



Standards Review

DECEMBER 2014

Timeline

- ▶ **2013-** Curriculum, Student Achievement, Length & Structure of Program of Study
 - ▶ Task force released four topic briefs
- ▶ **2014-** Administrative & Fiscal Capacity, Student Services, Recruiting, Program Development, Planning & Review
 - ▶ Finalized revisions
 - ▶ Public comment
- ▶ **2015-** Mission, Faculty, Facilities, Equipment & Supplies, Student Complaints
 - ▶ Standards roll out
 - ▶ Training plan and overlap

Four topics

- ▶ **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
- ▶ **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
- ▶ **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
- ▶ **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

Public Impact Statement

- ▶ Responses represent a high level of engagement from Constituent Council
- ▶ Respondent profile (n=106) reflects high level of CEA knowledge
- ▶ Proposed Standards Changes (% satisfactory or excellent)
 - ▶ Curriculum 2 (93%)
 - ▶ Student Services 4 (96%)
 - ▶ Recruiting 2 (98%)
 - ▶ Student Achievement 3 (88%)
 - ▶ Administrative & Fiscal Capacity (administrator, staff, faculty) (95%)
 - ▶ Student Services 1 / Recruiting 1 (ethical practices) (95%)
 - ▶ Program Development Planning and Review 2 (95%)

Summary of changes

NEW LANGUAGE APPEARS IN BLUE FOLLOWED BY A RATIONALE
STATEMENT FROM THE STANDARDS REVIEW COMMITTEE

IDENTICAL TO PUBLIC COMMENT

Topic 1: Changes based on SRC and Task Force work

Change 1: Curriculum 2

Curriculum 2

Proposed changes are reflected in blue text and the rationale for the change follows the new version of the 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.**
- **Rationale**: *The two parts of Curriculum Standard 2 discussion are now more accurately represented in the top-level standard. One part relates to the components of a curriculum, one part to the curriculum representing significant progress. Also, the second part is now more elaborated in the discussion, with added language from Appendix A.*

Change 2: Student Services 4

Student Services 4

Proposed changes are reflected in blue text and the rationale for the change follows the new version of the standard.

- **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.**
- **Rationale**: *Student Services 4 now requires that sites have policies for attendance, repeaters and the maximum length of time in the program, and that students be informed of the policies and subsequent consequences.*

Change 3: Student Achievement 3

Student Achievement 3

Proposed changes are reflected in blue text and the rationale for the change follows the new version of the 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.
- **Rationale**: *This language removes the term "proficiency," which may or may not be "attained as a result of instruction," while reaffirming that written reports address attainment of specific student learning outcomes. (See Curriculum 2 discussion for linkages to proficiency. Curriculum 2 now more clearly requires that the curriculum's SLOs represent significant progress or attainment.)*

Topic 2: Editorial clarifications

Editorial Change 1: Recruiting 2

Recruiting 2

Proposed changes are reflected in blue text and the rationale for the change follows the new version of the standard.

- **Recruiting Standard 2**: All written, electronic, and oral information used to describe or promote the program or language insitution to students and other relevant parties is accurate and complete.
- **Rationale**: *The word "recruit" was removed to clarify the intent of the standard: A site is responsible for providing accurate information (whether or not they directly recruit for their own program).*

Editorial Change 2: AFC

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Administrative and Fiscal Capacity Standard 2: The program or language institution has an administrative structure and a governance system that are effective in helping it achieve its mission and the mission of the host institution, if applicable. **Administrator and staff positions** within that structure are adequate in number and staffed with individuals who have appropriate education, training, and experience.

Administrative and Fiscal Capacity Standard 3: Administrators and staff **members** each receive a written job description at the time they are hired and any time their duties or employment conditions change.

Administrative and Fiscal Capacity Standard 4: The program or language institution defines, encourages, and supports appropriate professional development activities for faculty, administrators, and staff.

Administrative and Fiscal Capacity Standard 5: The program or language institution describes to **administrators and staff** clearly and in writing the performance criteria and procedures for evaluation at the onset of the evaluation period; conducts **administrators and staff** performance evaluations that are systematic, regular, fair, objective, and relevant to achieving program goals; and conveys evaluation results to **administrators and staff** in writing in a timely manner

Rationale: *The terms administrator, faculty and staff were modified to be used consistently throughout the standards and focus on the employee role. Definitions of employee categories (administrator, faculty and staff) have been adjusted in the glossary.*

Proposed changes are reflected in blue text and the rationale for the change follows the new version of the standard.

