Note: Complete the **Sustaining Fees Form** first.

**Due February 15, 2020**. Please submit your Annual Review Form **electronically** to AnnualReport@cea-accredit.org. Include attachments if necessary. Please direct any questions about completing this form to AnnualReport@cea-accredit.org.

**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, provided that student and faculty numbers as well as student achievement data are tracked and analyzed separately for each site.

**Section 1: Contact Information**

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, and 3 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)/accredited-sites.  |
| **1. Site ID:** |  |
| **2. Program / Institution:** |  |
| **3. Affiliation (for university-based programs only):**  |  |
| **Addresses of auxiliary sites** **if any:** |  |
| **4. Website** |  |
| **5. Educational programs included in the grant of accreditation.** Provide the name of each program as it appears in your print and electronic materials and indicate the type of program (Intensive (IEP), Foreign Language (FL), Youth (YP), Teacher Training Certificate (TTC), or other (O). * *Students in these programs must be included in the student weeks count and the sustaining fee calculations.*
* *For sites with institutional accreditation, all programs on offer must be reviewed and included in the grant of accreditation.*
 |
|  |
| **Educational program name** | **# of levels** | **Type** |
|  |  | [ ] IEP [ ] FL [ ] YP [ ] TTC [ ] O |
|  |  | [ ] IEP [ ] FL [ ] YP [ ] TTC [ ] O |
|  |  | [ ] IEP [ ] FL [ ] YP [ ] TTC [ ] O |
|  |  | [ ] IEP [ ] FL [ ] YP [ ] TTC [ ] O |
|  |  | [ ] IEP [ ] FL [ ] YP [ ] TTC [ ] O |
|  |  | [ ] IEP [ ] FL [ ] YP [ ] TTC [ ] O |

**Section 1** (*continued*):

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

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

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

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

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

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

1. **General inquiry email address**

|  |  |
| --- | --- |
|  (if available) |  |

**Section 2: Attestation**

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** |  |  |
|  | All accredited programs/institutions respond: Provide the number of months of instruction per year  |  |
|  | Programs/institutions based in the US respond:Provide the number of weekly hours of instruction offered to full-time students enrolled in the Intensive English Program  |  |
|  | Programs/institutions based in the US that offer a credit-based program respond: Provide the number of credit hours per term for full-time students |  |
|  | Programs/institutions based outside of the US respond: Provide the number of contact hours per week  |  |

**Section 3: 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.

**3.1. Complete the table below**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2018** | **2019** | **Difference** |
|  Student weeks1,2,3 |  |  | %4 |
| Full-time faculty5,6,7 |  |  | %4 |
| Part-time faculty8,9 |  |  | %4 |

1 The term “student weeks” does NOT refer to the number of weeks of instruction per year. Please see

 sustaining fee instructions and forms for an explanation.

2 For 2018, provide the number for the entire calendar year if your program was in operation at that time,

 even if it was not yet accredited.

3 For 2019, please provide the total number of student weeks for the entire calendar year as reported in your

 Sustaining Fees Worksheet.

4 For the **Difference** column, use the following formula:

 ((2019 student weeks – 2018 student weeks) x 100) ÷ 2018 student weeks.

 *For example, if you reported 90 student weeks in 2018 and 120 student weeks in 2019, your student*

 *weeks have increased by 33% compared to 2018: (120-90) x 100/90 = 33.3*

 Use the same formula to calculate the changes in your full-time and part-time faculty numbers.

5 Do not count the number of full-time faculty positions; count the individuals employed over the period of

 the calendar year, regardless of the number of sessions taught by the faculty member.

6 Include full-time administrators if teaching is part of their work assignment.

7 If breakdown by program or main/auxiliary location is needed to explain significant increases/decreases

 compared to the previous year, please address it in your response to section 3.2.

8 It is up to you how you define the difference between full-time and part-time faculty.

9 Each individual faculty member should be counted only once even if teaching in a number of sessions.

 Count specific individuals, not positions.

