


## UNIT 7: PLANNING AND REVIEW

PREPARING FOR YOUR ACCREDITATION WORKSHOP

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Welcome to Unit 7 of the CEA online preparation for your accreditation workshop. Many of the CEA standards include requirements for planning, review, and revision of practices. However, two CEA standards are specifically about program development, planning, and review, and these two standards are the focus of Unit 7.




### GOALS FOR THE WORKSHOP

- Build your knowledge of CEA
- Build your knowledge of the CEA Standards
- Orient you to the accreditation process
- Guide you in:
  - Completing your self-study report
  - Planning the self-study process
  - Preparing for the site visit
- Answer your questions

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As you know, it is important in any process to regularly revisit your goals. Let's take a quick glance at the goals of the in-person accreditation workshop that we shared in Unit 1. As we noted then, these online preparation units are aimed at helping you get the most out of the face-to-face workshop coming up in a few weeks. At the workshop, we'll be preparing you for the self-study process and site visit. And as we've mentioned, we'll spend some time looking at the standards themselves, as well as sharing mileposts and benchmarks within the process.




## GOALS FOR UNIT 7

- Introduce you to or remind you about developing and implementing written plans
- Start you focusing on these areas of your self-study process
- Help us tailor the workshop to your needs


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While Units 1 through 6 focused on giving you a foundation and grounding in CEA’s mission, values, and processes, in this unit we will look at a specific CEA standard area to start you thinking about some particular areas of your own self-study report.

We’ve designed these online units to engage you on topics related to your particular institution or program. In Unit 7, we will focus on planning and review in terms of two of the CEA standards and help you begin thinking about how these two standards apply to you and your program or institution. Be sure to note your questions and thoughts so we can talk about them further at the workshop!




## PREPARING FOR THE WORKSHOP

- Watch these seven slideshows
  1. CEA's Mission
  2. Scope of Accreditation
  3. CEA's Values
  4. Specialized Accreditation
  5. Accreditation Process
  6. The CEA Standards
  -  7. Planning and Review
- Complete the worksheet for each unit
- Bring your questions to the workshop

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For this unit, we encourage you to have access to your program’s or institution’s strategic plan or master planning document, plus any planning documents your program or institution maintains for regular review of curriculum, student assessment, or student services. You will also need the worksheet for Unit 7 and a copy of the CEA standards, the full version that includes the Context and Discussion sections.

If you don't have these materials readily available, please pause the slideshow and gather them now. As usual, it will help you – and us – if you use your worksheet to write down any questions or thoughts you have, even if they are not directly related to the questions we've asked you. No doubt, you've thought a lot about effective planning for your program's or institution's development and improvement. Now, let's have a look at what CEA requires.




## PLANNING AND REVIEW STANDARDS

- Program Development, Planning, and Review 1
  
- Program Development, Planning, and Review 2

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As you have seen, this unit focuses on the two standards within the Program Development, Planning, and Review area. Although the title of these standards is quite descriptive – they are certainly about planning for program development and planning for the review of practice areas – we're sure you will agree that these two standards are more easily referenced by the shorter abbreviation: PDPR. So that's what we'll call them from now on: PDPR 1 and PDPR 2.



## THE PRINCIPLE OF CONTINUOUS IMPROVEMENT

“The effective administration of an English language program or institution requires intentional, regular analysis of program goals and results” in order “to ensure that program elements are evaluated and revised before issues become entrenched and problematic.”

–Excerpts from the Context section of the PDPR standard area

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By now you are familiar with how the standards are organized and presented, with each standards area starting with a Context for the whole group of standards, followed by the area's individual standards, and each standard being followed by a Discussion providing details about that standard to clarify its intent.

And you will have noticed that CEA requires continuous improvement to be an embedded practice in program or institution operations. Several standards call for “regular review” or “periodic review”. For example, the Mission standard requires that the mission be “reviewed periodically” and Administrative and Fiscal Capacity 6 calls for “regular review” of operational policies and procedures. The two PDPR standards, though, are fully devoted to planning and development for the program or institution . . . and to review and revision of its primary components.

Take a moment now to pause the video, find the PDPR standard area in the CEA Standards document, and then please read the Context for the PDPR section.

