COUNCIL ON OCCUPATIONAL EDUCATION

Assuring Quality and Integrity in Career and Technical Education

Self-Study Manual

2018 Edition

The Self-Study Manual

2018 Edition

This manual contains information about the specific format to be used by institutions conducting a self-study for accreditation by the Commission of the Council on Occupational Education. It must be used in conjunction with the conditions, standards, and criteria of the Commission.

COUNCIL ON OCCUPATIONAL EDUCATION
7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350
(770) 396-3898 or (800) 917-2081
Facsimile (770) 396-3790
www.council.org

IMPORTANT

The following conditions ***must*** be satisfied before an institution can host an accreditation visiting team:

1. Institutions hosting teams for initial accreditation or reaffirmation of accreditation must have the on-site administrator or other full-time employee at the attend Commission Self-Study Workshop within 6 to 18 months prior to hosting the accreditation visiting team. Additionally, institutions hosting teams for initial accreditation must also attend Annual Report Workshops within 6 to 18 months prior to hosting the accreditation visiting team. Candidate Academies offered by the Council include both the Self-Study and the Annual Report workshops that satisfy this requirement.

2. For institutions that are seeking initial accreditation or reaffirmation of accreditation, in order to provide the public an opportunity to comment on the institution's qualifications for accreditation, the institution being considered must give notice in the appropriate newspaper(s) and/or media services. This notice for comments must be made prior to hosting a visiting team accreditation (initial or reaffirmation). The notice must state that the institution is applying for initial accreditation or reaffirmation of accreditation with the Commission of the Council on Occupational Education and that persons wishing to make comments should write to: Executive Director, Commission of the Council on Occupational Education, 7840 Roswell Road, Bldg. 300, Suite 325, Atlanta, GA 30350, or submit their comments via the Council web site (www.council.org). Notice must given no more than sixty (60) days prior to hosting the accreditation team visit.

   Persons making comments must provide their names and mailing addresses.

3. For initial accreditation: Non-public institutions must submit audited financial statements for the two most recent fiscal years at least 60 days prior to hosting an initial accreditation visiting team.

4. For initial accreditation: Public and non-public institutions and Job Corps Centers that have not filed an institution annual report before hosting their initial accredtitation team visits must submit completion, placement, and licensure data on forms available on the Council's web site (www.council.org/Resources/Applications and Forms). This data must be submitted to the Council office at least 60 days prior to hosting an initial accreditation team visit. (Institutions seeking initial accreditation must demonstrate that the majority of programs offered meet all minimum required benchmarks for completion, placement, and licensure exam pass rates.

5. Institutions preparing to host accreditation visits must engage one of their occupational advisory committees to complete a survey of Council standards. The survey can be found at: http://www.council.org/comment-on-standards.

6. Pending applications for planned substantive changes requiring a site visit will not be approved within 6 months scheduled dates of accreditation team visits, nor will new substantive change applications be accepted between the dates of an institution's accreditation team visit and the date the Commission grants or reaffirms accreditation.

Changes made to this Manual from the previous year are highlighted in yellow.

TABLE OF CONTENTS

A WORD FROM THE COMMISSION

Although the primary purpose of this manual is to provide the format to be used by institutions for an examination of qualifications for accreditation, the self-study process also serves as an evaluation and planning vehicle for the improvement of all institutional services. The self-study process involves the total staff in evaluating the educational programs offered and the related functions of the institution in light of the institution's mission and the conditions and ten standards of the Commission. Findings of the institution's staff and advisory groups while conducting the self-study are recorded in a document referred to as the Self-Study Report. This report will indicate to what extent the institution is in compliance with the conditions and standards of the Commission.

While conducting the self-study, if it is found that the institution is in violation of a condition or standard, the deficiency should not be ignored as if it does not exist. The deficiency should be discussed in the self-study report, and plans to correct the deficiency should be described. All written plans required by the criteria must have documentation present to demonstrate that the plans are in use.

One major benefit from the accreditation process is that a visiting team of professional colleagues during an extended visit will validate the description of the institution's staff findings found in the self-study report by reviewing the institution's operation, the educational programs, and the documents on file during an extended visit to the institution.

Another benefit is the public recognition which comes with accreditation. Successful completion of the accrediting process signifies not only that the institution's services are sound, but that it is meeting its broader responsibility to the public.

Regardless of where the decision to undertake a self-study originates, it is a step of major importance and should be conducted with the full cooperation and assistance of the entire staff.

Three basic commitments are essential to a successful self-evaluation:

1. A willingness to invest the necessary time, effort and expense.
2. The support of all institutional personnel.
3. A conscious dedication to undertake all improvements which the study shows to be needed.

To achieve these objectives requires continuing, positive, and creative leadership. Within the framework of the conditions and standards, each institution is evaluated according to its own stated mission and objectives. Deficiencies in a basically sound program do not prohibit accreditation, provided the institution is willing to remedy the deficiencies in a reasonable period of time.

