Advanced Reviewer Training:

2015 Standards Updates

March 2016

CEA Staff

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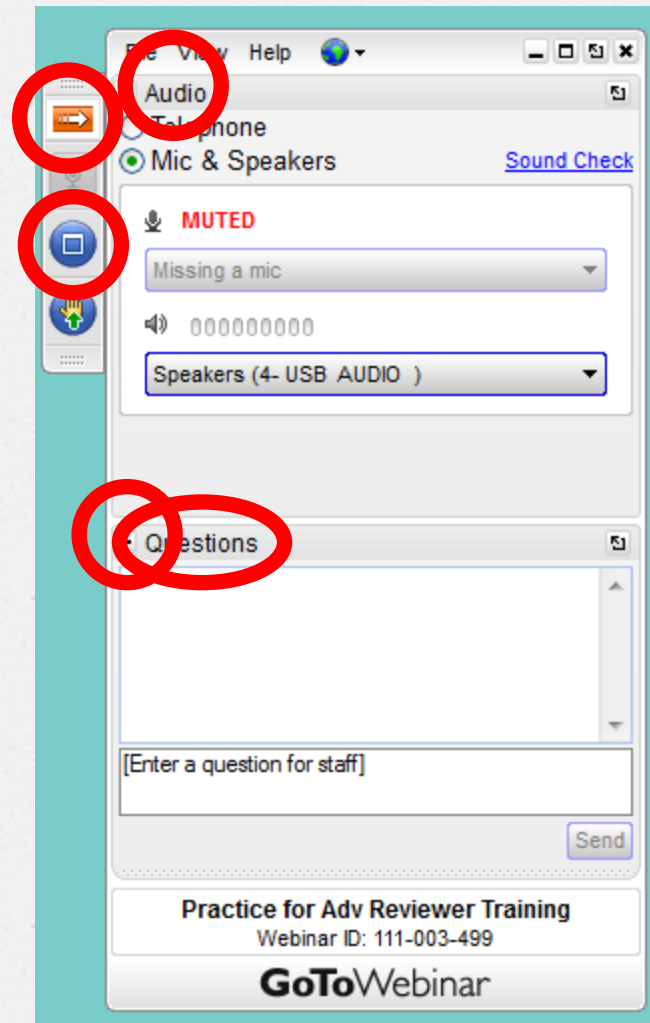
Heidi | Mary

Webinar format

o **Dashboard**

o **Questions box**

o **No chat function**

o **Mute**

Agenda

Section 1: Standards Review Process

Section 2: Conceptual Framework

Section 3: Updates to Standards

Section 4: Review of relationship between
- Curriculum 2
- Student Achievement 2
- Length & Structure 2

Section 5: Q & A

Section 1:
Standards Review Process

O Standards Review Committee (SRC)

O 2013 & 2014

> 2013: Curriculum, Student Achievement, Length & Structure of Program of Study

> 2014: AFC, Student Services, Recruiting, PDPR

O Task Force

O Topic Briefs

Clarification Topics

O 1: "proficiency"/ "achievement"/ "assessment"

O 2: "significant progress"

O 3: "normal and satisfactory progress"

O 4: "concrete evidence"

http://cea-accredit.org/images/pdfs/CEA-SRC-TF-topic-briefs-may-2014.pdf

Topic 1

Clarity of the use of "proficiency", "achievement", and "assessment" and clarity of the intent of the standards where these concepts and terms are used

- ○ Curriculum 2
- ○ Student Achievement 2
- ○ Glossary
- ○ ~~Appendix A~~

Topic 2

Clarity and appropriate positioning within the standards of "significant progress relative to the norms of the field" as a factor in curriculum quality

- ○ Curriculum 2

Topic 3

Clarity and appropriate positioning within the standards of "normal/satisfactory student progress" as a matter of academic progression, academic advising, and regulatory compliance

