



DATE:

TO:

FROM: Nicole Martello, Accreditation Review Manager: nmartello@cea-accredit.org

CC: CEA Financial Manager Joy Cook

SUBJ: Site preparation for the review team site visit

Thank you for confirming the dates and the team for your upcoming CEA site visit. This memo contains information to assist you in preparing for an efficient and effective site visit. **Please read it carefully and review Section 4 of the *CEA Accreditation Handbook***, as well, to help you prepare for the visit.

Site visit dates:

Site visit team information: The CEA Rep and Team Leader will communicate with you about the site visit.

Team Leader	Team Member	CEA Representative (Rep)
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Lodging and ground transportation:

Upon receipt of this memo, please send 3-4 hotel recommendations to the CEA Rep that meet these criteria:

- 3 rooms available
- Convenient to your site and restaurants, and if possible offers shuttle service, free wi-fi, and complimentary breakfast
- Reasonably/moderately priced. If the school has discounted rates established at hotels, please provide the CEA Rep with detailed information about accessing the discount.
- The CEA Rep will be in touch with you to discuss the options for transportation for the team to and from the airport and while on site.

Please **do not** make a hotel reservation for the team unless specifically asked to do so by the CEA Rep.

Site visit schedule:

Within two weeks of receiving this memo, prepare a first draft agenda using the sample at the end of this memo and the information included in Section 4 of the *Accreditation Handbook*. Send it as an e-mail attachment to the CEA Rep for initial discussion. After revisions, send the second draft to the team leader, team member, and CEA Rep. The team leader will contact you with any other requested agenda changes.

The visit schedule will vary at each site, but please note the following aspects of the visit and guidelines:

1) Initial Briefing: This should take place before other site visit activities commence.

- Include as many faculty and staff in the briefing as possible so that they can meet the team and receive an overview of the visit.
- Begin the Initial Briefing with brief introductions of your faculty and staff and a program overview.
- The CEA Rep and Team Leader will conduct the rest of the meeting according to CEA protocols.

2) Interviews: Here is information about the different types of interviews that the review team will conduct.

Administrators and Staff:

Schedule both reviewers and the CEA Rep for a brief appointment with the primary supervisor to whom the director of the IEP reports (CEO, Dean, etc.). Schedule both team members to interview the Director and also include a second one-hour meeting on the morning of the third day. This is an opportunity for the team to tie up any loose ends in their verification of the standards; on site, the team may cancel this meeting if it is not required.

Allow a half-hour for individual reviewers to interview administrative and support staff, PDSO/DSOs, student advisors, housing coordinator, admissions personnel, recruitment personnel, the business manager, and/or other staff and administrators specific to your site.

Faculty:

Allow a half-hour for individual faculty interviews or an hour for group faculty interviews, as teaching and class visit schedules allow. Schedule a range of faculty for interviews: new and long-term faculty, full and part-time, teachers-in-training, and non-native English speakers, if any. Not all faculty need to be scheduled but all should be available if the team requests. If there is time, an “open” faculty interview period is also possible if desired. This allows any faculty not already scheduled for an interview to talk to the team.

In proposing a schedule, you may schedule two faculty interviews at one time; each reviewer will interview one person or group. However, for faculty with particular curricular assignments, such as a curriculum coordinator or testing coordinator, schedule these at different times, since one reviewer will have responsibility for focusing on verifying all standards related to curriculum and testing.

Students:

In preparation, you should inform all students about the team being on site. Students can be interviewed in several ways. One way is to schedule two groups at one time, a higher and a lower level group, including a representative sample of countries/languages and new and continuing students in each group. When students are interviewed in groups, please arrange for there to be approximately 6-8 students per group. Another option is to allow a reviewer to interview a class following a class visit, if that is not too disruptive for the class. An additional “open” student interview meeting can also be scheduled. Inform students that anyone is welcome to talk to the team. Also please let students know that the team may interact with them spontaneously if the opportunity arises, such as in hallways between classes.

Meetings for the CEA Rep:

The CEA Rep will carry out the activities related to the financial review of the site. In keeping with CEA's confidentiality policies, reviewers do not receive the site's financial information related to Administrative and Fiscal Capacity Standards 11 and 12. The CEA Financial Manager reviews the site's report and then asks the CEA Rep to conduct interviews with certain personnel on site. The CEA Rep will let you know who needs to be interviewed for the financial review, and then these interviews can be added to the agenda based on the administrator/staff members' availability.

