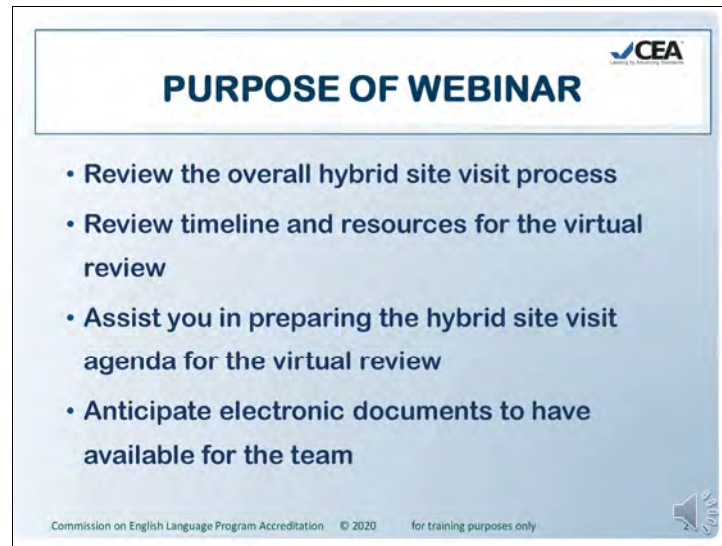


Slide 1



Welcome to the CEA Virtual Site Review Preparation webinar. My name is Melissa Van De Wege, and I am the Accreditation Review Manager at CEA. My main role at CEA is to manage the site visit process, so I'll be working with you over the next few months as you prepare for the first part of your hybrid site visit: the virtual site review. We are happy that you are viewing this webinar to help you prepare for your upcoming review.

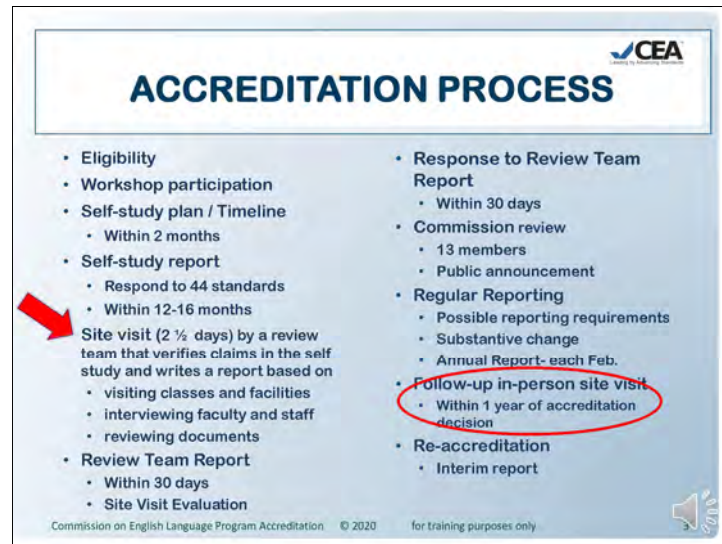


PURPOSE OF WEBINAR

- Review the overall hybrid site visit process
- Review timeline and resources for the virtual review
- Assist you in preparing the hybrid site visit agenda for the virtual review
- Anticipate electronic documents to have available for the team

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This webinar is a refresher of the information that you have already received from CEA about the hybrid site visit and the first part of it – the virtual review. Information in this hybrid site visit preparation webinar repeats some information that was provided in the Site Visit Memo and the Accreditation Handbook Section 4 Addendum, and general information about CEA site visits provided during the required accreditation workshop. I will review the hybrid site visit process, the timeline for scheduling the virtual site review, and the resources available to you as you prepare for the virtual review. I will discuss the elements of the hybrid site visit agenda so that you can work with the team to schedule those meetings, and I will note the documentation that you will need to have available for the team.



You may remember this timeline which is part of the Accreditation Workshop that you or one of your colleagues attended in the past 1-2 years. You have already completed the first 4 steps in the process, and now you are getting ready for the site visit. Usually, sites have 1 in-person site visit; however, CEA has adopted new Commission-approved policies and procedures to allow for virtual verification activities. In this case, due to circumstances surrounding the COVID-19 pandemic, your site will have a hybrid site visit, and, as previously indicated, you are now preparing for the first part of that – the virtual review. The site visit, as a whole, is an integral step in the accreditation process, and it is vital that your school is as prepared as possible for the upcoming virtual review. Note that the new policies require CEA to perform an in-person follow-up visit within one year of the accreditation decision. More information will be provided to you regarding this in-person visit next year.




THE HYBRID SITE VISIT

- 2-part process: an initial virtual review by a review team, then a one-day in-person focused follow-up visit
- The virtual review is the first part of the 2-part site visit process
- 2 ½ days conducted virtually through the Zoom platform
- Review team produces Review Team Report (RTR)
- Commission will make an accreditation decision based on the contents of the self-study report, the RTR and your response to the RTR
- Decisions made according to the grants of accreditation described in the *CEA P and P*, and the required follow-up in-person site visit will be conducted within a year of the accreditation decision

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The hybrid site visit is a 2-part visit process, involving a virtual review, followed by an in-person site visit conducted within a year of the Commission's accreditation decision. In June 2020, the Commission approved temporarily policies, allowing for hybrid site visits to be conducted. The virtual site review takes place on your scheduled dates that we have worked together to coordinate. After the dates are set, a review team is assigned to your site to conduct virtual verification activities. This virtual review is about 2 ½ days, just like an in-person site visit. The review team verifies all possible policies and practices through electronic document review and verification and virtual class observations and interviews. After the virtual review, the review team produces the Review Team Report (RTR), and the Commission makes its accreditation decision based on the contents of the self-study report, the review team's RTR, and your response to the RTR. The Commission is able to make an accreditation decision after the virtual review, and its decision is according to the grants of accreditation described in the *CEA Policies and Procedures*. Your site will then have an in-person follow-up visit within 1 year of the Commission's accreditation decision, regardless of its decision. You will receive further information about how to prepare for that in-person site visit as it gets closer to that time.