**3.2. Provide an explanation**

For any fluctuation in student and/or faculty numbers that is equal to or greater than 20% (as reported in 3.1),

1. explain the causes,

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

(b) and 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.)

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

Section 3: 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 number on the sustaining fee forms (if available)

[ ]  Last year’s faculty numbers don’t match data from previous Annual Report (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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4. 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.

* IMPORTANT: For the purposes of this report, the data and analysis in this section should focus only on your main post-secondary Intensive English Program(s). It is not necessary to include pass/fail data and analysis for other educational offerings within your CEA scope (e.g., part-time programs, ESP or test prep courses, foreign language programs or courses, TESL/TEFL teacher training certificates, or youth programs or courses). The data for these additional programs will be reviewed at the time of the Interim report or the next reaccreditation review.

**4.1. Program length and structure information**

|  |  |
| --- | --- |
| 4.1.1. Specify the number of levels offered by your primary IEP. *Examples:**- 8 levels, from Intro to Advanced**- 5 General English levels from Foundations to High Intermediate plus multiple specialization options at level 6 (Business, Conversation, Academic Prep, TOEFL prep)**- 3 General English levels (Basic to Low Intermediate), two level 4 options (Business English and Academic English) and 1 level 5 option (Academic English)*   |  |
| 4.1.2. Specify the number of weeks allocated by the curriculum to the mastery of each level during a regular term (not the shorter summer term, if applicable).  |  |
| 4.1.3. If a student starts at the lowest level and completes the highest level, how many weeks of full-time study will it take to complete the entire program **without** skipping or repeating any levels and taking **only one** specialization option (if available) per proficiency level? *(Assume a scenario where a student starts from the lowest level and progresses steadily and as quickly as possible to complete the highest level)*  |  |
| 4.1.4. State your policies and your limits for level repeats and maximum time in program, for the main IEP.  |  |
| 4.1.5. What is required for a student to progress to the next level / complete the highest level? *Examples:* *- the final course grade of 80% with the final exam grade no lower than 75%* *- semester GPA of 3.0, with no course grades below 2.0**- our 12-week levels are split into 4-week blocks that can be taken in any order; students are required to complete the tests for each block with a min. score of 70% to progress to the next level.* |  |
| 4.1.6. Does your site currently have a reporting requirement for the Length and Structure of Program of Study Standard 2 due anytime in 2020?  | [ ]  Yes [ ]  No |

**4.2. Pass-fail and/or progression data**

Provide 2019 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.

* IMPORTANT: Please see pp. 9-10 for instructions prior to completing this section. These instructions include specific data requirements as well as guidance for sites with rolling enrollments.

Either paste your chart(s) here or list the name of the attached spreadsheet.

(If more space is needed, expand the textbox.)

**4.3. Analysis of the data and follow up actions**

Provide an analysis of the data provided in 4.2. Provide answers to the following questions in the box below.

1. What is your target pass rate / what pass rates do you consider acceptable?
2. Are there any inconsistencies of pass rates across levels and/or skills and (for programs with fixed enrollment rates) from session to session?
3. Are the numbers higher, lower, about the same as last year? What has changed?
4. If any inconsistencies, problems, unexpected trends, significant improvements/decreases are identified, explain

- what the program has done to identify the causes and

- what follow up actions (if any) have been or are being planned/implemented.

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, for example, 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 more space is needed, expand the textbox. If attaching any supporting documentation, list the file name(s) below.)

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

Section 4: Student achievement data and analysis

[ ]  Incomplete/unclear background information (4.1).

[ ]  No evidence of data collection (4.2)

[ ]  Data is not presented in a format that easily allows to identify patterns (4.2)

[ ]  No evidence of trend identification and analysis (4.3)

[ ]  Data analysis in 4.3 does not appear to match the data in 4.2.

[ ]  No evidence of data review and data-informed decision making and planning (4.3)

**Action items:**

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

[ ]  follow up initiated by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[ ]  info received & processed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 5: Regulatory Compliance**

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 if not already reported to CEA.