- ~~Student Achievement 2~~
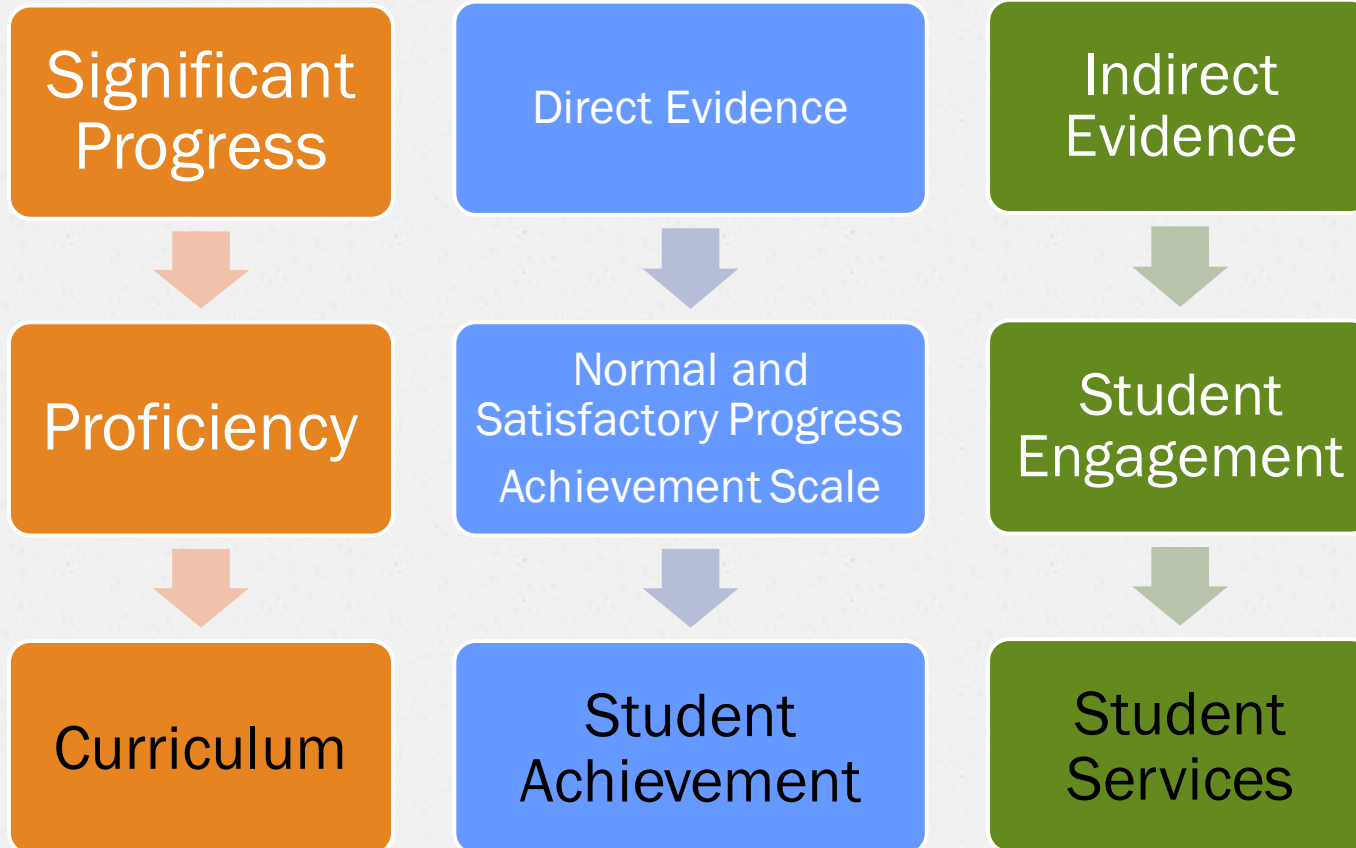- Student Services 2 & 4

Topic 4

Clarity of the role of concrete evidence, direct evidence, and indirect evidence in assessment, including a statement on CEA's position on attendance and its relationship to the concepts above

O Student Achievement 2

O Student Services 2 & 4

Section 2: Conceptual Framework

Significant Progress → Proficiency → Curriculum

Direct Evidence → Normal and Satisfactory Progress Achievement Scale → Student Achievement