THE REVIEW TEAM


2 Peer Reviewers - Team Leader and Team Member

- ✓ Read your self-study report and supporting documentation
- ✓ Note questions to ask on site and documentation to review
- ✓ Prepare a preliminary report

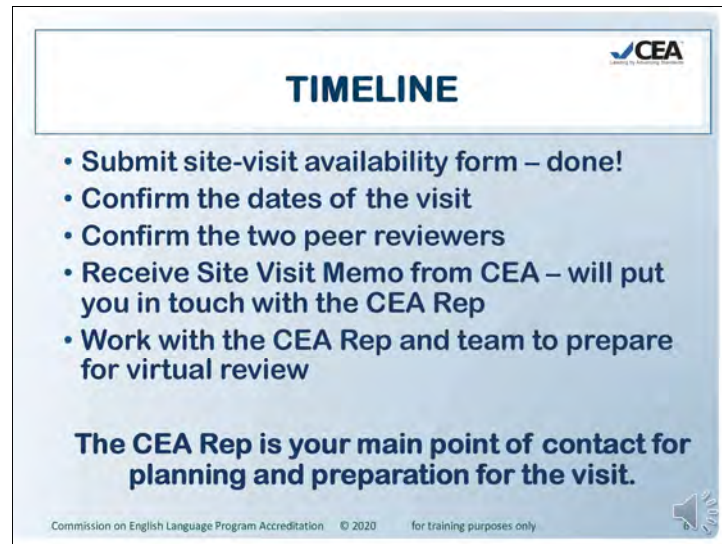
CEA Site Visit Representative (“CEA Rep”)

- ✓ Ensures CEA policies and procedures are followed
- ✓ Supports the team’s technology needs
- ✓ Reviews documentation with peer reviewers

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As you know, the review team is comprised of 3 members: 2 peer reviewers and a CEA Site Visit Representative. One of the peer reviewers will serve as the Team Leader, and you will work primarily with the Team Leader and the CEA Site Visit Representative (commonly referred to as the “CEA Rep”) on preparing for the virtual review. The team will work for about 6 weeks before the review, reading through your self-study report and supporting documentation. They will be noting questions to ask during the virtual review and further documentation that is needed and that can be provided electronically or through screen share during interviews. The team will communicate with you about any additional documentation that will need to be viewed during the review. As part of their required preparation, the team develops a preliminary report for their own use, which will form the basis of the final Review Team Report. The CEA Site Visit Representative assists the team in many aspects of the review process. The CEA Rep ensures that policies and procedures are followed, assists the team with technology matters and gathering additional documentation, and reviews certain documentation in conjunction with the peer reviewers. The CEA Rep also manages the Zoom platform and interviews that are hosted by CEA.



TIMELINE

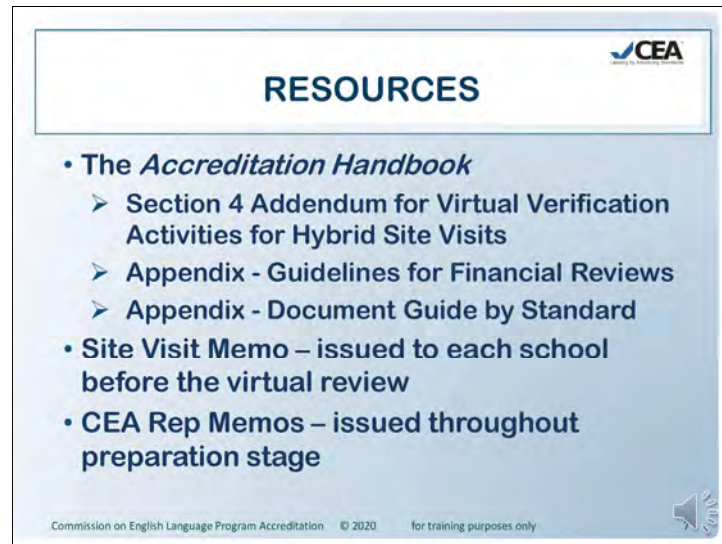
- **Submit site-visit availability form – done!**
- **Confirm the dates of the visit**
- **Confirm the two peer reviewers**
- **Receive Site Visit Memo from CEA – will put you in touch with the CEA Rep**
- **Work with the CEA Rep and team to prepare for virtual review**

The CEA Rep is your main point of contact for planning and preparation for the visit.

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Let's talk about the overview of the general timeline for scheduling and preparing for a site visit. You have already submitted your site visit availability form to CEA. Then, CEA confirms the dates and the team for the upcoming site visit. Many of you have confirmed both the dates and the team already; some of you are waiting for information about the review team. If you haven't already, you will receive that information soon. Once the review team has been confirmed, you will receive the Site Visit Memo for the Virtual Review of the Hybrid Site Visit from CEA. This memo gives you detailed information about preparing for the virtual review, and we will review much of that memo during this webinar. Some of you have already received your memo, and if not, you will be receiving it in the future. Once your site visit has been scheduled and your team has been confirmed, you will work with the CEA Rep as your main point of contact in planning the review.

After you have received the Site Visit Memo from me, the CEA Rep assigned to your visit becomes the main point of contact for planning and preparation for the visit.



RESOURCES

- **The *Accreditation Handbook***
 - Section 4 Addendum for Virtual Verification Activities for Hybrid Site Visits
 - Appendix - Guidelines for Financial Reviews
 - Appendix - Document Guide by Standard
- **Site Visit Memo – issued to each school before the virtual review**
- **CEA Rep Memos – issued throughout preparation stage**

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CEA produces several written resources to assist you in preparing for the upcoming virtual review. First, your Accreditation Handbook has an entire section devoted to the site visit. It is a good time for you and your colleagues to review Section 4 of the Accreditation Handbook which you received when you attended an Accreditation Workshop. Because you have a hybrid site visit, you also will receive a Section 4 Addendum for Virtual Verification Activities for Hybrid Site Visits with the Site Visit memo after site visit dates are confirmed. In addition, there are several appendices that you should review. There is an appendix with guidelines about the financial review which provides information about documentation that will need to be provided during the financial interviews. **Note that there is a separate appendix for US-based schools and those outside of the US, so be sure to review the correct one for your site.**

Another appendix titled, Document Guide by Standard is a list of sample documents that the team may need to review on site. As I just mentioned, CEA sends a Site Visit Memo to each school. You receive this memo about 6 weeks before your virtual review and after you have approved the dates and the review team members. This memo has detailed information for you, and we will discuss much of what's in that memo during this webinar. Once your site visit has been scheduled, your CEA Rep will begin to contact you and send you more detailed information about preparing for the virtual review. We will review the information that you will receive from the Rep during this webinar, but the Rep will issue you this information in written form so that you can refer to it as needed.

