIAL REPORTING FORM

Financial Reporting Form



**2016 Annual Financial Reporting Form**  
DUE FEBRUARY 15, 2016

Send financial reports via email to [AnnualReport@cea-accredit.org](mailto:AnnualReport@cea-accredit.org).

Send your questions to Vikki Birkett at [vbirkett@cea-accredit.org](mailto:vbirkett@cea-accredit.org).

Submit **all** of the documents listed below for the last full fiscal year:

1. This form, completed
2. Balance Sheet
3. Revenue and Expenditures (Profit and Loss) Statement

Name of Program or Institution/Branch: \_\_\_\_\_

There are two options for completing the Financial Report for multiple programs and institutions. If accounting is done locally, submit one form for each site. If accounting is done centrally, submit one form for all sites. If the information on this form represents more than one site, please list those sites below:


Provide the following information for the last full fiscal year:

	Budget	Actual
Beginning Fund Balance**		
Gross Revenues		
Total Expenditures		
Ending Fund Balance**		

\*\* The fund balance (retained earnings) is the net cumulative profit/loss as listed in the equity section of your balance sheet. Do not use unencumbered or cash balances.

\*\*\* If you have a deficit (or a negative net profit margin) for the last fiscal year, please explain the reason(s) for the deficit and your plan for recovery.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Commission on English Language Program Accreditation
© 2016
7 

The Financial Reporting Form requires gathering some data, and CEA has created another web video to guide you through the instructions on the document you received. Responses to the Financial Reporting Form should be sent digitally via email to [AnnualReport@cea-accredit.org](mailto:AnnualReport@cea-accredit.org). If you have any questions about the form, please email Vikki Birkett.

Next, we'll look at the Annual Review Form.





The Annual Review Form has five different parts like the boughs of this cedar tree. Let's examine each one.

# SECTION 1: CONTACT INFO

## Contact Info

**Section 1:**  
This section confirms contact information and the name of the accredited entity for CEA records.

Name of entry accredited by CEA as of	
1/1/2005	
Address	
Website	
For programmatic accreditation (N/A), name of accredited institution in which program or unit resides	

International English Program  
 ESL Certificate  
 Foreign Language  
 Yearbook Program  
 Other (specify):  
 Other (specify):

**Primary contact information (this person will receive all mail from CEA)**

Name \_\_\_\_\_  
 Title \_\_\_\_\_  
 Email \_\_\_\_\_

**Program director (if different from above)**

Name \_\_\_\_\_  
 Title \_\_\_\_\_  
 Email \_\_\_\_\_

**Contact information for the person completing this form (if different from both of the above)**

Name \_\_\_\_\_  
 Title \_\_\_\_\_  
 Email & Phone \_\_\_\_\_

Commission on English Language Program Accreditation

© 2016

Every year, sites must confirm, or re-confirm, the exact name of their “accredited entity”, address, website info, and affiliation with another institution (if appropriate). The sites must also confirm or update any changes in contact information for the site.

This would be a good time to check that the link to your program that we have in our directory on the CEA website is correct. On your own website and promotional materials – if your site has programmatic accreditation (rather than institutional accreditation) – please ensure that it is made clear to prospective students which programs offered by your department are accredited by CEA and which are not.

Please note that a change of location needs to be reported as a substantive change and reviewed by the Standards Compliance Committee. The report must be submitted prior to relocation, but you do not need to wait for the SCC’s approval to move. If you have any questions about reporting substantive changes, please contact Masha Vassilieva, the staff liaison for the Standards Compliance Committee at [mvassilieva@cea-accredit.org](mailto:mvassilieva@cea-accredit.org). You will see her email address again at the end of the presentation.

# SECTION 2: ELIGIBILITY

## Eligibility



**Section 2:**

The information in this section is to verify that the program or institution continues to meet CEA eligibility requirements.

Check	Yes	No
Offers instruction to postsecondary non-native speakers of English		
Offers instruction to allow for differentiation of participants by levels of English language proficiency		

**Provide**

Number of hours of instruction in intensive English Program per week	
If credit-based program, number of credit hours per week	
If international program, instructional contact hours per week	
Number of months of instruction per year	

In order to be eligible and maintain eligibility for accreditation, CEA requires that programs teach non-native speakers of English, and have sequenced levels. Plus, sites must deliver programs with at least 18 contact hours per week, or 12 credit hours if credit based. If the program is international, the number of hours must be reported. Additionally, the site must offer instruction for at least 8 months per year. Sites must re-confirm all of this information every year.

