



Faculty Quick Guide for the CEA Site Visit English Language Institute (ELI)

The Commission on English Language Program Accreditation (CEA) is a specialized accrediting agency that evaluates English language programs and institutions to ensure they meet established standards of quality.

1. What is the purpose of the site visit?

The site visit is a verification process during which reviewers determine whether actual institutional practices align with what is documented in the Self-Study Report (SSR).

The reviewers do not evaluate individuals; rather, they verify institutional practices through interviews, classroom observations, facility tours, and document reviews.

2. What is the Self-Study Report (SSR)?

The Self-Study Report is a comprehensive document that describes ELI practices and demonstrates compliance with CEA standards through supporting evidence.

The SSR explains how ELI operates in areas such as:

- Mission and strategic goals
- Curriculum and instruction
- Assessment practices
- Student support services
- Professional development
- Administrative procedures

Throughout the site visit, reviewers continuously ask one question:

Do actual institutional practices align with what is documented in the Self-Study Report?

3. Your Role as a Faculty Member

Faculty members play a central role in the accreditation process.

Faculty members should be familiar with:

ELI Mission

- The purpose and goals of ELI.
- How teaching practices support the ELI mission.

Curriculum

- Course structure.
- Course objectives.
- Learning outcomes.



Assessment

- Assessment methods used in courses.
- How assessment expectations are communicated to students.
- How student progress is monitored.

Assessment and Continuous Improvement

Faculty members should be familiar with:

- How assessment results are reviewed and analyzed.
- How assessment data are used to improve instruction and student learning.
- Examples of program or course improvements based on assessment findings.
- Faculty participation in assessment and improvement processes.

Lesson Planning

- Alignment between lesson plans, learning outcomes, and assessments.

Student Support

- Support available for struggling students.
- Academic support services.
- Referral procedures.

Professional Development

- Professional development activities and opportunities.
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4. What Will Happen During the Site Visit?

Reviewers may:

- Conduct interviews with faculty members.
 - Observe classes (70-75minutes).
 - Tour facilities.
 - Review documents.
 - Conduct follow-up discussions if clarification is needed.
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5. How Should Faculty Respond During Interviews?

Do

- ✓ Answer honestly.
- ✓ Describe your actual practices.
- ✓ Use examples when appropriate.
- ✓ Speak about your own experiences.
- ✓ Refer reviewers to the appropriate person if needed.
- ✓ Ask for clarification if a question is unclear.

Avoid

- X Memorizing answers.
 - X Guessing.
 - X Providing inconsistent information.
 - X Saying what you think reviewers want to hear.
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6. Sample questions you may be asked

Mission

How does your teaching support the ELI mission?

Learning Outcomes

How do you know students achieve learning outcomes?

Assessment

How do you communicate assessment expectations to students?

Student Support

How do you support struggling students?

Professional Development

What professional development activities have you participated in?

Course Deliver

How do your lesson plans align with course objectives?

Student Communication

How do students receive feedback on their progress?

7. Key Messages

Remember these four messages:

1. Accreditation is a journey, not a one-time event.
2. Accreditation is everyone's responsibility.
3. Reviewers verify institutional practices, not individuals.
4. Authentic responses are more important than memorized answers.

Need to Know Checklist

Before the site visit, every faculty member should be able to confidently explain:

- ☐ ELI mission
- ☐ Course objectives
- ☐ Student learning outcomes
- ☐ Assessment procedures
- ☐ Use of assessment results for improvement
- ☐ Lesson planning practices
- ☐ Student support services
- ☐ Professional development activities
- ☐ Their own role within ELI