Slide 8



Now let's discuss elements of the agenda.



AGENDA

Prepare 1st draft agenda using Sample Agenda sent with Site Visit Memo:

- Tailor the agenda to your site's needs
- Schedule meetings that address the standards, e.g., curriculum, assessment, student services, planning
- Choose meeting times that work for your personnel: note different time zones for your site's personnel and review team members
- Schedule senior-level administrators' interviews for Day 1

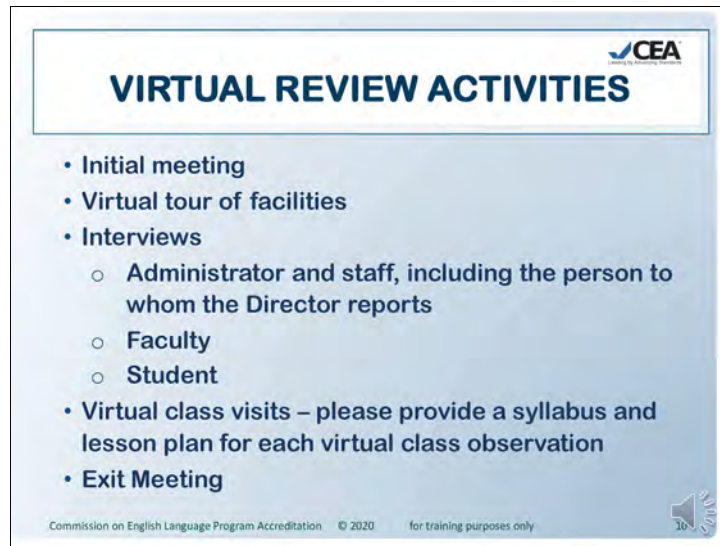
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Once you receive your Site Visit Memo from CEA, you will prepare a first draft agenda using the Sample Agenda included with the Site Visit Memo. Please note that the days and times of each interview or meeting can be tailored to your school. The Sample Agenda gives a representative sample of the kinds of activities that will take place and in general, the amount of time needed for each type of activity. We will discuss each type of activity on the next slide, but what you want to keep in mind is that you will create the agenda based on your school's particular needs. If you have a smaller school with few faculty and staff, likely everyone at your school will be interviewed. If you have a larger school, you will want to schedule meetings that address each of the standards. For example, you want to schedule meetings for personnel who oversee the curriculum, assessment, student services, recruiting, policies and procedures, program planning, and so on. Again, we will discuss each type of meeting on the next slide. Another note regarding the agenda is that you want to schedule the meetings for times that work for your school. For example, some schools don't have afternoon classes, so all class observations need to take place in the morning. Or perhaps your curriculum coordinator teaches every morning, then that interview will be scheduled for the afternoon. In general, we do not want you to cancel classes or alter your normal virtual operations for the site visit; the team wants to observe a typical "virtual day" at your school.

[CLICK] Please let the team know your school's operating hours so that the team can then plan accordingly. However, please also keep in mind that you may be on a different time zone than the CEA Rep and review team members. The Sample Agenda has columns to note different time zones that your site and the review team members may be in. Your CEA rep will edit these columns as needed.

[CLICK] Finally, please also note that it is often preferable to schedule meetings with senior-level administrators such as the Director, Assistant Director, Student Services Director or Coordinator, for Day 1. The team often has overarching questions for these personnel, so it is convenient for the team to

meet with them on Day 1. That way, many of the team's questions have been answered by the end of Day 1 and the team can begin to finalize their report.

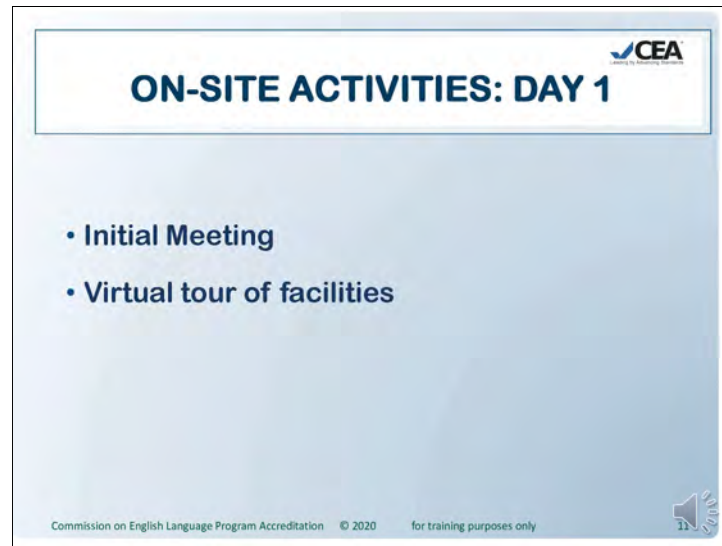
A presentation slide titled "VIRTUAL REVIEW ACTIVITIES" with the CEA logo in the top right corner. The slide lists six activities: Initial meeting, Virtual tour of facilities, Interviews (with sub-points for Administrator and staff, Faculty, and Student), Virtual class visits (with a note to provide a syllabus and lesson plan), and Exit Meeting. The footer contains the text "Commission on English Language Program Accreditation © 2020 for training purposes only" and a small speaker icon.

VIRTUAL REVIEW ACTIVITIES

- Initial meeting
- Virtual tour of facilities
- Interviews
 - Administrator and staff, including the person to whom the Director reports
 - Faculty
 - Student
- Virtual class visits – please provide a syllabus and lesson plan for each virtual class observation
- Exit Meeting

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The virtual review will take approximately two and a half days and will consist of the activities that you see on this screen. These activities are the same as those that take place during in-person visits. In your Site Visit Memo as well as your Accreditation Handbook and the Section 4 Addendum referenced previously, there is detailed information about each of these activities. On the next few slides, we will discuss these activities in depth.