This section is concerned with the primary ESL program, the one that makes the site eligible for CEA accreditation. You do not need to report the number of hours of instruction in your other programs.

# SECTION 3: DATA & ANALYSIS



## Data and Analysis

### Section 3:

The data and analysis in this section is used to monitor continued compliance with specific standards.

### 3. A. Enrollment and faculty data and interpretation


The data in this section is used to monitor significant fluctuations in student and faculty numbers and to monitor continued compliance with specific standards.

#### 3.A.1 Complete the table below.

	2014	2015	% Difference	NOTES/INSTRUCTIONS
Student weeks*				<ul style="list-style-type: none"> <li>The formula for calculating student weeks is provided on p. 3 of the sustaining fee payment form. Please note that the term does NOT refer to the number of weeks of instruction.</li> <li>Please make sure that the number of student weeks matches the number on the sustaining fee form (for both years, if applicable).</li> <li>To calculate the difference, subtract the number in column 2015 from the number in column 2014. Multiply the result by 100, then divide by the number in column 2014.</li> </ul>
Full-time faculty				<ul style="list-style-type: none"> <li>For all accredited programs, please specify the number of full-time faculty employed over the period of the reporting calendar year. Count the individuals, regardless of the number of sessions taught by him/her. Include full-time administrators if teaching is part of their work assignment.</li> </ul>
Part-time faculty				<ul style="list-style-type: none"> <li>Each faculty member should be counted only once even if teaching in a number of sessions.</li> </ul>



Section 3.1 focuses on student and faculty numbers. Notice the chart in 3.A.1. Let's look at it more closely.



## 3.A.1 COMPLETE THE TABLE BELOW.


	2014	2015	% Difference	NOTES/INSTRUCTIONS
Student weeks	Partial year? <input type="checkbox"/> Yes	Partial year? <input type="checkbox"/> Yes		<ul style="list-style-type: none"> <li>The term "student weeks" does not refer to the number of weeks of instruction offered throughout the year. To calculate student weeks, please refer to p.3 of the <a href="#">sustaining fee payment form</a>. Please make sure that the number of student weeks matches the number on the sustaining fee form, for both years, if available.</li> </ul>
Full-time faculty				<ul style="list-style-type: none"> <li>Please specify the number of full-time faculty over the period of the reporting calendar year employed for all accredited programs. Count the individuals, regardless of the number of sessions taught by him/her. Include full-time administrators if teaching is part of their work assignment.</li> </ul>
Part-time faculty				<ul style="list-style-type: none"> <li>Each faculty member should be counted only once even if teaching in a number of sessions.</li> </ul>

Commission on English Language Program Accreditation
© 2016
12

This is the same chart, with the colors changed for easier reading in a PowerPoint. You'll need to gather some data before completing this part of the report. You'll need the number of full-time and part-time students enrolled in your program for the last two years (2014 and 2015) per session, term, or semester. Using the Sustaining Fees Form, calculate the number of "student weeks" offered in your program. If you have previous Annual Reports, check to make sure your numbers match the previous submissions. Calculate the percentage difference between 2014 and 2015.

It is important to remember that this section does NOT ask for the number of weeks per term, but the number of student weeks as reported in the Sustaining Fees Form. Monitoring enrollment and faculty trends is a USDE requirement for accrediting agencies, so we spot-check the numbers against the reports you submitted last year.

Next, count the individual full-time faculty employed in your programs – include full-time administrators if they also teach some classes. Again you'll need to compare 2014 and 2015. Calculate the percentage difference. Finally, you'll count the individual part-time faculty following the same steps.



### SECTION 3.A.2

**3.A.2 For any fluctuation in student and/or faculty numbers that is equal to or greater than 20% (as reported in 3.2.1), (i) explain the causes, and (ii) describe how the program or institution has addressed the fluctuation (facilities, student services, faculty, etc.). Provide a narrative explanation of any other significant changes in staffing, average class sizes, or part-time/full-time faculty ratios that your program experienced or implemented last year.**

(If more space is needed, either expand the textbox or attach a separate file. If attaching a file, list the file name(s) below.)

standards.

numbers and to

vided on p. 3 of  
at the term  
ction.  
tels matches  
years, if


- In column  
the result by

umber of full-  
orting  
of the number  
administrators

ce even if



Commission on English Language Program Accreditation

© 2016

Annual Review Form 2016 Revised 11/2015 

Section 3.A.2 asks sites to explain the causes of any fluctuations which are 20% or greater and to describe how the program has addressed the fluctuation. “Explain” means some sort of text or narrative. Additionally, the report asks for a narrative explanation for any other significant changes.

