Please submit your Annual Review Form **electronically** to [AnnualReport@cea-accredit.org](mailto:AnnualReport@cea-accredit.org).

Include attachments if necessary.

**Multiple-site institutions** must submit a separate Annual Review Form for each accredited branch. Organizations can submit one copy of the supporting documentation for system-wide practices as long as student and faculty numbers as well as student achievement data are tracked & analyzed separately for each site.

**Section 1:**

This section confirms contact information and the name of the accredited entity for CEA records. Note that it is the site’s responsibility to inform CEA of any changes or updates throughout the year.

|  |  |
| --- | --- |
|  | For items 1, 2, 3, and 4 please enter the information as it appears in the Directory of Accredited Sites on the CEA website at [www.cea-accredit.org](http://www.cea-accredit.org). |
| **1.** Site ID: |  |
| **2.** Program / Institution: |  |
| **3**. Affiliation: |  |
| **4.** Website: |  |
| *Correction to website if any*: |  |
| **Mailing Address** |  |
| **Physical Address** | Check if same as mailing address |
| A**ddresses of auxiliary sites**  if any: |  |

|  |  |
| --- | --- |
| **List the names of all educational programs included in the grant of accreditation.**  (Note: Students in these programs must be included in the student weeks count and the sustaining fee calculations) | **Intensive English Program**  **TEFL Certificate**  **Foreign Languages**  **Youth Program**  **Other (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Other (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Other (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

|  |
| --- |
|  |

**Section 1 *Continued***

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

|  |  |
| --- | --- |
| Name |  |
| Title |  |
| Email |  |
| Phone |  |

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

|  |  |
| --- | --- |
| Name |  |
| Title |  |
| Email |  |
| Phone |  |

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

|  |  |
| --- | --- |
| Name |  |
| Title |  |
| Email |  |
| Phone |  |

**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** |  |  |
|  | If your institution/program is based in the USA:  Provide the number of weekly hours of instruction offered to full-time students enrolled in the Intensive English Program |  |
|  | If your institution/program is based in the USA and is a credit-based program: Provide the number of credit hours per term for full-time students |  |
|  | If your program/institution is based outside of the USA:  Provide the number of contact hours per week |  |
|  | All accredited programs/institutions:  Provide the number of months of instruction per year |  |

**Section 3:**

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

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

The data in this section are 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.**

* Provide the numbers for 2015 if your program/institution was in operation at that time (even if it was not yet accredited).
* Please report the total number of student weeks and faculty per accredited site. If breakdown by program or main/auxiliary location is needed to explain significant increases/decreases compared to the previous year, please address it in section 3.A.2.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2015 | 2016 | Difference% | NOTES/INSTRUCTIONS |
| Student weeks |  |  |  | * The formula for calculating student weeks is provided on p. 3 of the sustaining fee payment form. The term does NOT refer to the number of weeks of instruction per term or per year. * Please ensure that the number of reported student weeks matches the number listed on the submitted sustaining fee form (for both years, if applicable). * To calculate the difference (4th column), use the following formula:   ((stud.weeks 2015 – stud.weeks 2016) x 100) /stud.weeks 2015 |
| Full-time faculty |  |  |  | * Do not count your full-time positions; count the individuals employed over the period of the reporting calendar year, regardless of the number of sessions taught by him/her. * Include full-time administrators if teaching is part of their work assignment. * It is up to you how you define the difference between full-time and part-time faculty. |
| Part-time faculty |  |  |  | * Each individual faculty member should be counted only once even if teaching in a number of sessions. Count specific individuals, not positions. |

**3.A.2 For any fluctuation in student and/or faculty numbers that is equal to or greater than 20%** (as reported in 3.A.1)**,**

(a) explain the causes, and

(b) describe how the program or institution has addressed the fluctuation (in terms of facilities, student services, faculty, etc.).

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

**3.A.3 This question is OPTIONAL, but we would appreciate your input. P**rovide a narrative explanation of any significant changes in staffing (other than what was addressed in your response to 3.A.2), average class sizes, or part-time/full-time faculty ratios that your program experienced or implemented last year, if applicable.

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

**Please do not write in the box below – CEA staff use only**

Section 3.A Enrollment and faculty data and analysis

Not all data is included.

Significant changes in student enrollment are not explained/analyzed.

Impact of significant enrollment changes on faculty numbers is not explained.

Significant changes in faculty numbers (if unrelated to enrollment) are not explained.