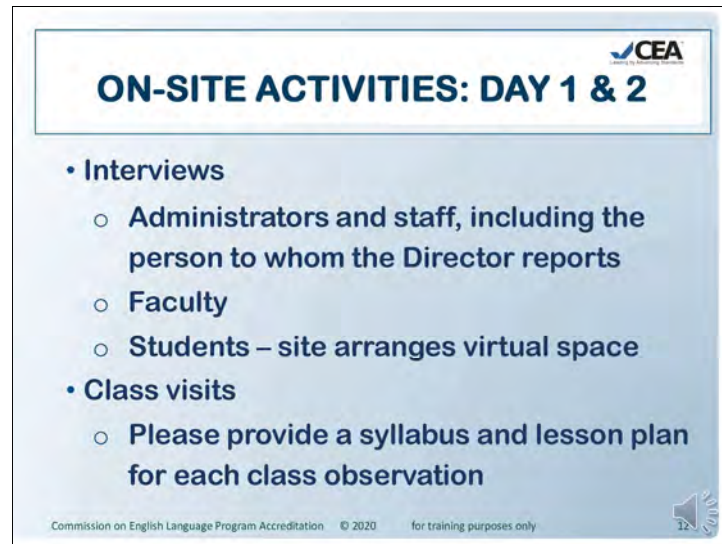
The slide is titled "ON-SITE ACTIVITIES: DAY 1" in a blue box at the top. The CEA logo is in the top right corner. Below the title, there is a bulleted list of activities. At the bottom, there is a footer with copyright information and a speaker icon.

ON-SITE ACTIVITIES: DAY 1

- Initial Meeting
- Virtual tour of facilities

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On Day 1, two activities need to happen. The Initial Meeting is the first meeting of the virtual review. This meeting will take approximately 30 minutes and should be scheduled before any other interviews or meetings that day. We advise that you include as many personnel at your school as possible in this meeting because the review team will give your school an overview of the site visit during the Initial Meeting. Your school should begin the meeting by giving brief introductions and remarks, and then the review team will take over. Typically after the Initial Meeting, the tour of facilities takes place. Sometimes based on the schedule, the facilities tour can take place prior to the Initial Meeting, if needed. In general, the team only needs to see those areas used by your program. The tour typically takes about 15-20 minutes, depending on the size of your school. Please note that this virtual tour can be delivered through a pre-recorded video sent to the CEA Rep or through a “real-time” video during the site review. This can be determined between you and the CEA Rep while you plan for the site review. There will be further information sent to you in the Site Visit Memo and communications with your CEA Rep on logistical and technical requirements for either a pre-recorded video or a “real time” video tour of facilities so you can make the best decision for your site in conjunction with your CEA Rep.



The slide is titled "ON-SITE ACTIVITIES: DAY 1 & 2" in a blue box at the top. Below the title, there are two main bullet points: "Interviews" and "Class visits". Under "Interviews", there are three sub-bullets: "Administrators and staff, including the person to whom the Director reports", "Faculty", and "Students – site arranges virtual space". Under "Class visits", there is one sub-bullet: "Please provide a syllabus and lesson plan for each class observation". At the bottom of the slide, there is a small logo for the Commission on English Language Program Accreditation (CEA) and some text: "Commission on English Language Program Accreditation © 2020 for training purposes only".

ON-SITE ACTIVITIES: DAY 1 & 2

- **Interviews**
 - **Administrators and staff, including the person to whom the Director reports**
 - **Faculty**
 - **Students – site arranges virtual space**
- **Class visits**
 - **Please provide a syllabus and lesson plan for each class observation**

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Throughout the first two days of the site visit, [click] the team will need to conduct interviews and visit classes. In terms of interviews, the team will need to meet with a representative array of administrators, staff, faculty, and students. If your school has a limited number of personnel, likely each one will be interviewed during the virtual review. If you have a large program, then you will want to schedule a representative array of meetings, again thinking about the standards areas. The interviews will be conducted in Zoom breakout rooms. The team will sometimes hold meetings together, and other times conduct separate interviews and other activities at the same time. The sample agenda demonstrates this with labels for meetings with Reviewer A, Reviewer B, Both, or All, which includes the CEA Rep. You can group personnel together for meetings. For example, the curriculum committee can meet together, or the office staff can meet as a group. The important thing to remember here is that you will put together a draft agenda and the team will review it. If the team determines that they need to add people to the agenda, they will let you know ahead of time, and you can schedule those meetings at times that are convenient for the personnel involved. One item to note is that typically, the person to whom the director of the program reports is interviewed, if applicable. This meeting takes approximately 30 minutes and can be scheduled any time on Day 1 that is convenient for this individual.

For faculty interviews, the team will need to speak with a representative array of faculty. Faculty interviews can be scheduled in groups, and two groups of faculty can be scheduled at the same time, with one group assigned to each of the two peer reviewers. Interviews typically take 30-45 minutes.

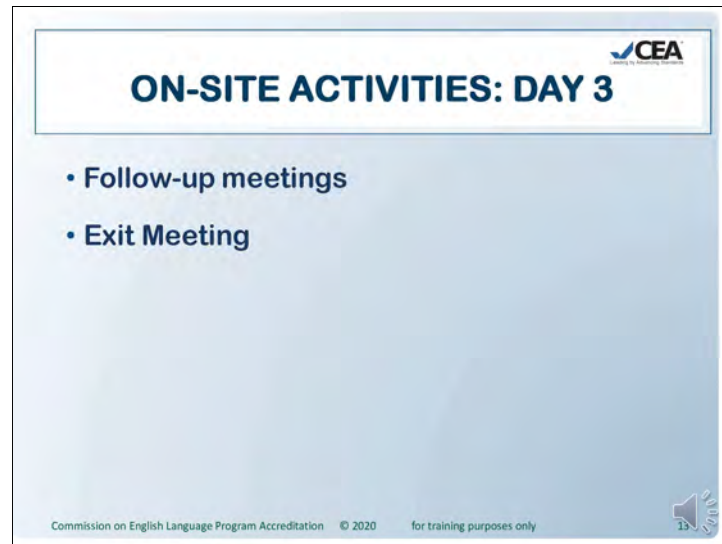
Students can also be interviewed in groups. We typically ask for groups of 6-8 students, and it is helpful if the students are grouped by language proficiency, for example a lower-level group and a higher-level group. This allows students in the lower-level group to get a chance to speak and not be overpowered by more proficient students. Two to three groups of students should be scheduled, and student interviews take approximately 30 minutes. If your school has evening classes, at least one group of

evening students should be scheduled in the evening either before their classes begin or during a break. Student interviews can be scheduled at the same time, with one group assigned to each of the two peer reviewers. Note that you are responsible for arranging the virtual meeting space for student interviews and ensuring that students are present, but no personnel from the site are expected to attend.

For multi-site programs and institutions: the team will likely need to speak with administrators at the central office or main branch, especially those personnel who oversee practices that are centralized. The team may also need to review documentation that is kept at the central office or main branch. Please work with the CEA Rep to prepare this documentation.