We are particularly interested in student/faculty ratios or class sizes that you strive to maintain in your program and whether students continue to be well-served by having a sufficient number of faculty.

**INSTRUCTIONS FOR SECTION 3.B.1**

- Provide appropriate background information as to what constitutes a 'pass' (e.g., level exit test score, a cumulative GPA of 3.0, etc.)
- As a **minimum**, provide either (a) pass rates (%) by session and level or (b) annual pass rates (%) by level and skills focus areas.
- Do not submit raw data or grades for every course and every student. Data should be presented in a format that allows for easy at-a-glance comparison and analysis across levels, skills areas, and/or sessions.
- Below is a **SAMPLE** chart that may be useful for programs with fixed session start/end dates. This is **not** a prescribed format and is provided for illustration purposes only.

Pass rates	Level 1			Level 2			Level 3			Total		
	#stu	#pass	%pass	#stu	#pass	%pass	#stu	#pass	% pass	#stu	#pass	%pass
Term 1	18	10	56%	28	22	79%	47	41	87%	93	73	<b>78%</b>
Term 2	10	4	40%	15	5	33%	26	15	58%	51	24	<b>47%</b>
Term 3	16	11	69%	34	28	82%	45	40	89%	95	79	<b>83%</b>
2014	44	25	<b>57%</b>	77	55	<b>71%</b>	118	96	<b>81%</b>	239	176	<b>74%</b>

- Programs with rolling enrollments will have established their own ways to measure the rates at which students are reaching the learning outcomes within the expected time frames. Similarly to semester-based programs, these programs define what constitutes satisfactory academic progress and then track student achievement and/or level progression patterns for those full-time students who studied with them for a specific # of weeks to demonstrate progress.

Commission on English Language Program Accreditation      © 2016      14

Section 3.B is often challenging for sites, particularly those that were recently accredited. It asks sites to provide a snapshot of their student achievement data and to provide an analysis of the data. Section 3 has been updated with new instructions which can be found on page 7 of the Annual Review Form.

First, whatever data you submit and in whatever form, it would be good to provide a brief explanation of what the numbers mean. In other words, what is counted as a pass. For some programs, it's semester GPA; for others it's course grades. Or it could be the score on the standardized exit level test, or a combination of these factors.

While there is no prescribed way for sites to collect, track, and report student achievement data, the sort of data we need for this report is NOT raw data that lists each student and each student's grade. Raw data is not useful to make generalizations about the quality of the program's curriculum and structure. For most session-based programs, it is useful to track data by semester, session or term. Sites can use this data to examine the adequacy of the term length. Particularly when the summer session is either more intensive or shorter than the regular terms. Or it may point to issues with a particular new cohort of students. Tracking data by level helps to see whether students are progressing at equal rates across all levels, as expected by the curricular design. Some programs choose to track data by skill


areas in addition to levels; for example, many programs have reported in the past that students are performing significantly worse in reading/writing classes at the lower levels than they are in the rest of the program. These programs report that they have redesigned their reading/writing curriculum, or offered supplementary support classes, or split the lowest level into two.

Note that the sample chart tracks pass rates by term as well as by level, with annual averages. In our example, it's easy to see that something went wrong during the second term of the year, for all levels, and that students at the lowest level consistently performed worse than those at the other levels. It is possible that the administration is already aware of what caused the drops in student achievement and has taken steps to address the issues; it is also possible that the reasons have not yet been identified. In either case, the program will need to explain the data in the next section.

Sites with rolling enrollments and sites that primarily provide tutorials usually design their own ways to collect, monitor, and analyze student achievement data and come up with their own definition of what constitutes satisfactory academic progress. It is not uncommon for these sites to limit their data and their analysis to those students who studied in their program for a certain number of weeks (e.g. a minimum of 4 weeks), a sufficient time to demonstrate progress. All of this information supports continuing compliance with Length and Structure Standard 2, which ensures that all programs have a structured means of evaluating the quality of their curriculum and the structure of the program, and make data-driven decisions when reviewing and revising the programs.