Indirect Evidence → Student Engagement → Student Services

Section 3: Updates to Standards

Curriculum 2: Top-level standard

Curriculum Standard 2

Course goals, course objectives, and student learning outcomes are written, appropriate for the curriculum, and aligned with each other. The student learning outcomes within the curriculum represent significant progress or accomplishment.
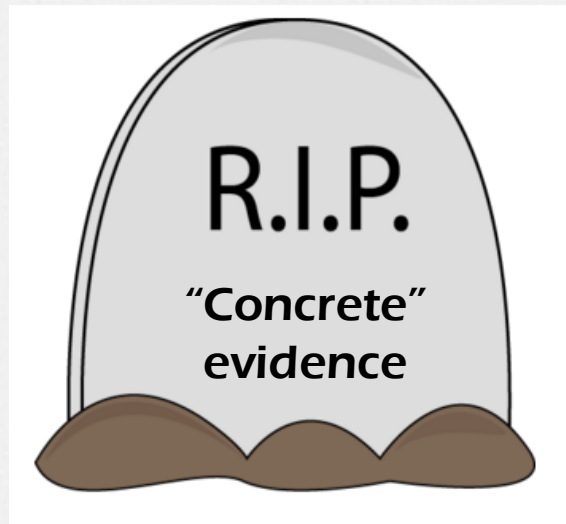
Curriculum 2: Discussion

Curriculum Standard 2

O Language from old "Appendix A"

O Scope and sequence

O Significant progress

Student Achievement 2

O Direct and indirect evidence

R.I.P.

"Concrete" evidence

Student Achievement 3: Top-level standard

Student Achievement Standard 3

The program or language institution maintains and provides students with written reports that clearly indicate the level and language outcomes attained as a result of instruction.

Student Achievement 3: Discussion

Student Achievement Standard 3

➢ Achievement scale

(RIP: Proficiency scale)

➢ Glossary definitions =
- Proficiency
- Achievement scale
- Interpretation of achievement scale

What happened to indirect measures?

O Attendance, participation, effort, attitude, completion of homework – SA 2 states that these are very important.

O HOWEVER, they aren't direct measures of achievement of SLOs.

O They can't be used to indicate achievement, but they can and should be monitored and acted on as matters of *student engagement*.

Student Services

Student Services Standard 4
The program or language institution seeks to ensure that students understand policies regarding enrollment, registration, attendance, repeating levels or courses, and progression through the program of study.

Student Services

Student Services Standard 2

Academic advising includes advising about policies on

- Attendance
- Repeating courses and levels
- Making normal and satisfactory progress

Student Services

Student Services

O Student Services Standard 1: Admissions policies are consistent with program objectives and with the mission of the program or language institution (and with the host institution if applicable), and are implemented by properly trained and authorized individuals. The admissions process ensures that the student is qualified to enroll in and benefit from the instructional program. Both the policies and the personnel who implement them adhere to **ethical practices**.

AFC

Administrative and Fiscal Capacity (AFC)

Personnel positions are now labeled:

> ➢ Administrator
>
> ➢ Faculty
>
> ➢ Staff

Recruiting

Recruiting Standard 1

All program or language institution personnel follow ethical practices for recruiting students and promoting programs, and they ensure that the program or language institution's policies and procedures are made clear to prospective students and/or student sponsors. In any recruitment transaction, the students' interests and well-being are paramount.

Recruiting

Recruiting Standard 2

All written, electronic, and oral information used to describe or promote the program or language institution to students and other relevant parties is accurate and complete.

PDPR

Program Development, Planning, and Review 2

The program or language institution regularly reviews and revises its program components and has **plans**, in writing, to guide the review of curricular elements, student assessment practices, and student services policies and activities. The **plans** are systematically implemented.