**PROGRAM DEVELOPMENT,  
PLANNING, AND REVIEW 1**

The program or language institution has a plan, in writing, for **development of the program or language institution**, including planning, implementation, and evaluation.

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PDPR 1 states that, “The program or language institution has a plan, in writing, for development of the program or language institution, including planning, implementation, and evaluation.”

On your Unit 7 worksheet, check off which of these activities are addressed in your written plans.

Now pause the video again to take a moment to read the Discussion for PDPR 1. You can also read PDPR 2 and its discussion before resuming the video.

## PROGRAM DEVELOPMENT, PLANNING, AND REVIEW 2



The program or language institution regularly reviews and revises its program components and has a plan, in writing, to guide the review of **curricular elements, student assessment practices, and student services** policies and activities. The plan is systematically implemented.

As you can see, PDPR 2 requires that, “The program or language institution regularly reviews and revises its program components and has a plan, in writing, to guide the review of curricular elements, student assessment practices, and student services policies and activities. The plan is systematically implemented.”

What do these two PDPR standards emphasize in common? They focus entirely on methodical review of program elements and systematic implementation of plans, changes, and improvements. And they both require “plans, in writing.”


Surprisingly, these two standards are among those frequently unmet. Can you guess why?

## PDPR 1&2: TYPICAL PROBLEMS



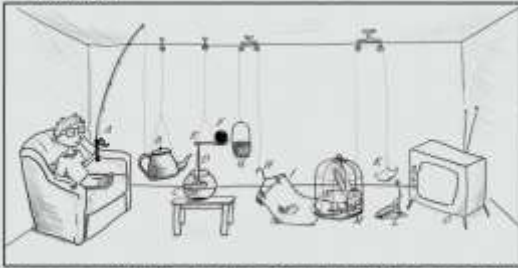
- Multiple parts of each standard
- Development, review, and revision is ad hoc or organic, not methodical or systematic
- Various obstacles
- No written plan

The reasons that programs and institutions fail to meet these standards vary. Here you see some of the typical problems. Let’s take a few minutes to talk about these problems, and then later, we’ll discuss how to successfully meet PDPR 1 and 2.



## MULTIPLE PARTS

*Invention of the week - no. 55  
The Remote Control*




*My settings to reach south in addition and 100-coupling device (10) to fill and pour water from that level (12) As water level rises, the probe (13) stays higher and with space (15) covering And (17) to roll over heater (18) As heated object is then used (19) then marking (20) (21) correct light and fully correct (22) is transferred through the air - As remote device is required (23) it fully controls over how things work! (24) And correct also of "radio" type (25) is open. Finally (26) control set of legs to use remote and steps in that show point control panel to double the power status on television (27) allowing key to open the show.*

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One common reason that these standards may be unmet – or only partially met – is that they both have many parts, and all of the parts of the system or practice must be in place and functioning if the expected result is to be accomplished. As you’ve grown familiar with the standards, you have seen that this is true for most of them - they have multiple parts and all aspects must be successfully addressed. Later in the slideshow, we’ll talk about the parts of the PDPR standards and how to be sure all are captured in the self-study.



## UNORGANIZED GROWTH AND CHANGE

Unplanned





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Another reason that the PDPR standards are often unmet has to do with the program’s or institution’s approach to growth and change. As you no doubt know, programs and language institutions grow and change, whether expected or not. Unplanned growth and change may result in a pleasing effect for gardens, but it can lead to haphazard and even chaotic services and programs in IEPs. Failure to plan for and manage growth and change is understandable: Many programs are busy responding to student needs, or changes in the market, or shifts in the world economy, ...

**UNORGANIZED  
GROWTH AND CHANGE**



Unplanned vs. Planned

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... and sites may not worry much about planning or shaping this kind of change, especially if it is growth, until some aspect of program practice gets out of alignment or a problem becomes too big to ignore. Certainly, not all growth and change can be controlled or predicted, but having plans and informed intentions for maintaining quality and making improvements is good practice and sound stewardship.

