

# CEA Annual Review Sample Portfolio / SAMPLE #3

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## 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	316	402	+27%	<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> </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	2-3	3	0%	<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>

**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.)

The program is still in its early stages of development and the average number of students per session is 8.3 students. Much of the 27% increase in 2015 is due to an increase in F2 SACM students from Saudi Arabia. Saudi students were 55% of the enrollment in 2015 versus 44% of the enrollment in 2014. Other students and increased awareness of the program from within the local immigrant community accounted for the increase of students from other countries with no trends indicated based on nationality or region.

The program now employs 3 instructors in order to provide the required levels to the students. All instructors are classified as part-time, temporary. Staffing is also designated as part-time, temporary and the staff hours are allocated based on enrollment. The facilities were adequate to handle the increase as overall student numbers are still relatively low at 8.3 students per session, and the program's facilities in 2015 provided three classrooms.

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### 3. B. Student achievement data

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

**3.B.1 Provide 2015 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.**

Pass Rates	Level 100			Level 200			Level 300			Level 400			Level 500			Total		
	#stu	#pass	%pass	#stu	#pass	%pass	#stu	#pass	% pass	#stu	#pass	% pass	#stu	#pass	% pass	#stu	#pass	%pass
Session 1	1	1	100%	4	2	50%	0	0	N/A	0	0	N/A	N/A	N/A	N/A	5	3	60%
Session 2	1	0	0%	0	0	N/A	4	2	50%	0	0	N/A	N/A	N/A	N/A	5	2	40%
Session 3	3	2	67%	0	0	N/A	2	1	50%	0	0	N/A	N/A	N/A	N/A	5	3	60%
Session 4	0	0	N/A	4	2	50%	0	0	N/A	3	2	67%	N/A	N/A	N/A	7	4	57%
Session 5	1	0	0%	0	0	N/A	4	3	75%	0	0	N/A	N/A	N/A	N/A	5	3	60%
Session 6	0	0	N/A	2	2	100%	0	0	N/A	4	2	50%	N/A	N/A	N/A	6	4	67%
<b>2015</b>	<b>6</b>	<b>3</b>	<b>50%</b>	<b>10</b>	<b>6</b>	<b>50%</b>	<b>10</b>	<b>6</b>	<b>58%</b>	<b>7</b>	<b>4</b>	<b>58%</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>33</b>	<b>19</b>	<b>58%</b>

**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.**

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

#### Background information:

To pass to the next level, students must complete an 8-week session with a minimum overall GPA of 2.0, a minimum 70% attendance rate, and no less than a C- in any one class. While more students were enrolled in any given session than what is shown in the chart above, those students were not considered eligible to pass based on the number of weeks in which they were enrolled. Only 8-week students were used for pass/fail rate data. The program's 2015 pass/fail rate for students enrolled in an 8-week session was 58%.

#### Analysis of the data shows that:

- \* A disproportionate number of students failed during Session 2 with two out of five students passing resulting in a 40% pass rate. However, this session doesn't indicate a trend as the

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- \* percentage is based on one failing student in Level 100 who failed due to a 67% attendance rate while her GPA was at 1.9.
- \* Students in higher levels had a better passing rate with Level 300 and 400 students passing at a rate of 58% compared to an average of 50% for levels 100 and 200, an 8% difference in pass rates. This rate difference can be attributed to the student make up at lower levels which is comprised of mostly Saudi F2 students. Lack of attendance is one of the biggest causes for failing as it results in missed homework and lower test scores.
- \* The low number of students enrolled in an 8-week session affects pass rates significantly as percentages may be based on just one or two students.

### Further analysis of the pass/fail rates shows that:

- \* Of the 14 students that failed, eight students or 57% were Saudi students.
- \* The average attendance rate of the 14 failed Saudi students was 61.75% compared to 74.25% of the non-Saudi failed students. The 61% is well below the 70% required to pass a level.
- \* Of the failed Saudi students, six out of the eight Saudi students studied on an F2 visa under a SACM scholarship making up 75% of the Saudi failed student population. The other 25% were self-paying Saudi students.
- \* Of the students that failed, analysis of the data shows overall poor grades across the skills classes. Further analysis shows that 13 out of 14 students failed the writing class or 93% of students.

### Based on the above analysis, the program has incorporated into its plans for 2016:

- \* A review of the writing requirements and curriculum across the levels in upcoming teacher in-service meetings
- \* A review of books selected for writing classes as well as how to use available time in class and at tutoring sessions for students to complete writing assignments.
- \* While the program provides a thorough orientation to students on the requirements to pass a level in the orientation, student handbook, and on the syllabi which teachers review with students at the start of a session, a more thorough and ongoing orientation regarding the requirements for passing the levels is needed. An Arabic translation of the passing requirements will be prepared and given to students beginning in Session 2.
- \* Tutoring sessions will be offered twice per week for students to make-up absences, homework, assignments and tests they missed as a result of absences or low grades beginning in Session 1B, 2016.
- \* The Arabic translation of how to pass a level will be e-mailed to spouses of F2 students so that spouses fully understand the necessity of having the F2 student attend regularly. This will also outline the impact failing may have on their continued receipt of the F2 SACM scholarship. The translation will also outline the importance of attending classes and passing the level despite the SEVP immigration differences between F1 and F2.
- \* Earlier notification and more frequent notification to students that show a tendency to miss classes early in the session. Individual meetings with students either with their instructor or the Director will help to ensure students' understand the relationship attendance has on passing a level, test scores, and the completion of assignments.
- \* Online review of grades/attendance whereby students can access their grades and attendance online which is scheduled to begin during Session 2.