Section 4

Curriculum 2
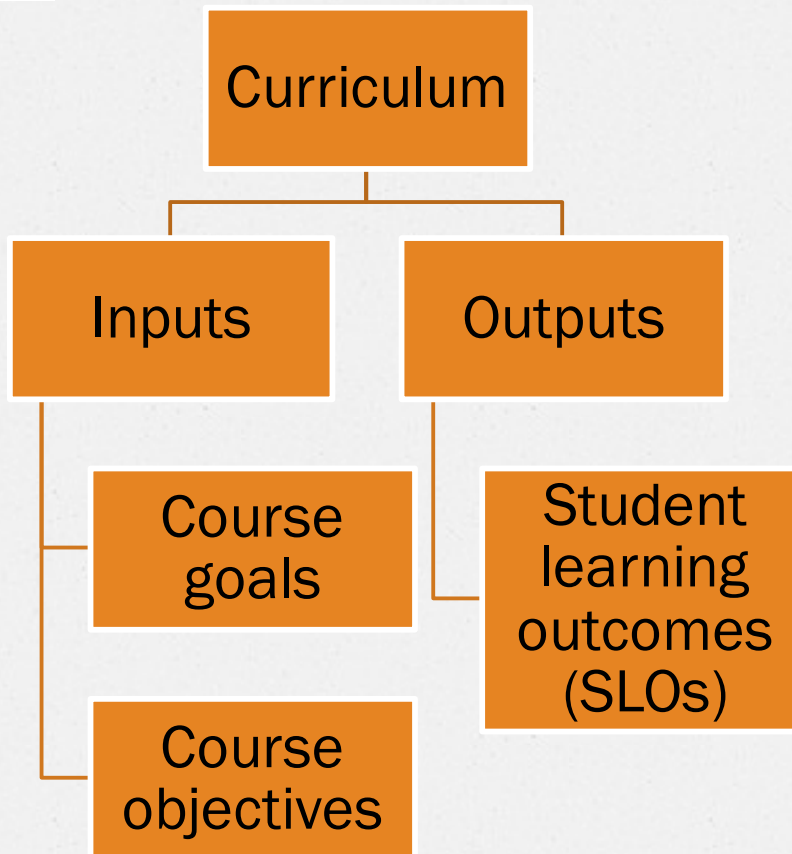
Length & Structure 2

Student Achievement 2
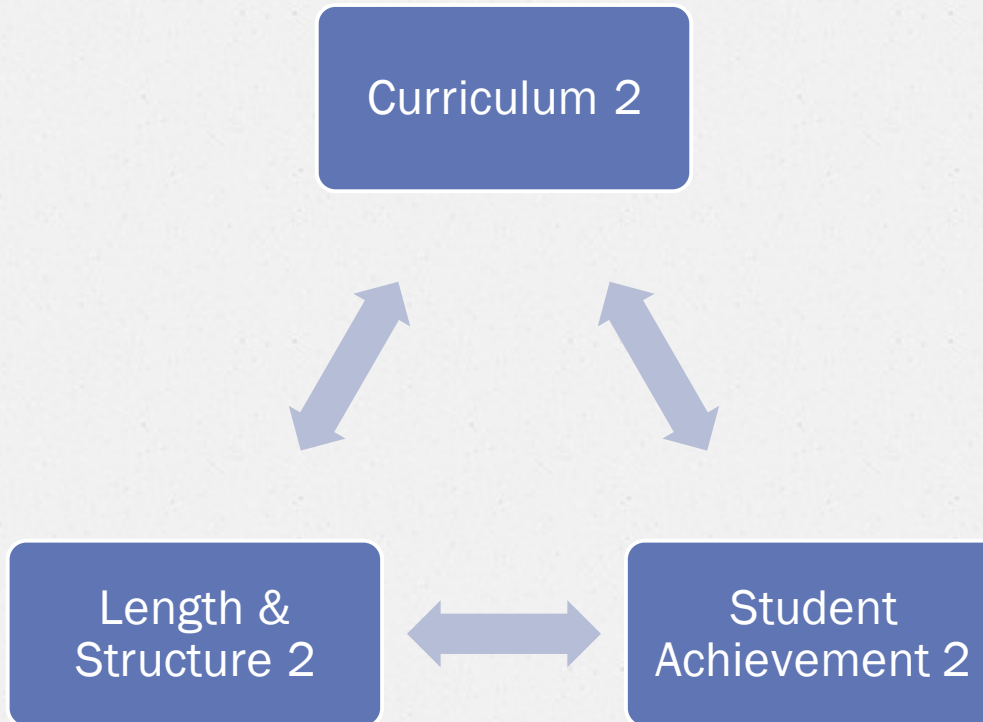
Curriculum 2

Course goals, course objectives, and student learning outcomes are written, appropriate for the curriculum, and aligned with each other. The student learning outcomes within the curriculum represent significant progress or accomplishment.