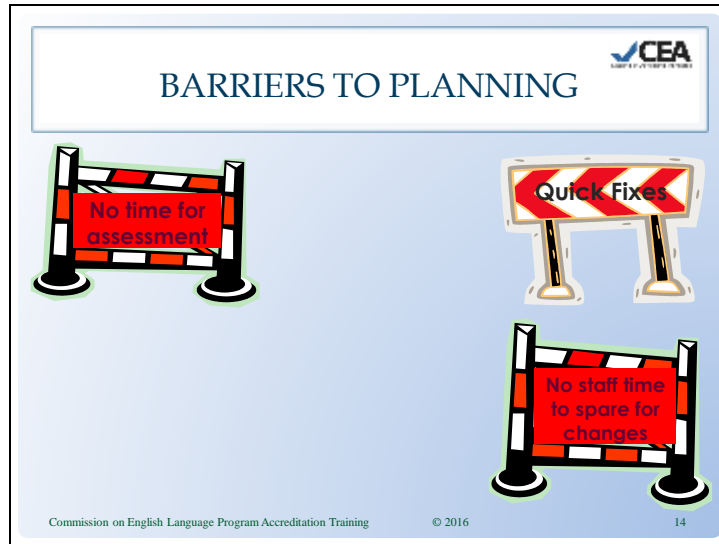
**BARRIERS TO PLANNING**

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In addition, there are numerous other reasons programs fail to do methodical, documented review of practices and intentional planning for development and improvement. You can probably name some common obstacles. --For instance, It seems like no one has enough time, and everyone is busy dealing with current issues.

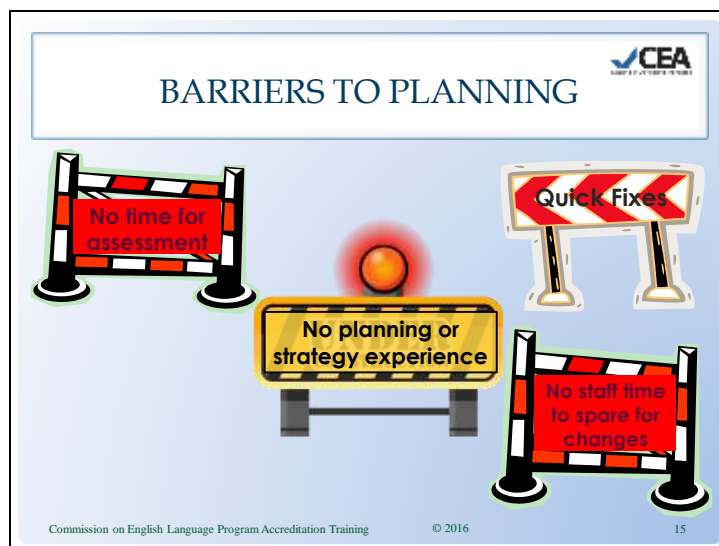
...



...

--Or When problems arise with curriculum ... or a new student population arrives that has different needs ... or student services issues arise, they are dealt with on an as-needed or ad hoc basis. At the time this responsiveness is great and necessary, but it can masquerade as planned improvement or change when really it's about just-in-time problem solving (or even crisis management!)

...



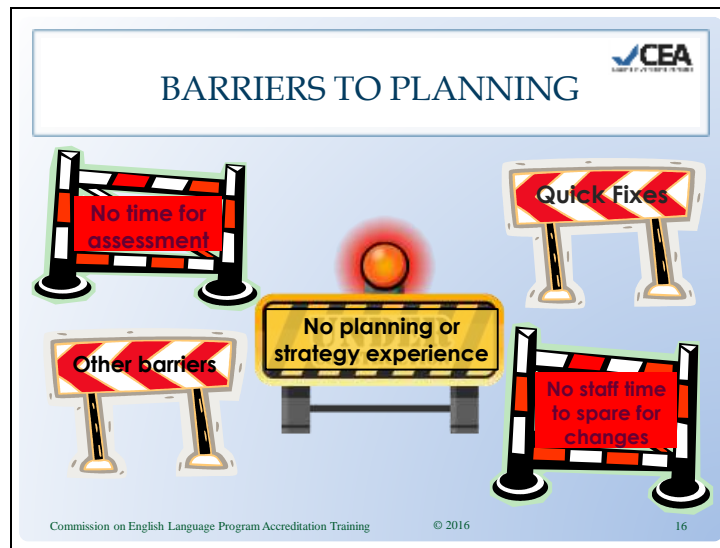
...