In terms of class visits, class visits are short, only 15-20 minutes each. Class visits will be conducted virtually, and the site will host the class visits by providing a link to each class, or a streaming video set up in case there are in-person classes delivered at the time of the visit. A current representative array of classes, levels, and faculty should be scheduled. If you have a limited number of classes on offer during the site visit, likely each class will be observed. We ask that the faculty prepare a syllabus and lesson plan for the observation, which should be provided to the Rep the day prior to the class visit.

One item to note is that if you offer evening classes, these should be included in the agenda. The team will want to observe 1-2 evening classes.



ON-SITE ACTIVITIES: DAY 3

- Follow-up meetings
- Exit Meeting

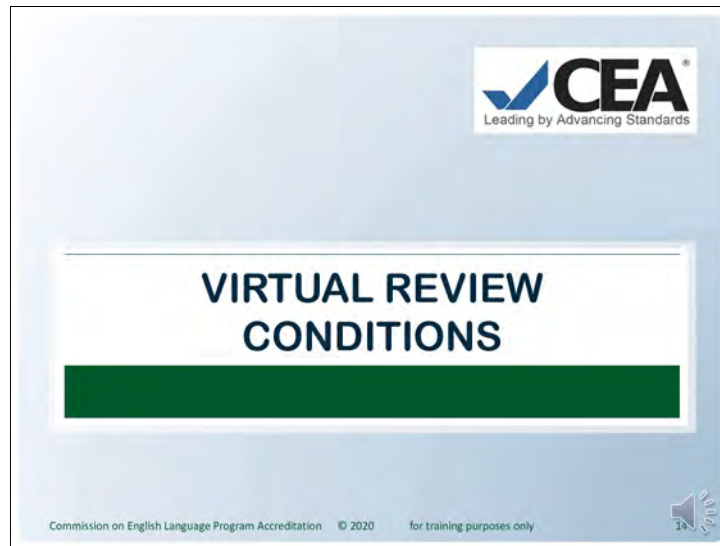
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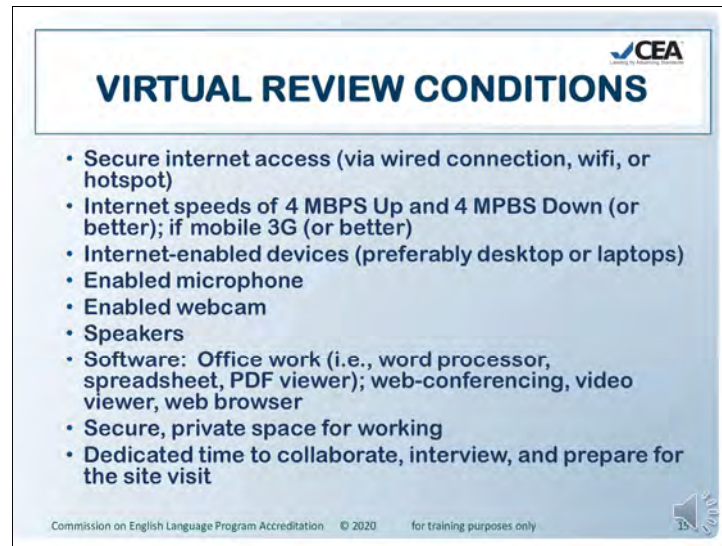
13

On Day 3, we ask that you reserve the morning for any follow-up questions by the team. Typically, the self-study coordinator and senior-level administrators are available on that day for follow-up questions. The morning of Day 3 is reserved for the team to work together to ensure that they have looked through all of the documentation needed and asked all of their questions to the site. The Exit Meeting takes approximately 30 minutes and is held on Day 3 of the visit. The timing of the Exit Meeting will be determined with the CEA Rep. Unfortunately, the team will not be able to answer any questions about what they learned during the site visit; the Exit meeting concludes the site visit and will primarily inform your school about the next steps in the accreditation process. After this meeting, the team will finalize their report. You will receive the team's report within 30 working days after the site visit.

Slide 14



Next, we'll discuss virtual review conditions.

A presentation slide titled "VIRTUAL REVIEW CONDITIONS" with the CEA logo in the top right corner. The slide lists nine requirements for a virtual review. At the bottom, it includes the text "Commission on English Language Program Accreditation © 2020 for training purposes only" and a small speaker icon.

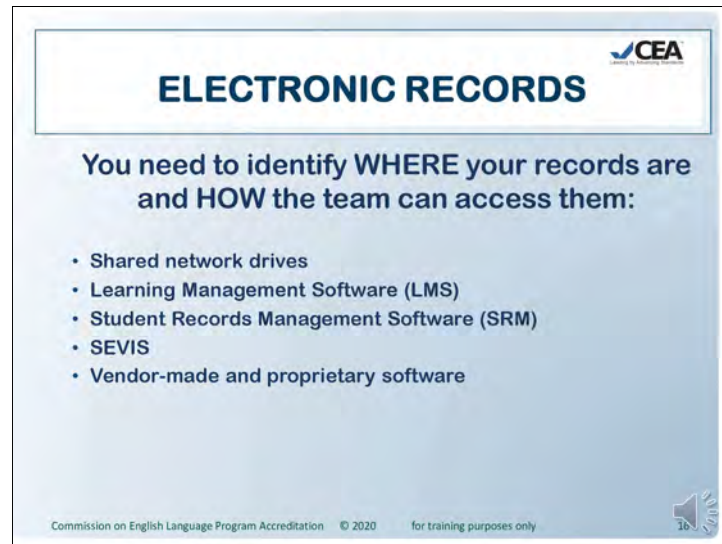
VIRTUAL REVIEW CONDITIONS

- Secure internet access (via wired connection, wifi, or hotspot)
- Internet speeds of 4 MBPS Up and 4 MPBS Down (or better); if mobile 3G (or better)
- Internet-enabled devices (preferably desktop or laptops)
- Enabled microphone
- Enabled webcam
- Speakers
- Software: Office work (i.e., word processor, spreadsheet, PDF viewer); web-conferencing, video viewer, web browser
- Secure, private space for working
- Dedicated time to collaborate, interview, and prepare for the site visit

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Certain conditions are needed to hold a virtual review. You have already agreed to these conditions prior to scheduling a hybrid site visit.