Student Achievement 2

Student Achievement 2

- Assessments actually assess SLOs

- Progress is based on student achievement of SLOs

Curriculum 2

- SLOs are written

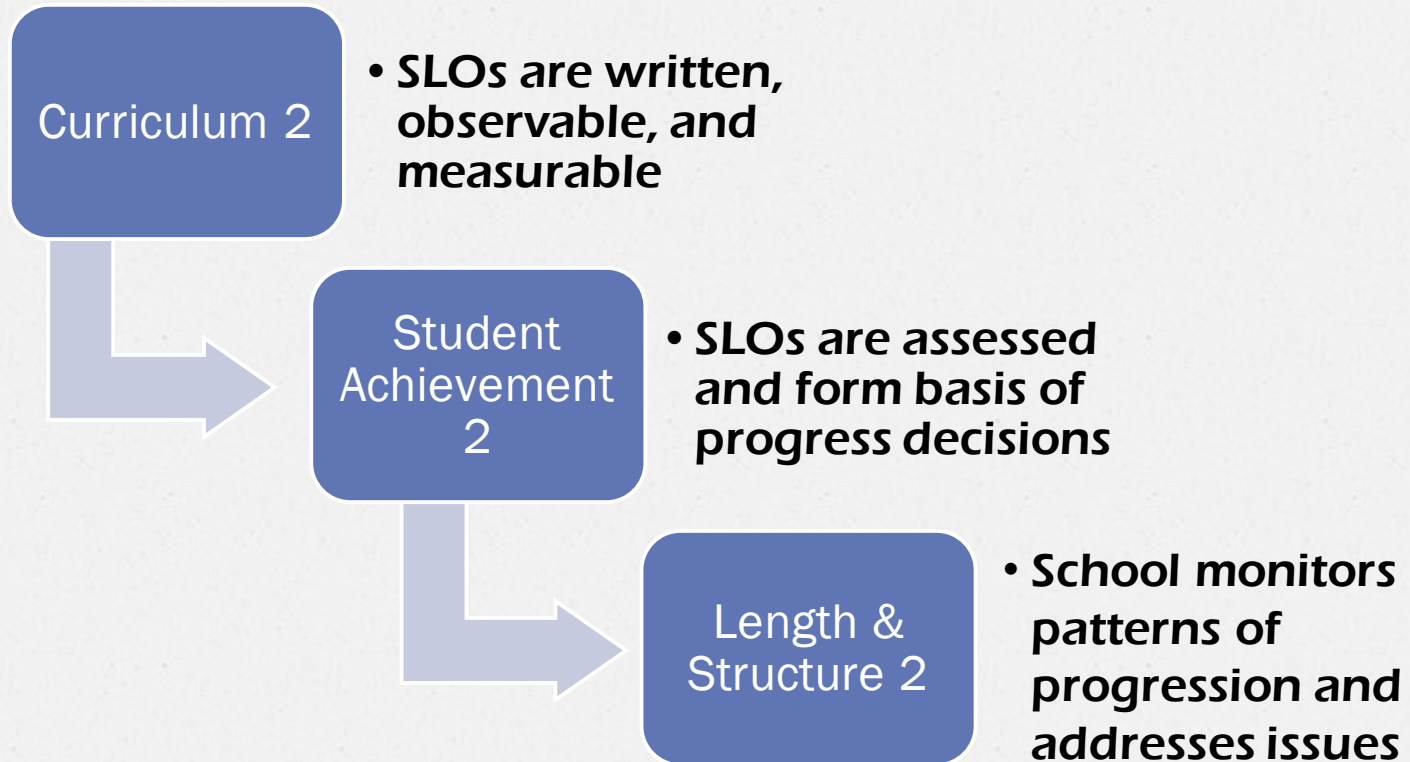- SLOs are observable and measurable

- Represent significant progress

Length and Structure of Program of Study 2

Requirements:

o Time allotted for instruction is adequate for students to achieve SLOs

o In cases where progression is not as anticipated: must explain how problem is addressed

C2/SA2/L&S2

Curriculum 2

- **SLOs are written, observable, and measurable**

Student Achievement 2

- **SLOs are assessed and form basis of progress decisions**

Length & Structure 2

- **School monitors patterns of progression and addresses issues**

Section 5:

Q & A