--Sometimes IEP personnel haven't had management or administrative experience and don't think about strategic planning.



--And Some IEP directors want maximum flexibility and don't want to be tied to plans with dates and listed tasks.

...



...

What gets in your way?

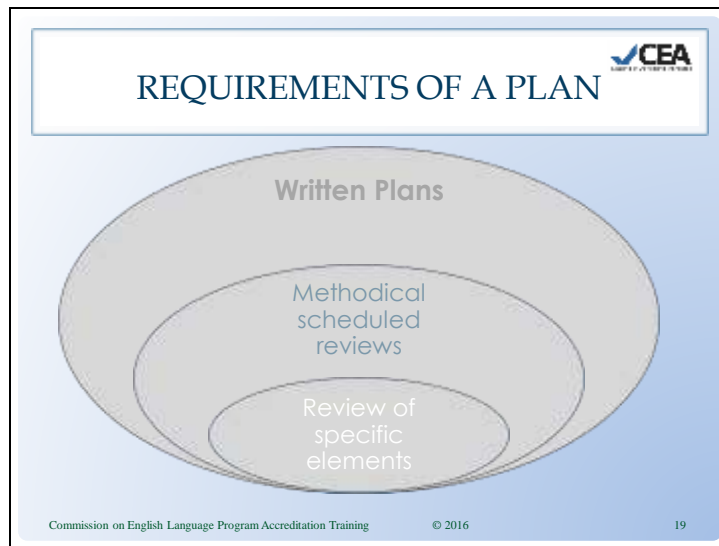
Take a moment to jot down any ideas you have on your Unit 7 worksheet about what might be preventing you from planning for growth and change.



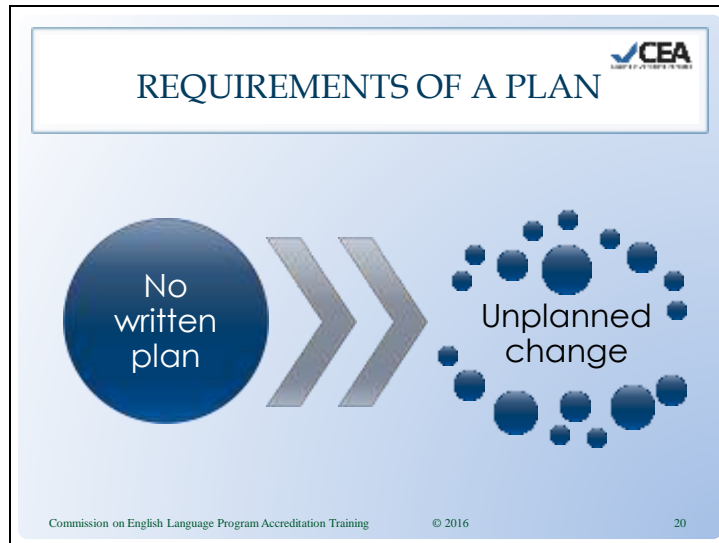
The PDPR standards describe the good practice of systematic, documented forward planning, for which a written plan is developed.



... The written plan lists scheduled reviews, and lists the specific elements to be reviewed. Interestingly, the primary reason these two standards are frequently unmet is because ...



... the program or language institution has no written plan – no regular, established, and published commitment for specific personnel to collect information about certain program practices and then consider improvements or changes. ...




... CEA didn't discover this phenomenon: Organizational behavior specialists say that the main reason organizations don't plan is because there is no structured commitment to intentional or managed change, and no actual written plan to follow!



CEA doesn't leave this critical quality assurance and continuous improvement process to chance. The standards require written plan documents that show systematic, methodical, planned development and review of standards-related elements, and evidence that revisions have been implemented. So, let's talk about creating "plans, in writing" that meet CEA standards.

Let's do this in two steps. First, let's talk about plans, per se. Then, we'll focus on the content of those plans for PDPR 1 and 2.