Of course pass-fail data is meaningless without well-written student learning outcomes (SLO) and the tools that accurately measure the achievement of these SLOs. At the time when Annual Reports are due, in mid-February, many recently accredited sites will be in the middle of implementing significant changes to their programs in order to address the reporting requirements issued at the time of the initial accreditation to address the deficiencies related to the SLOs (Curriculum Standard 2) and the tests (Student Achievement Standard 2). These programs may not yet have reliable data because of the issues with the SLOs or the tests, or they may have redesigned their curriculum or the assessment system in the middle of the year. All of these issues can be discussed in the next section that asks for the analysis of the student achievement data.



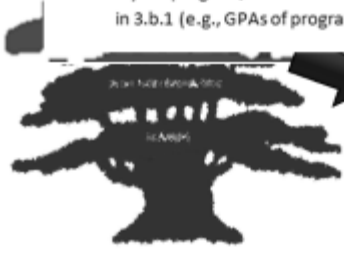


## 3.B.2 PROVIDE AN ANALYSIS

3.B.1 Provide 2015 pass/fail data (or other numerical evidence of student achievement rates, such as %)

**INSTRUCTIONS FOR SECTION 3.B.2**


- Factors that may be monitored or reviewed in order to explain unanticipated or unacceptable passing or progression rates for a course, level, or the program as a whole may include the profile of students in the course, level, or program; the curricular load assigned to the period(s) of instruction; the amount of time allotted to instruction; assessment practices; etc.
- If your program/institution uses additional indicators of student achievement rates not included in 3.b.1 (e.g., GPAs of program graduates), please comment on such findings as well.



3.B.2 Provide an analysis of the data provided in 3.B.1 with respect to the consistency of pass rates across levels and/or skills areas and from session to session. If any problematic trends or inconsistencies have been identified, explain (a) what the program has done to identify the causes and (b) what follow-up actions have been or are being planned/implemented as part of the ongoing cycle of curriculum/assessment review.

PLEASE SEE P. 7 FOR INSTRUCTIONS BEFORE COMPLETING THIS PART.

[If more space is needed, either expand the textbox or attach a separate file. If attaching a file, list the file name(s) below.]

Commission on English Language Program Accreditation
© 2016
15 

Section 3.B.2 asks sites to provide an analysis of the pass/fail data across levels and/or skills and from session to session, identify any problematic/unexpected trends or inconsistencies, and to explain what the program has done or is planning to do to identify the causes or, if the causes are known, to address the situation. As stated in the instructions we talked about a few minutes ago, the data may help identify issues with assessments, instructors, curricular structure, term length, or a particular cohort of students.

We are frequently asked what CEA considers an acceptable pass-fail rate, and the answer is: CEA doesn't prescribe a specific percentage. For the past two years, the average as well as the median pass rate for the accredited programs has hovered at around 79%. Usually sites establish a baseline or target rate for courses and take a closer look at courses, levels, and sessions where students don't seem to be performing as well as usual, or as well as expected.

In some cases, programs report a wide range of pass-fail percentages for the different levels and sessions and then state in their response to Section 3.b.2 that no trends or issues have been identified. While we do not prescribe what constitutes a considerable degree of inconsistency in pass rates, CEA staff reviewing the report may request additional information and analysis when pass-rates exhibit little consistency from level to level, even when no discernible trends can be identified as

clearly as it was possible to see in our sample chart. A notable lack of consistency (with rates being ‘all over the place’) is a trend by itself and can indicate issues with the way student achievement is being measured.

One final note: If the site uses additional indicators of student achievement rates, please comment on those as well. For example, a few programs reported last year that they track the GPA of their graduates once they leave the program and matriculate into the program of their choice and compare them with the GPAs of other international students who haven’t gone through the IEP (these programs found that their graduates have higher GPAs). This sort of reporting is completely optional.

## SECTION 4: REGULATORY INFO



### Regulatory Information



Commission on English Language Program Accreditation

#### Section 4:

This section is to verify regulatory information.

1. Is the program or institution subject to any local, state, federal, governmental, or national approval or licensing?  
 No  
 Yes

If yes, please list the agency and required approval or license. If no, move to Question 2.