These conditions are listed here: secure Internet access, Internet speeds of 4 megabits per second up and 4 down or better and if mobile, then 3G or better. Also required are desktops or laptops that are Internet-enabled, microphones, webcams, and speakers. Also required is standard office software, web-conferencing ability, a video viewer, and web browser as well as a secure, private space for working. If you are unable to meet these conditions, please let me know immediately.



ELECTRONIC RECORDS


You need to identify WHERE your records are and HOW the team can access them:

- Shared network drives
- Learning Management Software (LMS)
- Student Records Management Software (SRM)
- SEVIS
- Vendor-made and proprietary software

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Now let's discuss documentation. Because there won't be a physical team room with hard copies of documents, the site will verify and review electronic documents. Before the site visit, identify where your records are located and how the team can access them. Refer to the Virtual Verification Site Visit Memo, Accreditation Handbook and the Section 4 Addendum, Document Guide by Standard in the Appendix to the Accreditation Handbook, and your self-study report. Think about all of your database systems such as an intranet or wiki, learning management software, student records management software, etc. In cases where access cannot be granted to the review team, The CEA Rep will take care of verifying any relevant information in these systems and will need appointments with the personnel who manage them. The Rep may need to use screen share or the web cam to verify certain documents or records. The Rep will need to view SEVIS records, and will schedule an appointment with the P/DSO to conduct those verifications. If you aren't sure, and you have an IT team, CEA recommends that you ask the IT team. Consider how you would give access to a new employee. How do you grant access for new employee to the documents necessary for her/him to complete the job?


ELECTRONIC RECORDS ACCESS PREPARATION



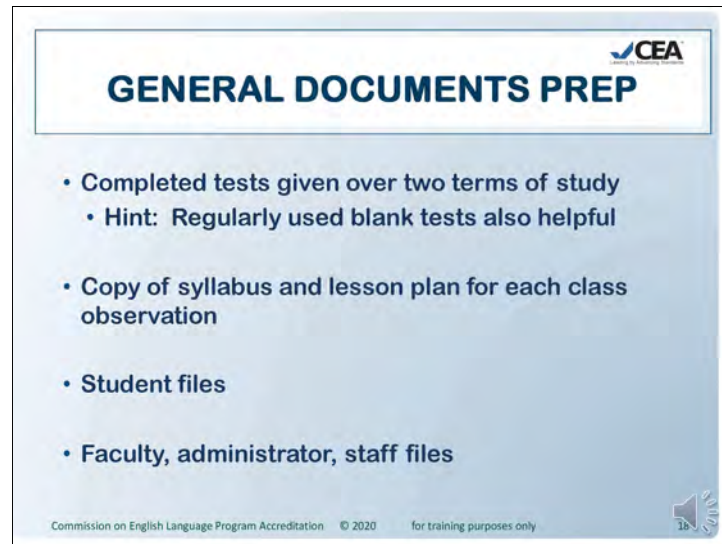
Prepare

- Passwords for team, if applicable
- Electronic map – indicating the files to review, and where to find them (e.g., Listening 1 Syllabus, in Folder X within Folder Y)
 - Group electronic docs by standard area on the electronic document map
- Additional documents listed as being available on site

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Regarding making electronic records available to the team, think about access. If your school has an intranet and you want to give the team access in the team room, are there **usernames and** passwords that are needed for the team? Do you have to sit with the team in order for them to have access? We recommend NOT allowing the team to use other people's passwords, so think about what needs to be prepared in advance, and work with your Rep on determining what items will need to be viewed. Many sites create a temporary account for the team. This account can be deleted after the visit. Note that the review team will not move or edit any documents and only needs to review documentation to verify its existence. CEA needs to verify documents in places where they normally exist. Do not create new file storage locations for CEA. For this virtual access of your site's documents, we ask that you prepare an electronic map for the team, indicating the files that you want the team to review, and where they are located. You can group these by standard area. So for example, you can group all of the curriculum documents together, list the name of each document, and then give the location of each file, for example within Folder X. Please contact the CEA Rep regarding any additional documents listed as being available on site in your self-study report. Typically, the Rep will ask you to send him or her these documents in advance, or upload them to a secure CEA folder.



GENERAL DOCUMENTS PREP

- Completed tests given over two terms of study
 - Hint: Regularly used blank tests also helpful
- Copy of syllabus and lesson plan for each class observation
- Student files
- Faculty, administrator, staff files

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The team will need to see copies of completed assessments given over 2 terms of study. Blank tests are also useful, and the team will need to see assessments for each course in your curriculum. As mentioned previously, please ensure that a copy of the syllabus and lesson plan for each class observation are prepared for the reviewers. These can be available in the team room or at the beginning of each class observation. The team will need to review student and personnel files, and this is done by the CEA Rep. This can be done via screen share for electronic documents. Approximately 10 student files will be reviewed, and nothing will be copied, retained, or recorded from the files. The team is verifying that certain materials are maintained by your school, such as grade reports, attendance records, immigration materials, etc. If personnel outside of your program maintain student records, please include an appointment with this person on the agenda and let them know that the CEA Rep will need to review a set of sample files. Regarding faculty, administrator, and staff files, unless you have a very large program, most personnel files will be reviewed. If you have a large faculty or staff, then a representative array of files will be reviewed for items such as academic credentials, terms and conditions of employment, performance evaluations, etc. Again, no information is recorded; the team is merely verifying items related to the standards and indicating that the items that are present.

FINANCIAL REVIEW

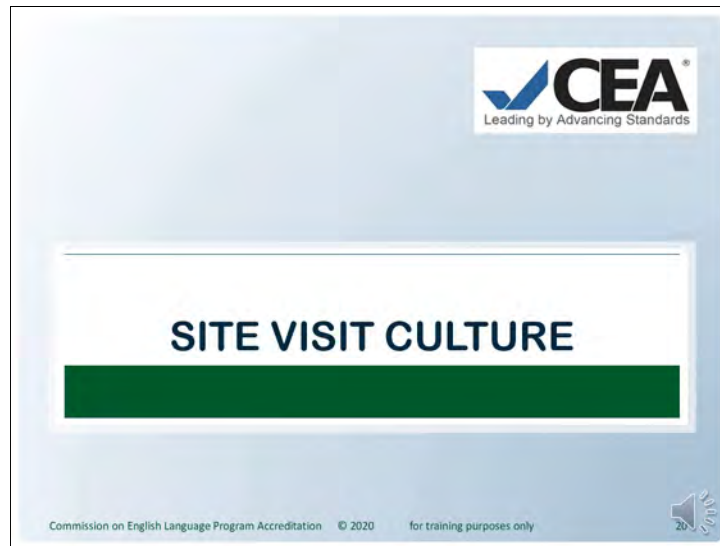
**CEA Director of Finance and Operations
carries out the financial review**

- **Interview scheduled within a 3-week
timeframe of the virtual site review**


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The CEA Director of Finance and Operations carries 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 Director of Finance and Operations reviews the site's report and will contact the site visit coordinator within two weeks of the receipt of this memo to schedule interviews with certain personnel on site. The CEA Director of Finance and Operations will let you know who needs to be interviewed for the financial review, and these interviews will be conducted remotely the week before, the week of, or the week after the site visit is scheduled.