**“PLANS IN WRITING”  
ELEMENTS**



Formal document that includes


- Tasks: what will be reviewed
- Process: how it will be reviewed
- Responsible parties: who will be responsible
- Timelines: when it will be reviewed
- Documentation and evidence: what documentation will provide evidence of implementation of any changes based on the review

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Planning must be methodical and systematic, using the written plan as a formal mechanism to guide planning and review. To accomplish this, the written plans must have, at least, the specific elements shown on this slide: the what, how, who, and when of review, plus what will provide evidence of the implementation of any changes or improvements.

The written plan can be any format so long as it has the required elements. The Accreditation Handbook includes two models. Let’s take a look at one of them.


**SAMPLE PLANNING MATRIX**




TASK what				
review of placements				

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Perhaps the easiest way to envision a plan in writing is as a chart, matrix, or template with the what, how, who, when, and evidence of review or change along the top and the elements to be reviewed down the side. To start, tasks that will be undertaken are listed, so tasks are listed in the first column. If we were creating a plan for the review of student achievement, for example, a typical regular task would be review of placements to determine if the placement process is still reliably placing students into the program’s levels.

SAMPLE PLANNING MATRIX 				
TASK what	PROCESS how			
Review of placements	collect information about alternative placement instruments, review faculty training for evaluating placement tests			


Next we'll want to list the steps for the task. In our example, the steps might be to collect placement data and student requests for replacement, collect information about alternative placement instruments, review faculty training for evaluating placement tests, and so forth.

SAMPLE PLANNING MATRIX 				
TASK what	PROCESS how	RESPONSIBLE PARTIES who		
Review of placements	collect information about alternative placement instruments, review faculty training for evaluating placement tests	Chair of the assessment committee		


In the third column, we can show who will be responsible for the task. We'll want to be specific. In our example of review of placement processes, the chair of the assessment committee would be logical, or the faculty member who leads placement each term.

SAMPLE PLANNING MATRIX 				
TASK what	PROCESS how	RESPONSIBLE PARTIES who	TIMELINES when	
Review of placements	collect information about alternative placement instruments, review faculty training for evaluating placement tests	Chair of the assessment committee	Each year at the end of the term beginning FA 2015	

Next, we will enter the dates when the task will be conducted. This might be a calendar date, or a cycle such as “each year at the end of the fall term”, or even “every 2 years”, with a specific date indicated to start the cycle.

SAMPLE PLANNING MATRIX 				
TASK what	PROCESS how	RESPONSIBLE PARTIES who	TIMELINES when	DOCUMENTA- TION / EVIDENCE
Review of placements	collect information about alternative placement instruments, review faculty training for evaluating placement tests	Chair of the assessment committee	Each year at the end of the term beginning FA 2015	New placement test on the shared drive in folder X; data on placements following adoption of new test stored on the shared drive in folder X1

Then, after the tasks and steps are listed, the personnel assigned to do the tasks are specified, and the dates for each activity are indicated, the plan should specify the evidence that documents the results of the review. For a first-time plan, this might be an expectation, such as “If needed, we will have a new placement test.” If the planned review is being regularly carried out in cycles, the changes/improvements will already be concrete and evidence can be entered into the plan, such as “copy of the new placement test, and data on placements following adoption of the new test” or something similar.

SAMPLE PLANNING MATRIX 				
TASK what	PROCESS how	RESPONSIBLE PARTIES who	TIMELINES when	DOCUMENTA- TION / EVIDENCE
Orientation				
Advising - academic				
Advising - immigration				
Advising - personal				
Activities (co- curricular)				
Student handbook				

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Here is the start of another example. This is a written plan for review of student services. You'll notice that the "what" column includes services like orientation, advising, and activities. Even though these student services may be improved and changed on an ad hoc or just-in-time basis when an issue comes up, the plan still lists each service or activity and will assign a process for review of each, who will carry out the review, and when. This intentional approach provokes review of all student services elements on a regular basis, whether that review leads to amendment or not. Practices are not left until a problem arises. Instead, regular review leads to continuous monitoring and improvement.

Now that you've seen a typical format for a "plan, in writing", let's discuss the content of PDPR 1 and 2.

## PROGRAM DEVELOPMENT, PLANNING, AND REVIEW 1

The program or language institution has a plan, in writing, for development of the program or language institution, including planning, implementation, and evaluation.