- **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](#).
- **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.
- **Rationale**: *Ethical practices have been defined in the glossary and the phrase "ethical practices" was inserted for consistent use throughout the CEA Standards.*

Editorial Change 4: PDPR 2

Program Development Planning and Review Standard 2

Proposed changes are reflected in blue text and the rationale for the change follows the new version of the standard.

- **Program Development, Planning, and Review Standard 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.
- **Rationale**: *Language has been revised to clarify that written plans for curriculum, student assessment, and student services are required by this standard, may or may not be combined, and need not be part of a single comprehensive plan.*

Changes

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- ▶ **Curriculum Standard 2 Discussion** (p. 10)
 - ▶ Much of the content of Appendix A (Accreditation Manual) has been moved to the discussion section of Curriculum Standard 2 and Student Achievement 2
 - ▶ Proficiency vs. Achievement / Significant Progress/ Sufficient Time
- ▶ **Administrative and Fiscal Capacity Discussion** (pp.20-24)
 - ▶ Terminology was made consistent throughout the standards and discussion (administrator, staff, faculty)
 - ▶ Context was made more neutral and better aligned with *CEA Policies and Procedures*
- ▶ **Student Services Context** (p.34)
 - ▶ Revised introduction; added clarification re: responsibility of oversight of student services not directly provided by site

Changes

- ▶ **Student Services Standard 1** (p. 28)
 - ▶ Ethical practices –definition now appears in Glossary
- ▶ **Student Services Standard 2** (p. 29)
 - ▶ Role of counselor (academic counseling requirement) vis-à-vis policies related to academic expectations, placement, attendance, repeating, advancement and dismissal
- ▶ **Student Services Standard 4** (p. 31)
 - ▶ Added: registration, attendance, repeating levels or courses and progression through the program of study
 - ▶ Expanded discussion; additional good practices

Changes

- ▶ **Student Achievement Context** (pp. 42-43)
 - ▶ Clarification regarding proficiency vs. achievement of student learning outcomes
 - ▶ Expanded discussion from Appendix A
- ▶ **Student Achievement Standard 2** (p. 44)
 - ▶ Clarification regarding the role of direct and indirect evidence (vs. concrete evidence)
- ▶ **Student Achievement Standard 3** (pp.45-46)
 - ▶ Achievement scale discussion
 - ▶ Contents of written report: indirect factors (attendance, effort, completion of homework) must be separated from achievement
- ▶ **Student Achievement Standard 4** (p. 46)

Glossary

- ▶ Achievement
 - ▶ Achievement scale; Achievement scale, interpretation of
- ▶ Assessment
- ▶ Ethical practices
- ▶ Language proficiency → See proficiency
- ▶ Normal progress (replaces satisfactory progress)
- ▶ Qualitative/quantitative measures (new examples)
- ▶ Significant progress
- ▶ Student (definition deleted)
- ▶ Support staff definition replaced by staff definition

Standards Overlap Period

A period of overlapping standards will occur from 2015 -2017.

- ▶ *The old standards (2011) will be used for sites in process (those who attended the October 2014 workshop) who will be up for accreditation decisions as late as April 2017.*
- ▶ *New standards (2015) will be used for sites who may elect to submit self-studies as early as July 2015 for April 2016 decisions.*

CEA Staff will clarify which iteration of the standards are to be used by CEA reps and review teams and begin to incorporate new standards in upcoming reviewer training sessions.

Training/ Roll Out Plan

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- ▶ December/January
 - ▶ New standard document published, posted on website
 - ▶ Message to Constituent Council, CEA Specialists, Reviewers and Reps
- ▶ January/February
 - ▶ Update workshop training materials
 - ▶ Update accreditation process documents
 - ▶ Develop additional training modules and materials
- ▶ March
 - ▶ First workshop using new materials
 - ▶ Staff training on guidance for in-process sites
- ▶ Ongoing

SRC Next Steps

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- ▶ Intercultural Competence
- ▶ Faculty 1
- ▶ Length and Structure of Program of Study Standards 1, 2
- ▶ **2015-** Mission, Faculty, Facilities, Equipment & Supplies, Student Complaints