Student weeks calculations don’t match the # on the sustaining fee form, for both years (if available)

Last year’s faculty #s don’t match data from previous Annual Report and sustaining fee form (if available)

**Action items**

If any of the boxes above are checked, ask the site for clarification.

follow up initiated by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

requested materials received & processed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. B. Student achievement data**

The information in this section is used to monitor student progression and pass rates and to verify continued compliance with student achievement, length and structure, and program review and development standards.

* The data and analysis in this section should focus on your post-secondary Intensive English Program(s). It is not necessary to include pass/fail data and analysis for foreign language programs, TEFL certificates, youth summer programs, etc.
* PLEASE SEE P. 8 FOR INSTRUCTIONS BEFORE COMPLETING THIS SECTION

**3.B.1 Provide 2016 pass/fail data (or other numerical evidence of student achievement rates, such as progression rates) used by your program/institution to monitor the effectiveness of program length and structure.**

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

**3.B.2 Provide an analysis of the data provided in 3.B.1 with respect to the acceptability and consistency of pass rates across levels and/or skills areas and from session to session.**Also, if your analysis identifies any problematic and/or unexpected trends or inconsistencies, 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.

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

**Please do not write in the box below – CEA staff use only**

Section 3.B Student achievement data and analysis

No evidence of data collection (3.B.1)

Data is insufficient to demonstrate patterns (3.B.1)

No evidence of trend identification and analysis (3.B.2)

Data analysis in 3.B.2 does not appear to match the data (3.B.1, 3.B.2)

No evidence of data review and data-informed decision making and planning (3.B.2)

**Action items:**

If any of the boxes above are checked, ask the site for clarification.

follow up initiated by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

info received & processed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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? (e.g., regional accreditation, state licensing boards, etc.)**

NO

YES

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

1. **Has the program or institution’s SEVP certification changed since the last annual report?**

NO

YES

If yes, please explain and provide documentation.

*Please note that attaining initial SEVP certification for sites that were not certified at the time of accreditation requires formal substantive change reporting. Contact Masha Vassilieva at* [*mvassilieva@cea-accredit.org*](mailto:mvassilieva@cea-accredit.org) *for more information.*

1. **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.

**Section 5:**

Please print this section, sign it, scan, and submit with the Annual Review form.

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/Owner/CEO/Other |  |
| Title |  |
| Signature of Director/CEO/Other |  |
| Date |  |

Return the Annual Review form and the signature page **electronically** to [AnnualReport@cea-accredit.org](mailto:AnnualReport@cea-accredit.org) by February 15, 2017. Failure to submit the report by the due date may result in administrative probation, including the loss of voting rights as a member of the Constituent Council.

**Please do not write in the box below – CEA staff use only**

Document and attachments not submitted electronically

Signature is missing from document

**Action item:**

Site contacted by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & name change form sent

Name of accredited entity does not match CEA records.

**Action item:**

Follow up with site re scope, directory listing, and use of CEA logo

Address information different from CEA records.   
 New levels, new programs, or added online courses

Changes to program length and structure

**Action items:**

Check for substantive change reporting

Initiate follow-up with site if needed

Late submission

**Action items:**

Report to SCC

Late fee applies

Administrative warning or probation

**INSTRUCTIONS FOR SECTION 3.B**

**(Student Achievement and Program Length and Structure)**

The data and analysis in Section 3.B. should focus on your post-secondary Intensive English Program(s). It is not necessary to include pass/fail data and analysis for foreign language programs, TEFL certificates, youth summer programs, etc.

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

* Specify what constitutes a ‘pass’ (e.g., level exit test score, a cumulative GPA of 3.0, etc.) in your program(s), how many weeks are allotted by the curriculum to the mastery of one level, and what your program considers to constitute satisfactory academic progress.
* As a minimum, provide pass or progression rates (%) by level and either by session or by skills focus areas.

Programs with rolling admissions may not be able to track achievement by session; however, they will have established their own ways to track level-specific rates at which students are reaching the learning outcomes within the expected time frames. Some programs with rolling admissions find it useful to limit their data collection to full-time students who studied for a certain number of weeks.

* Do not submit raw data (grades for every course for every student for every session). Data should be presented in a format that allows for easy at-a-glance comparison 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 | **78%** |
| Term 2 | 10 | 4 | 40% | 15 | 5 | 33% | 26 | 15 | 58% | 51 | 24 | **47%** |
| Term 3 | 16 | 11 | 69% | 34 | 28 | 82% | 45 | 40 | 89% | 95 | 79 | **83%** |
| 2016 | 44 | 25 | **57%** | 77 | 55 | **71%** | 118 | 96 | **81%** | 239 | 176 | **74%** |

**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.