2. Is the program or institution approved (and/or licensed) as required?  
 No  
 Yes

Has the program or institution's status for any of the above changed over the past year?  
 No  
 Yes

If yes, please explain and provide documentation of continued compliance.

3. Has the program or institution's NCEP certification description been the last annual report?  
 No  
 Yes

If yes, please explain and provide documentation.

4. Has the program or institution been the subject of any adverse action by an accrediting, local, state, or federal agency?  
 No  
 Yes

If yes, please explain and provide documentation.

© 2016

16

Section 3.B is often seen as the most challenging section of the Annual Report. Congratulations, you've made it through Section 3 and onto Section 4. This section is to verify regulatory information. There are three questions with yes or no check boxes. If the answer to any of the questions is yes, then the site is required to submit additional documentation as indicated on the form.



## SECTION 5: SIGNATURE

### Signature



**Section 5:**  
Please print this section, sign it, and submit with the annual report.  
The undersigned authorized representative of the program or institution attests to the accuracy of information contained in this report.

Program or institution \_\_\_\_\_

Printed name of the Director/Chair/CEO/Other \_\_\_\_\_

Title \_\_\_\_\_

Signature of Director/CEO/Other \_\_\_\_\_

Date \_\_\_\_\_

Commission on English Language Program Accreditation
© 2016
17 

Finally, Section 5 – Signatures. CEA requires all Annual Review Forms to be signed by the authorized representative of the site. Print the page out, sign it, scan it, and email it to us along with the rest of the report.

We have discussed all three forms, and now let's move on to some questions about the Annual Report process.

## FREQUENTLY ASKED QUESTIONS

1. Could you please clarify the purpose of the annual report and how the information is used? Does it go before the Commission for approval, or is it placed on record?
2. How does CEA provide feedback to sites based on their annual report submissions?
3. Is there a connection between the self studies and the annual report? If so, could you please describe it?
4. What is the connection between prior annual reports and the current or latest one? For example, in our 2015 annual report we referred to some projects in progress. Should we include follow up on those projects in the 2016 report?
5. Why doesn't CEA provide report formats (e.g. an Excel spreadsheet to track pass/fail data)?

### **1. Could you please clarify the purpose of the annual report and how the information is used? Does it go before the Commission for approval, or is it placed on record?**

I have clarified the purposes of the annual reporting process and how the information is used in the initial sections of this presentation. The report is placed on record and does not necessarily get reviewed by the full Commission. Only if there are significant issues might an individual annual report be referred to the full Commission. It is reviewed by CEA staff and, if necessary, referred to the Standards Compliance Committee for further action.

### **2. How does CEA provide feedback to sites based on their annual report submissions?**

If there are problems with the report, we will contact you prior to the April meeting of the Commission. If there are no issues, you will hear from us in April or May. All sites receive a letter from CEA once the process of collecting and reviewing annual review forms, sustaining fees, and financial reports from all sites has been completed. We do not generally provide individualized feedback on the reports, unless they haven't been filled out completely or correctly. The majority of sites do not receive feedback on the annual reports because they are submitted on time, completely and clearly address the questions, and contain no substantive changes.

**3. Is there a connection between the self studies and the annual report? If so, could you please describe it?**


There is no formal connection between the self studies and the annual report. However, when a site does not provide sufficient background information about the structure of its program and how pass rates are calculated, CEA staff may either consult the site's primary documents, including the self study, or ask the site for a clarification.

**4. What is the connection between prior annual reports and the current or latest one? For example, in our 2015 annual report we referred to some projects in progress. Should we include follow-up on those projects in the 2016 report?**

Many sites find it useful to refer to previous year's data when discussing their pass fail rates and the projects that were implemented last year to address earlier deficiencies. Sites may comment on how the new data indicates that certain problems got resolved or pass rates have improved. Other than the number of student weeks from the previous report, which are required, no updates on previously implemented projects is necessary – unless the information is relevant to explain the present data patterns.


**5. Why doesn't CEA provide report formats (e.g. an Excel spreadsheet to track pass/fail data)?**

We tried this approach in the past, with fillable templates and spreadsheets, and it created more problems than it solved, because program structure, definition of satisfactory student progress, terms, and levels are different. CEA doesn't prescribe the methods which sites use to track student data. There are many models which are appropriate.