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

[ ]  NO

[ ]  YES

If yes, please explain and provide documentation if not already reported to CEA.

*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* *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 6: Attestation**

|  |  |
| --- | --- |
| Program or institution |  |
| Printed name of the Director/Owner/CEO/Other |  |
| Title |  |
| Signature of Director/CEO/Other | The undersigned authorized representative of the program or institution attests to the accuracy of information contained in this report. (Electronic signatures / images are acceptable.) |
| Date |  |

Return the Annual Review form **electronically** to AnnualReport@cea-accredit.org by February 15, 2020. 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 direct any questions about completing this form to AnnualReport@cea-accredit.org.

**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 of accredited entity does not match CEA records.

**Action item:**

[ ]  Follow up with site re scope, directory listing, and use of CEA logo & send then name change form

[ ]  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 4**

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

FOR PROGRAMS WITH FIXED ENROLLMENT DATES

* Include data only for your post-secondary IEP(s). Do not include data for other programs (e.g., foreign language programs, TEFL certificates, youth programs, etc.) in this report.
* Do not submit raw data or a list of all students in the program. Aggregate your data by class/level/term.
* Provide pass and/or progression rates by level (%) and by session/term/semester. If your program allows split placement, it may be useful to include data for skill areas or courses within each level.
* Provide an annual average (for each level and for the program as a whole).
* If student enrollment is low, include not only percentages but numbers of students as well.
* 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 illustrative purposes only.
* CEA standards require that progression decisions be based on direct evidence of SLO attainment. Some programs track additional indicators of student progress such as performance on standardized exams or GPAs of matriculated program graduates as additional evidence of program effectiveness. It is up to the accredited program/institution whether to include this additional information with the annual report.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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%** |
| 2019 | 44 | 25 | **57%** | 77 | 55 | **71%** | 118 | 96 | **81%** | 239 | 176 | **74%** |

FOR PROGRAMS WITH ROLLING ENROLLMENT DATES

* Include data only for your post-secondary IEP. Do not include data for other programs (e.g., foreign language programs, TEFL certificates, youth programs, etc.) in this report.
* CEA length and structure standards require all programs to validate their curricular design and program length and structure by providing evidence that an acceptable percentage of students are able to complete each level within a specific time frame. Programs with rolling enrollments typically do not aggregate data by session; instead, they track the amount of time (weeks) it takes an average student to complete a level successfully (or the % of students who are able to complete a level successfully within the time frame specified for each level by the program’s curriculum). Programs with many short-term students may limit their data collection to students who were enrolled for a certain minimum number of weeks (please specify this in your report). For programs that allow students to take a level up exam whenever they wish, such test scores will not provide evidence of effective curricular design since many students won’t be ready for the test when they attempt it; instead, sites should consider tracking the number of weeks it takes an average student to attain a passing score on the level-up/level exit test.
* Do not submit raw data or a list of all students in the program. Aggregate your data by level. For some programs, it may be useful to aggregate the data by course or skill area within each level.
* Provide an annual average for each level and for the program as a whole.
* 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 rolling enrolments. This is not a prescribed format and is provided for illustrative purposes only.
* CEA standards require that progression decisions be based on direct evidence of SLO achievement. Some programs track additional indicators of student progress such as performance on standardized exams or GPAs of matriculated program graduates as additional evidence of program effectiveness. It is up to the accredited program/institution whether to include this additional information with the annual report.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | # of weeks allotted to level by the curricular design  | # of students enrolled in each level for at least 12 weeks | # of students able to progress to the next level within 12 weeks | % of students able to progress to the next level within 12 weeks | Average # of weeks it took students to progress to the next level  |
| **Level 1** | 12 | 20 | 18 | 90% | 10  |
| **Level 2** | 12 | 37 | 28 | 76% | 11  |
| **Level 3** | 12 | 50 | 30 | 60% | 14 |
| Total 2019 |  | 107 | 76 | 71% |  |