The CEA Rep will also need to interview the P/DSO in order to conduct verification activities related to Administrative and Fiscal Capacity Standard 8. Please schedule a meeting for the CEA Rep and the P/DSO that is separate from the reviewers' meeting with that person. The CEA Rep will brief the review team on the Rep's findings.

3) Class visits:

Class visits take no more than 15-20 minutes each. The team will not visit all levels for all skills, but you should include a representative sample of classes for the reviewers to observe, including morning, afternoon, and evening classes if offered. If you have new faculty, part-time faculty, teachers-in-training, non-native English speaking faculty, or faculty with less formal training, for example, schedule visits to their classes because the team will probably request to observe these faculty members. The team will indicate the number of classes that they want to visit.

4) Document review and rest breaks:

Include a block of time in the schedule for the team to be in the team room to look at documents, preferably on the first day. Try to include a morning and afternoon break of at least 15 minutes on the first two days.

A note regarding the agenda: You will prepare a first draft agenda, following the sample at the end of this memo. Please note that the days and times of the interviews can be tailored to meet your school's scheduling needs. For example, in order to accommodate teaching schedules, you may need to schedule the Initial Meeting for earlier in the morning on Day 1 than what is on the sample agenda. Also, class observations should be scheduled for times that allow the team to observe an array of classes offered (see #3 above). Feel free to schedule interviews and on-site activities for times that are convenient for your faculty, administrators, staff, and students. Another item to note is that it is useful for the team to meet with senior-level administrators (e.g., Director, Assistant/Associate Director) early in the site visit, if possible.

Preparing the Team Room

The team needs a **lockable, private work room**. The team room, in general, should not be used for any interviews during the site visit; the team needs a private space that they can use for the entirety of the site visit.

Please note: The site needs to ensure privacy for the team in the team room. Therefore, the room should be sufficiently sound-proof, and video and/or audio recording are strictly prohibited.

Please ensure that the room has the following items ready for the team:

1. Keys for each member of the team, if possible
2. Adequate, comfortable seating for three people, with space for each to spread out materials and laptops
3. Supplies and equipment: a small supply of paper, post-it notes, stapler, paper clips, scotch tape, etc.
4. Computer attached to a secure printer, with internet access and intranet access (if applicable) to program documents stored electronically.
5. A copy of the Self Study Report should be on the computer, with functioning links
6. A shredder and small supply of trash bags
7. Light refreshments: water, coffee, soft drinks (diet and regular), snacks such as fruit, nuts, crackers
8. A folder for each of the three review team members, with these items:
 - a floor plan of the facility or map of the areas used by the IEP
 - a current organization chart with names. Highlight any changes since submission of the self-study
 - a faculty/staff roster, with first and last names, titles, office numbers, and teaching responsibilities for the term. Highlight any changes since submission of the self-study.
 - a current schedule of classes with course numbers, titles, meeting times, room numbers
 - name tags for each review team member
 - a list of convenient places to eat lunch and dinner
 - wireless internet username and password, if available

Please contact the CEA Representative with any concerns about the team room requirements.

On-site documentation: Please prepare and make available in the Team Room all documents or exhibits listed in the self-study report as available on site, or which the reviewers have requested during visit planning. If files cannot be kept in the Team Room, please clearly indicate the location of the documents and the personnel responsible for access to them. Provide an inventory of the documents and exhibits, as follows:

1. **Paper documents:** Label documents clearly and organize them by **standard area** (e.g., Curriculum, Faculty, etc.).
2. **Electronic files:** Provide a list of electronic folders and the files that are contained in each folder, and indicate which standard(s) each file relates to.
3. **Manuals, Handbooks, and Binders:** Label with contents and applicable standard(s).
4. The team will need to see copies of tests given over two terms of study. Regularly used blank test forms are also useful.
5. You will be asked to provide a copy of the syllabus and a lesson plan for each class observation that is scheduled on the agenda.