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As we move into this next section, you will find it helpful if you have access to your planning documents. If you do not have them handy, you may wish to pause this slideshow and assemble them.

As you will recall from reading the standard and its Discussion, PDPR 1 relates to planning for overall program development. The planning required by this standard is characteristically strategic, and takes into consideration both internal and external factors impacting the organization. In our field, where enrollments are usually either expanding or contracting, student populations are shifting, international events impact enrollments, and so forth, methodical planning is a necessary good practice leading to sound stewardship of the program or language institution. Typically (though not required by CEA) the PDPR 1 plan is developed and implemented by a senior administrator or management team member.

And by the way, yes, we know things change. When they do, plans may change too! The point is to have a plan and carry out organized growth or continuous improvement.

WHAT A REVIEW ADDRESSES

- Mission and goals

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[The audio recording is on slide 37]

The program elements that must be accounted for in the PDPR 1 plan include those appearing on the slide. A program's plan for overall program development is likely to include other elements, specific to the organization. You'll notice that all of these elements are also related to CEA standards; the PDPR 1 plan essentially formalizes regular review of compliance with the standards.

Now let's place these elements into a sample plan matrix . . .



WHAT A REVIEW ADDRESSES

- Mission and goals
- Financial resources

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[The audio recording is on slide 37]

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Now let's place these elements into a sample plan matrix . . .

WHAT A REVIEW ADDRESSES

- Mission and goals
- Financial resources
- Facilities, equipment, and supplies

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[The audio recording is on slide 37]

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Now let's place these elements into a sample plan matrix . . .

**WHAT A REVIEW ADDRESSES**

- Mission and goals
- Financial resources
- Facilities, equipment and supplies
- Internal and external factors affecting enrollment, curriculum, student achievement, faculty and staff

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[The audio recording is on slide 37]

The program elements that must be accounted for in the PDPR 1 plan include those appearing on the slide. A program's plan for overall program development is likely to include other elements, specific to the organization. You'll notice that all of these elements are also related to CEA standards; the PDPR 1 plan essentially formalizes regular review of compliance with the standards.

Now let's place these elements into a sample plan matrix . . .

**WHAT A REVIEW ADDRESSES**

- Mission and goals
- Financial resources
- Facilities
- Internal and external factors affecting enrollment, curriculum, student achievement, faculty and staff
- Staffing and personnel needs

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[The audio recording is on slide 37]

The program elements that must be accounted for in the PDPR 1 plan include those appearing on the slide. A program's plan for overall program development is likely to include other elements, specific to the organization. You'll notice that all of these elements are also related to CEA standards; the PDPR 1 plan essentially formalizes regular review of compliance with the standards.

Now let's place these elements into a sample plan matrix . . .

**WHAT A REVIEW ADDRESSES**

- Mission and goals
- Financial resources
- Facilities
- Internal and external factors affecting enrollment, curriculum, student achievement, faculty and staff
- Staffing and personnel needs
- Administrative procedures

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[The audio recording is on slide 37]

The program elements that must be accounted for in the PDPR 1 plan include those appearing on the slide. A program's plan for overall program development is likely to include other elements, specific to the organization. You'll notice that all of these elements are also related to CEA standards; the PDPR 1 plan essentially formalizes regular review of compliance with the standards.

Now let's place these elements into a sample plan matrix . . .

**WHAT A REVIEW ADDRESSES**


- Mission and goals
- Financial resources
- Facilities
- Internal and external factors affecting enrollment, curriculum, student achievement, faculty and staff
- Staffing and personnel needs
- Administrative procedures
- Operational policies

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[The audio recording is on slide 37]

The program elements that must be accounted for in the PDPR 1 plan include those appearing on the slide. A program's plan for overall program development is likely to include other elements, specific to the organization. You'll notice that all of these elements are also related to CEA standards; the PDPR 1 plan essentially formalizes regular review of compliance with the standards.

Now let's place these elements into a sample plan matrix . . .




## WHAT A REVIEW ADDRESSES

- Mission and goals
- Financial resources
- Facilities
- Internal and external factors affecting enrollment, curriculum, student achievement, faculty and staff
- Staffing and personnel needs
- Administrative procedures
- Operational policies
- Factors specific to your program or institution

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The program elements that must be accounted for in the PDPR 1 plan include those appearing on the slide. A program's plan for overall program development is likely to include other elements, specific to the organization. You'll notice that all of these elements are also related to CEA standards; the PDPR 1 plan essentially formalizes regular review of compliance with the standards. Now let's place these elements into a sample plan matrix . . .



