In celebration of CEA’s 25th Anniversary in 2024, a comprehensive analysis of the self-reported benefits of self-study taken from responses included in over 550 self-study reports submitted between 2012 and 2023 has been completed. Findings indicate that sites have reported four primary areas of benefit: organizational learning, capacity-building, a culture of improvement, and stakeholder relations. Within these broad areas, 38 specific subconcepts have been identified; see next two pages for the complete list. To enhance our research through methodological triangulation, CEA is now seeking testimonials related to each of these subconcepts.

Submission Guidelines:
Tell us how your program or language institution has experienced the benefits of self-study related to one of the sub-concepts listed on the next two pages. Each testimonial must be based on a single sub-concept and can have up to two authors. There is no limit on the number of testimonials an author or site may submit.

If the testimonial is based on the work of a currently-CEA-accredited site, the site’s primary contact, if not an author, must provide permission for submission of the testimonial.

Word limit: 100-200 words is suggested with a maximum of 300 words per entry.

Informed Consent:
Selected testimonials will be published on the CEA website later this year and may be referenced in future publications. Testimonials will be credited in aggregate to the author(s) and the site that submitted them. Submissions may be edited for clarity. By submitting, you agree that your testimonial may be used as part of this research study and included in any publications, materials, and resources produced by CEA.

Submissions will be accepted from July 1, 2024, through August 15, 2024. The Research Committee will review submissions, and authors of selected testimonials will be notified by CEA staff.

Click here to SUBMIT A TESTIMONIAL
(https://forms.office.com/r/SPLXzz5bUZ)
The following are the 38 sub-concepts identified as **benefits of self-study** through CEA research data. Each testimonial submission must be based on one subconcept. See prior page for additional information about submission.

**Theme 1: Organizational Learning**

*The self-study process...*

1A provided a framework for review  
1B allowed us to comprehensively reflect on our organization  
1C helped identify areas for improvement  
1D helped confirm areas of strength and reaffirm our mission  
1E made us better for students and provoked necessary changes  
1F encouraged us to prepare for managing change; guided changes  
1G provided a way to benchmark against standards of the field  
1H allowed us to spend focused time on self-evaluation

**Theme 2: Capacity Building (people)**

*The self-study process...*

2A improved the workforce through personnel improvements: formal credentials, professional development, emerging leaders  
2B promoted an understanding of others' roles in the organization  
2C resulted in improved communication and a unified community of practice  
2D encouraged personnel to view accreditation as a worthy endeavor  
2E empowered and motivated individuals to contribute to the organization more deeply

**Theme 3: Culture of Improvement**

*The self-study process...*

3A led to a commitment to structured planning and review  
3B led to administrative improvements, specifically related to.....  
3B1 internal operational policies and procedures (manuals, policy documents, etc.)  
3B2 administrative practices, including job descriptions and reporting lines  
3B3 maintaining documentation, recordkeeping systems and protocols  
3C led to academic improvements, specifically related to.....  
3C1 changes to the curriculum  
3C2 improved student learning outcomes written in observable and measurable terms  
3C3 revised assessment instruments and procedures better aligned with student learning outcomes  
3C4 basing progression decisions on direct evidence of achievement of SLOs  
3C5 building a culture of data-driven decision making through analysis of student needs and student progression  
3C6 resolving long-standing issues in curriculum and student achievement  
3C7 quality of instruction, including developing instructional materials and stating instructional methodologies  
3D led to improvements in student services, specifically related to...  
3D1 better pre-arrival information, orientation, social and recreational activities, or other student services  
3D2 making policies clearer to students  
3E led to improvements in the annual calendar or length of terms/delivery of the curriculum  
3F led to changes in facilities and/or instructional equipment, including investment in instructional technology
Theme 4: Stakeholder relations

The self-study process...

4A led to broader public recognition of our organization
4B resulted in increased visibility within the host organization
4C contributed to improvement of the field as a whole
4D allowed us to become SEVP-certified
4E promoted confidence in our organization from partners, resulting in new and improved partnerships with third-party agents, sponsors and other partners
4F resulted in improved accuracy of information provided to the public
4G provided specific benefits to faculty, including making the organization attractive to new faculty as part of faculty recruitment