Other required documents: The reviewers and CEA Rep will need to see the following **secure files and documents**, among others, so please ensure that the following files and documents are organized ahead of the visit and easily accessible for the review team:

1. **Student files:** Materials required to request an I-20, SEVIS files, grade reports, attendance records, payment records, proof of medical insurance-if required by site, etc.
2. **Faculty, Administrator, and Staff files:** Resumes, proof of academic credentials (if applicable), job descriptions, terms/conditions of employment, annual performance evaluation documents, evidence of on-going professional development, etc.
3. **Financial documents:** Refer to the appendix in the *Accreditation Handbook*. Ensure that all required documents (depending on the site's status as an institution or a program) are prepared to be easily available for the CEA Rep to look at and receive a copy of, if required. Please have ready any additional documents or reports that may have been requested by CEA as a result of the review of your Administrative and Fiscal Capacity 11 and 12 responses by the CEA Financial Manager.

Additional note regarding documents: If documents which were not included in the self-study are required by the review team before the site visit, the CEA Rep or the Team Leader will contact the site and request that these items be sent electronically to team before the visit.

Sample Agenda for Site Visit

DAY 1: INSERT DATE HERE

Time	Activity	Personnel: Title & Name	Location	Review Team
8:00-8:30	Team arrives on site			
9:00 – 9:30	Initial Meeting	All staff and faculty		All
9:30 – 10:00	Tour	Site visit coordinator: Tom Barnes		All
10:00 -10:30	Interview	CEO/Dean, etc.: Dr. Mary Jones		
10:45 – 11:45	Interview	Director: Sally Murphy	Director’s office	Both
12:00 – 12:30	Team work time		Team Workroom	All
12:30 – 1:30	Lunch Break			
1:45-2:15	Class observation: Intermediate LS	Barry Smith, full-time faculty	Classroom 300	Reviewer A
1:45-2:15	Class observation: Low RWG	Katie Lee, part-time faculty	Classroom 201	Reviewer B
2:00-2:30	Interview for financial review	Financial staff member		CEA Rep
2:30-3:00	Class observation: High LS	Billy Kim, adjunct faculty	Classroom 505	Reviewer A
2:30-3:00	Class observation: Low LS	Jan Ross, graduate assistant	Classroom 204	Reviewer B
3:15-3:45	Interview with students (group 1)	6-8 high-level students		Reviewer A
3:15-3:45	Interview with students (group 2)	6-8 low-level students		Reviewer B
4:00-4:30	Interview	Assistant Director: Taylor Scott		Both
4:00-4:30	Interview for financial review	Financial staff member		CEA Rep
4:30 –	Team work time		Workroom	All

DAY 2: INSERT DATE HERE

Time	Activity	Personnel: Title & Name	Location	Reviewer(s)
8:30 – 9:00	Team Work Time		Workroom	
9:00 – 9:20	Class observation: Intermediate RWG	Nancy Thomas, full-time faculty	Classroom 202	Reviewer A
9:00 – 9:20	Class observation: High RWG	Tim Mooney, adjunct faculty	Classroom 401	Reviewer B
9:30 – 10:00	Interview	Tech Coordinator: Mandy Minnow		Reviewer A
9:30 – 10:00	Interview	Office Manager: Samantha Murray; Office Staff: John Martino, Sarah Waters		Reviewer B
10:00 – 10:30	Break		Workroom	
10:45 – 11:15	Interview	Assessment Coord.: Terry Miles		Reviewer B
10:45 – 11:15	Interview	Admissions: Larry Dallas, Cindy LeNor		Reviewer A
11:00 – 11:30	Interview	P/DSO		CEA Rep
11:30 – 12:00	Interview	Curriculum Coordinator: Chris Monroe		Reviewer B
11:30 – 12:00	Interview	PDSO/DSO: Jerry Cici		Reviewer A
12:00 -1:00	Lunch Break			
1:00 – 1:30	Interview	Student Services Coord.: Tammy DeCamillo		Reviewer A
1:45 – 2:45	Interview	Part-time faculty: Names		Both
3:00-4:00	Interview	Full-time faculty (group 1): Names		Reviewer A
3:00-4:00	Interview	Full-time faculty (group 2): Names		Reviewer B
4:00 –	Team Work Time		Workroom	

DAY 3: INSERT DATE HERE

Time	Activity	Personnel: Title & Name	Location	Reviewer(s)
9:00 -9:45	Interview- if requested	Director: Sally Murphy	Director’s office	Both
9:45 – 12:00	Team Work Time		Workroom	All
12:00 – 12:30	Exit Meeting			All