## FREQUENTLY ASKED QUESTIONS

6. What if a site changes reporting from a calendar year of data (Jan-Dec) to tracking based on the academic year (Aug 13-July 14)?
7. When we received our accreditation letter, it stated that we had a report due in August. Why are we now being asked to report in February?
8. My program has accreditation-related reporting requirements related to pass-fall data, and our response is due in February. Why do I need to provide the same information twice, in the annual report as well as in my response to the reporting requirements?

Commission on English Language Program Accreditation
© 2016
19 

**6. What if a site changes reporting from a calendar year of data (Jan-Dec) to tracking based on the academic year (Aug 13-July 14)?**

Data reported in Section 3.A (student weeks and faculty numbers) needs to be calculated for a calendar year, not an academic year. Student achievement data, on the other hand, could be tracked for an academic year. In fact, it may make more sense for larger programs to do academic-year-based reporting on pass-fail rates because it gives them more time to collect the reports from the university units that generate the data, and to analyze them. Please comment on the changes in the appropriate section of the annual report.

**7. When we received our accreditation letter, it stated that we had a report due in August. Why are we now being asked to report in February?**

Your accreditation letter referred to your one-year report, not your Annual Review Form. One-year reports are submitted by sites one year after their initial one-year accreditation and address site-specific reporting requirements that focus on each site's specific weaknesses. The full commission reviews these reports and decides whether to extend the site's accreditation by another 4 years. Annual Review Forms, on the other hand, are part of the Annual Report Package and are collected from all sites, regardless of their term of accreditation. They are due in February each and every year the site is accredited. Annual Review Forms are not site-specific; all sites are asked to provide the same information and answer the same

questions.

**8. My program has accreditation-related reporting requirements related to pass-fail data, and our response is due in February. Why do I need to provide the same information twice, in the annual report as well as in my response to the reporting requirements?**

The data is used for different purposes and reviewed by different committees. Furthermore, the requirements related to your accreditation are specific for your site, so we can't assume that any site that has a reporting requirement for Length and Structure 2 can be exempt from responding to the section 3.b. of the Annual Review Form.



## FREQUENTLY ASKED QUESTIONS

9. In section 4, there is a question about whether the program is subject to any local, state, federal, governmental, or national approval or licensing. Does this mean entities such as the following:

- Student Exchange Visitor Program (SEVP)
- Accrediting Council for Independent Colleges and Schools (ACICS)
- California Bureau for Private Postsecondary Education (BPPE)

**9. Is the program or institution subject to any local, state, federal, governmental, or national approval or licensing? Does this mean entities such as the following:**

**SEVP, ACICS, or BPPE**

Yes for SEVP, and for regional/national accreditors, if the program is part of a university that is regionally or nationally accredited. In addition, many of the 50 states have regulatory agencies that oversee private postsecondary schools, colleges, and universities. In California, most private postsecondary schools must be approved to operate by the California Bureau for Private Postsecondary Education (BPPE). Other state authorization agencies include New York's Bureau of Proprietary School Supervision (BPSS), the Illinois Board of Higher Education (IBHE), the State Council of Higher Education for Virginia (SCHEV), and the Texas Workforce Commission (TWC).

As part of your self study report, you will have determined whether state agency approval is required for your program or institution. You would put any changes to that in Section 4.

Thank you for participating in the 2016 Annual Report Training session.  
Please respond to our evaluation survey:  
<https://www.surveymonkey.com/r/2LXGVV3>

**EMAIL QUESTIONS OR COMMENTS TO:**  
[ANNUALREPORT@CEA-ACCREDIT.ORG](mailto:ANNUALREPORT@CEA-ACCREDIT.ORG)

If you have any questions about reporting **substantive changes**, please contact Masha Vassilieva, the staff liaison for the Standards Compliance Committee at  
[mvassilieva@cea-accredit.org](mailto:mvassilieva@cea-accredit.org)

Commission on English Language Program Accreditation © 2016 21

You have completed watching and listening to our 2016 Annual Report Training Session. Please respond to our short, five-question, evaluation survey. Use the URL provided.

Feel free to email questions or comments to [annualreport@cea-accredit.org](mailto:annualreport@cea-accredit.org).

And if you have any questions about reporting substantive changes, please contact Masha Vassilieva at [mvassilieva@cea-accredit.org](mailto:mvassilieva@cea-accredit.org).

Thank you and have a great year.