## SAMPLE PLANNING MATRIX

TASK what	PROCESS how	RESPONSIBLE PARTIES who	TIMELINES when	DOCUMENTA- TION / EVIDENCE
Mission & goals				
Financial resources				
Facilities				
Internal factors				
External factors				
Other				

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... where the elements to be reviewed or developed become tasks, with a process, assigned responsible party, dates for review or activity, and documentation or evidence of implementation of the plan then listed. During the workshop, we can discuss how to approach review or development of each task or element, if that is useful to you.

## PROGRAM DEVELOPMENT, PLANNING, AND REVIEW 2



The program or language institution regularly reviews and revises its program components and has a plan, in writing, to guide the review of **curricular elements**, **student assessment** practices, and **student services** policies and activities. The plan is systematically implemented.

Now let's take a closer look at PDPR 2. As you know from the Discussion, this standard addresses the systematic, methodical, planned review of three areas of practice: curriculum, student assessment, and student services.


## AREAS FOR REVIEW



- **Curriculum**
- **Student Assessment**
- **Student Services**

Because it includes review of three areas of practice, the standard Discussion is long and lists a lot of elements, but it's easily approached by addressing each of the three practice areas individually, whether in individual plans or combined plans. Again, you'll note that these three practice or program areas reflect whole standards areas: curriculum, student assessment, and student services.

As we discuss each of these briefly, you may like to consider your own planning documents. If you do not already have a plan like this in place for these areas of practice, we've provided a blank matrix on the worksheet, where you can start penciling in items. And of course, we'll talk more about this at the workshop.




## CURRICULUM

- goals and objectives and syllabus for each course
- teaching materials
- methods and methodologies
- student outcomes
- feedback from faculty and students
- research in the areas of language acquisition and language teaching

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The PDPR 2 discussion lists the elements which must be regularly reviewed for curriculum, and as described before, each element becomes a task listed within the written plan for curriculum review and revision. We are presenting them separately here, but some programs include curriculum and student assessment review in the same plan, since they are connected, and often the same committees or personnel guide both. Curriculum review is data-driven, often conducted by the curriculum or assessment committee if the program has these, and is typically scheduled on a regular basis linked to flow of sessions or terms. If you have a plan for review of curriculum and its components, scan it now to see if it includes at least the bulleted elements listed in PDPR 2. There is a place on the worksheet where you can note which areas your plan includes. Or you may want to use the blank sample plan matrix included with the worksheet to begin sketching out a plan.




## STUDENT ASSESSMENT: REVIEWING

<ul style="list-style-type: none"> <li>• placement tools</li> <li>• teacher-made tests</li> <li>• rubrics and other evaluation tools</li> <li>• end-of- term exams</li> <li>• reporting practices</li> <li>• articulation patterns with programs to which students may be admitted after program completion</li> </ul>	<ul style="list-style-type: none"> <li>• methods by which the program or institution documents student achievement</li> <li>• reliability studies of testing instruments relative to program objectives</li> <li>• faculty surveys and student satisfaction surveys</li> <li>• review of assessment and achievement research</li> </ul>
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Methodical review of student assessment elements, and revisions where necessary, are critical to maintaining compliance with not only PDPR 2, but also the Student Achievement standards, particularly Student Achievement standards 1 and 2, which are related to placement and promotion.

Again, you can see these bullets in the discussion section of the PDPR 2 standard, and as with the other sample plans we've provided, these items could also populate the left-hand column of a plan matrix. Do you see these elements included in your planning documents?



## STUDENT ASSESSMENT: COLLECTING

- data about student performance relative to course objectives such as pass/fail rates
- data on assessment, achievement of learning outcomes and progression to the next level, program graduation, retention, and college admission

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All of the elements of each plan are important, and we can discuss them further at the workshop. But it is important to point out one feature now: review of student assessment requires collection and analysis of data. Planned review must incorporate firm knowledge about how students are demonstrating achievement of student learning outcomes, how they are progressing through the program, which levels or courses have expected or unexpected pass/fail rates, and so forth.