Slide 20




Now, let's talk about the particular culture of site visits.



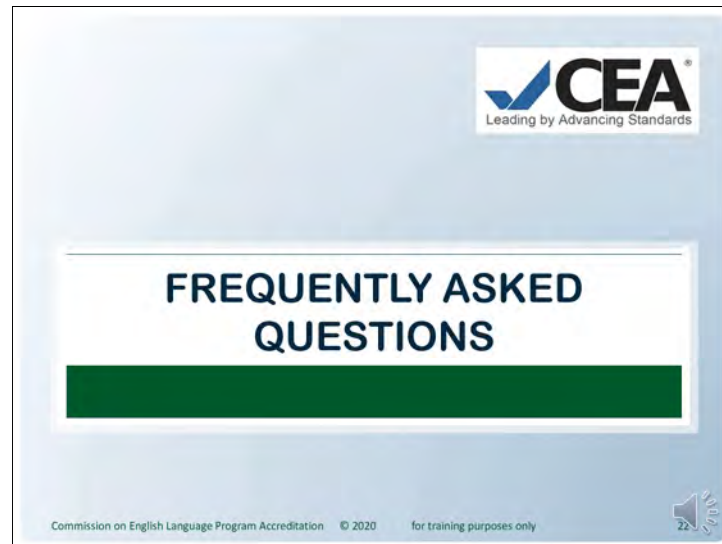
SITE VISIT CULTURE

- Team asks questions that you already answered in the self-study
- Questions move from topic to topic without smooth transitions
- Reviewers will be taking notes during interviews
- Questions are required by CEA and don't necessarily indicate a concern
- Team members cannot:
 - Give advice
 - Answer question "How are we doing?"

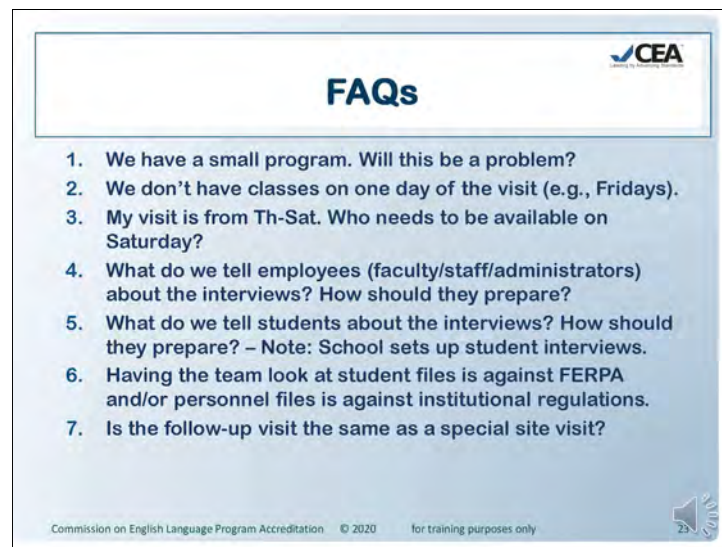
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The site visit has a particular culture because of the nature of peer review. The peer reviewers follow strict protocols and procedures in order to ensure the integrity of the virtual review. The team will discuss these protocols in the Initial Meeting. The team will ask questions during the virtual review that you have already answered in your self-study. We know this. The purpose of the site visit is to verify the information in your self-study, so sometimes sites think that the reviewers have not read their self-study materials. I can assure you that this is not the case. The team works together for about 6 weeks before a site visit to read through every document that you submitted with your self-study, so the questions that they ask on site are required by CEA. The questions during interviews will move around from topic to topic without any smooth transitions. This is because the team has to cover a lot of material in a short amount of time. During interviews, you may notice the reviewers taking notes. This is not because something is wrong; CEA requires documentation of each interview, so reviewers will be recording answers to interview questions. Again, this is part of the site visit culture. The reviewers will be using interview forms prepared by CEA. This means that the questions that they ask are oftentimes required by CEA and do not indicate any concerns with a particular area. Finally, team members must follow a code of conduct and cannot do the following. Reviewers cannot give your school advice. During interviews, they cannot answer questions about how to fix a problem that you're having or how to come into compliance with the standards. They also cannot answer the question "How are we doing?" We understand that you are eager to learn the results of the site visit, but the review team cannot answer any questions during the visit about their findings. You will have to wait until you receive their report to learn about how you did. If you ask the team members "How are we doing?" they will have to politely respond that they cannot answer that question.



Let's discuss now some frequently asked questions, and then at the end of this webinar we can answer your individual questions.

A presentation slide titled "FAQs" with the CEA logo in the top right corner. The slide contains a numbered list of seven questions. At the bottom, there is a footer with the text "Commission on English Language Program Accreditation © 2020 for training purposes only" and a small icon of a speaker with sound waves.

FAQs

1. We have a small program. Will this be a problem?
2. We don't have classes on one day of the visit (e.g., Fridays).
3. My visit is from Th-Sat. Who needs to be available on Saturday?
4. What do we tell employees (faculty/staff/administrators) about the interviews? How should they prepare?
5. What do we tell students about the interviews? How should they prepare? – Note: School sets up student interviews.
6. Having the team look at student files is against FERPA and/or personnel files is against institutional regulations.
7. Is the follow-up visit the same as a special site visit?

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1. One common question is that some programs have limited enrollment and thus levels or courses on offer during the site visit. They worry that this is a problem. I can assure you that this is not a problem. Several sites with fewer than 10 students enrolled during the site visit have been accredited. The team will simply interview every person who works at your school, observe each class on offer, and conduct a group interview of your students. This is not a problem at all, and you should work with your CEA Rep on making these arrangements.