Scan your program's plan for reviewing student assessment practices to see if the required elements are there, including collection and review of appropriate data. Again, the worksheet has a place where you can check off the bullets listed in the Discussion. Or you can print another copy of the blank matrix and sketch out a plan.



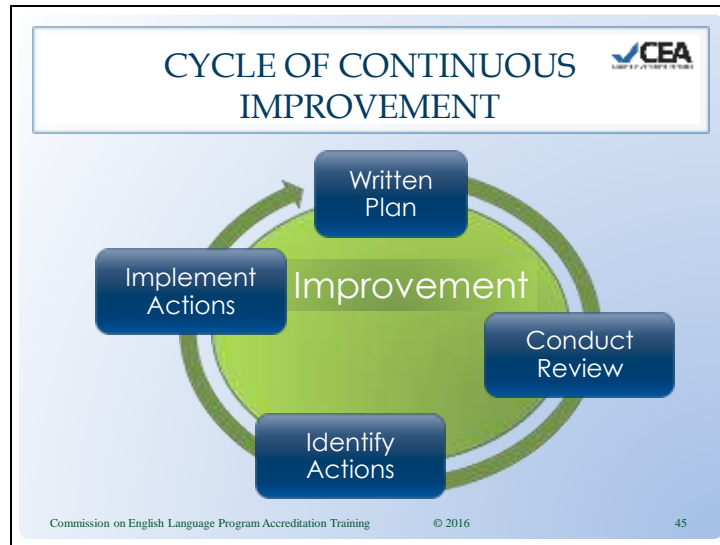
## STUDENT SERVICES

- admission policies
- promotional materials
- orientation materials and activities
- social and recreational activities
- personal, academic, and immigration advising services
- housing
- outside service providers
- feedback from students, faculty, staff, homestay hosts

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For the student services review, there are a number of areas to consider, again listed in the PDPR 2 Discussion. As noted earlier, student services and activities should be regularly reviewed, beyond the day-to-day and ad hoc problem-solving we do for students who need immediate help or service. Each item in the list of elements

relates to a specific standard, such as admissions policies relating to Student Services standard 1, and so this “plan, in writing” standard ensures continued compliance with other standards. Again, take a look at your program’s plan for reviewing student services to see if the required elements are there. You can check of the bullets listed in the Discussion on your worksheet. Or you can print another copy of the blank matrix and sketch out a plan.



Now that we have considered the elements of a typical written plan, looked at the specific elements for the content of each plan, and considered how the plans and review reinforce continuous improvement and on-going compliance with the standards, there’s one aspect of the planning process we want to emphasize once again before concluding this slideshow. Writing plans and making plans for development and review are certainly important, but it is equally important that the plans do not sit on a shelf and gather dust. They must be implemented, and as you have seen the standard requires evidence of that implementation. The strategic changes, improved program processes, new curriculum elements, better assessment practices, revised student services, these all become the elements to be reviewed in the next cycle, and then the next cycle – ensuring the continuous improvement that CEA accreditation represents.


The slide, titled "RECAP: PLANNING & REVIEW" with the CEA logo, contains a list of four bullet points. At the bottom of the slide, the text "Commission on English Language Program Accreditation Training © 2016" and the number "46" are visible.

- What are the elements of a written plan required by PDPR 1?
- For what three other standards areas does PDPR 2 require written plans?
- What are some common barriers to planning?
- What role does planning play in the cycle of continuous improvement?



We hope you've been using your worksheet as we went along, and most of the questions are already answered. The four questions on this slide provide a recap of the important planning, review, and continuous improvement themes of Unit 7.


As you review these questions and the notes you made on your worksheet, consider what questions and thoughts you have about planning and review, especially as they relate to the CEA accreditation process, that you might send to CEA staff before the workshop and bring with you when you join us.



## QUESTIONS AND THOUGHTS

Bring your questions and thoughts about  
planning and continuous improvement  
to the workshop.

If you wish, send them in advance to  
[info@cea-accredit.org](mailto:info@cea-accredit.org).



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Thank you for your participation! We look forward to meeting you at the workshop!