2. Sometimes site visits are scheduled from Thursday to Saturday, and the site does not have classes on Fridays. In such cases, the team will conduct all class observations and student interviews on the day when classes are in session. Faculty interviews should be scheduled when they will be available. This will be a consideration in the site visit agenda, so work with your CEA Rep to ensure that appropriate class observations, and student and faculty interviews are scheduled.

3. This is another question related to Thursday-Saturday site visits. Typically, the self-study coordinator and/or senior-level administrators are available for the team on Saturday morning. It is important to have appropriate personnel available to answer remaining questions and attend the Exit meeting.

4/ 5 . Often, we are asked the question about what to tell faculty, staff, and students about the interviews, and how to prepare them. You should certainly inform personnel and students about the interview times, and ensure that they understand what the team is doing on site. The interviews, again, are to verify the contents of the self-study report and understand your school's practices. Therefore, no special preparation is needed although we do recommend that interviewees review the portion of the self-study report they may be asked about. The interviews are confidential, and no information is shared from one interview to the next. The team will be verifying standards-compliance, so they will be asking questions related to the standards. Therefore, your personnel and students should simply answer as

honestly and thoroughly as possible. The team will focus only on standards-compliance and will not name any informants in the report. Note that you are responsible for setting up class visits and student interviews, and the CEA Rep will provide access to these virtual spaces to the review team.

6. Some schools have questions about CEA's requirement for the team to view student and/or personnel files. As it relates to FERPA, there is actually information on the Department of Education's website which will be explained on the next screen.

7. The follow-up visit is not the same as a special 1-day site visit sometimes called for by the Commission in the case of compliance matters. The follow-up visit is required by CEA policy and will be conducted for every site which has a virtual review, regardless of the Commission decision.

Slide 24

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

U.S. Department of Education

Student Loans Grants Laws Data

LAW & GUIDANCE / GENERAL
Family Educational Rights and Privacy Act (FERPA)

Get the Latest on FERPA at familypolicy.ed.gov

- Frequently Asked Questions
- FERPA for parents and students and school officials
- Protection of Pupil Rights Amendment (PPRA)
- Guidance and Notices

Family Policy Compliance Office (FPCO) Home

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g, 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Accrediting organizations;
- To comply with a court order or legally issued subpoena;

How Do I Find...

- Student loans, forgiveness
- College accreditation
- Every Student Succeeds Act (ESSA)
- FERPA
- FAFSA

More >

Information About...

- Transforming Teaching
- Family and Community Engagement
- Early Learning

Related Topics

- Key Policy Letters

On the FERPA webpage - the URL is listed at the top of the screen, but it's the page that results from a simple Google search - there is a clause that reads as follows: FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions. Accrediting organizations is listed as exempt, in general, from FERPA restrictions. Regarding institutional policies: if your institution does not allow personnel records to be viewed by outside parties, please contact CEA and we will work out a way for the team to verify the information that they need. Oftentimes in these cases, verification activities can take place through interviews rather than document review. Again, we do not record or collect any information from these files, just note how and where the information is stored. If your school has any concerns about allowing the team to view student or personnel files, please contact CEA.

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We will now briefly discuss what happens after the site visit.

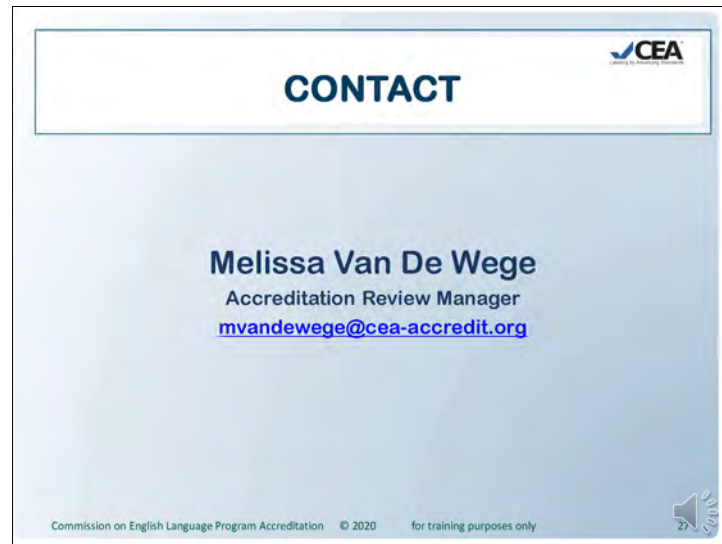


AFTER THE VIRTUAL REVIEW

- Review Team Report will be sent within 30 working days
- Your school will Respond to the Report – 30 working days
- Accreditation decision:
 - January to April visit = August decision
 - May to August visit = December decision
 - September to December visit = following April decision

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You will receive the team’s Review Team Report within 30 working days after the virtual site review, which is approximately 6 weeks. We try to return your report as soon as possible, but with the large number of site visits each cycle, it sometimes takes the full 30 working days to return the report to the site. After you receive your report, your school will have 30 working days to prepare a Response to the report. You will receive detailed guidelines about the Response when you receive your site visit report. The guidelines will tell you that in the Response, you must address any partially met or not met standards in the report. Your school can make changes to remedy the deficiencies in the report, but we ask that you not make major changes during that Response period. You can remedy minor deficiencies and give a plan about how you will work on any larger deficiencies. You’ll also see that some standards may be marked “unable to verify,” and in these cases, the team’s rationale will provide an explanation regarding why the virtual review did not allow the team to make a compliance determination for this standard. Then, after the Commission reviews your school’s self study, site visit report, and your response, you will receive an accreditation decision at the next Commission meeting. In general, the site visit dates and decision dates follow the pattern seen here. At the Exit Meeting, your CEA Rep will tell you the exact date when your school will receive an accreditation decision. Then, you will be notified of the decision within 30 days of the Commission meeting. The Site Visit Memo will specify the Commission meeting where your school will be reviewed, and all upcoming reviews are publicly posted at least 30 days prior to the Commission meeting.



CONTACT

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Please feel free to contact me with questions. Note that this recording is available and you can re-watch it or share with colleagues to provide them additional information about the hybrid site visit or virtual review.

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CEA has prepared a Site Visit Webinar evaluation. You will be provided with the link, and your comments and feedback are appreciated.

Thank you for viewing this webinar. We hope that you found the content useful and informative.