GUIDELINES FOR PREPARING A SELF-STUDY

In order for an institution to complete a successful self-study, it must "***begin with the end in mind***." The process must have total commitment from the institution's governing body, administration, and every member of the staff. The community, advisory committee(s), student body, and alumni should be kept fully informed and as closely involved as possible.

Basic Tenets Governing the Self-Study

When the self-study project is initiated, the constructive effects of the self-study processes will begin. It is not necessary to await a decision of the Commission before initiating changes and planning for others. The process of identifying needed improvements and designating them for immediate, short-term, or longer-term implementation is one of the benefits of the self-study process.

Full benefits of the self-study project may be fully realized if the following tenets govern its development:

1. The self-study is a self-improvement project.
2. All faculty members, administrators, advisory groups, and the governing board must be involved.
3. The contents of the report must be determined only after extensive discussion involving the groups above.
4. All aspects of the institution's relationship to the conditions and standards must be analyzed.
5. Report narratives must be written as concisely as possible and findings must be substantiated.

The self-study should become a vehicle for future improvement. Each activity toward the preparation of the self-study should help to improve the institution. When an institution identifies its challenges toward meeting specific COE criteria, it must also identify the course of action it took in order to be in compliance with the criteria. The self-study timetable should include ample time to implement needed improvements identified by the self-study.

This manual is a guide only. It must be used in conjunction with the latest edition of the *Handbook of Accreditation*.

Self-Study Coordination

A steering committee is recommended to coordinate the work of the various committees and to provide overall supervision of the study. This committee will be responsible for organizing the results into a logical, cohesive document and for establishing schedules for each sub-committee.

Sub-committees should do an in-depth analysis of each aspect of the institution as it relates to each standard. The most desirable committee breakdown should provide one committee for each standard, but staff size may make this recommendation impractical.

In addition to committees which address conditions and standards, a committee should be appointed for each instructional program. These program committees will work closely with each other, with sub-committees on conditions and standards, and with the steering committee. Before finalizing the self-study report, there should be an opportunity for the total staff to review the reports of the committees to ensure a general consensus regarding the final report.

The leader and coordinator of the study must be able to motivate others, have considerable writing skills, and have the ability to organize and direct a complex project. Ideally, this person should be relieved of enough typical duties to provide the time needed to head the self-study project.

The task sheet at the end of this section may serve as a useful tool which the self-study coordinator may use in the planning and completing of the self-study process. (This appendix is offered as an example. Each institution may customize this chart as needed.)

Council Requirements Regarding the Use of Consultants (as published in the *Handbook of Accreditation*)

A consultant may be used to assist in the self-study, but clear indications **must** exist that the faculty and staff were primarily responsible for preparing, revising, and editing any documents required in the accreditation process. Within seven days after employing a consultant for the purpose of assisting in the accreditation process, an institution **must** submit a copy of the consultant's resume to the Council. A consultant may provide assistance to the institution by conducting an on-site workshop for one or more of the following purposes:

1. Acquainting the administration and staff with the self-study process.
2. Providing an explanation of the content of the accreditation standards and criteria.
3. Lending assistance in organizing the self-study effort to maximize staff participation.
4. Identifying the types of exhibits or other documentation needed to support or complement the self-study report.

Attendance of a consultant at a Commission-hosted Self-Study workshop or Candidate Academy does not satisfy the requirements for workshop attendance by the staff and/or faculty of the institution seeking accreditation.

Consultants may not serve as leaders or members of visiting teams scheduled for institutions for which they have contracted their services. Additionally, consultants must not be present during Council site visits required for candidacy, accreditation, focused review, or approval of substantive changes. Anyone who violates this policy will be permanently barred from participation in visiting teams or any other accreditation activity conducted by the Council.

Consultants may not serve in the role of accreditation liaison for an institution and should not contact the Council office for information on behalf of the institution.

Self-Study Timetable

Adequate time should be allowed for effective planning and preparation of all studies and documents; therefore, large institutions with very complex programs may need more time than the usual one year to complete the study. Small institutions with limited staff are also challenged to plan carefully in order to complete all tasks involved in the self-study in a timely manner. All institutions, however large or small, must also be sure that an institutional representative attends the required Self-Study Workshop(s), Annual Report for Beginners, and the Annual Report: Reporting Completion, Placement, and Licensure Data workshop within six to eighteen months prior to hosting an accreditation team visit (whether for initial accreditation or reaffirmation of accreditation).

A timetable which reflects the following elements should be developed by the steering committee or person in charge of coordinating the self-study.

1. Beginning date of the self-study.
2. Deadline for preliminary data collection.
3. Meeting dates of committees.
4. Dates for completion of committee reports.
5. Final date for review of committee reports.
6. Final date for completion of self-study report.
7. Date for completing the final review of report.
8. Target date for transmitting final draft of the self-study to team leader.
9. Tentative date of preliminary visit by team leader (at least 45 days prior to the team visit).
10. Date for team visit.

A complete draft of the self study must be prepared prior to the preliminary visit by the team leader. After the team leader approves the self-study, the report must be distributed as follows:

Submit the self-study to the COE office and to the visiting team as ONE document twenty (20) days prior to the scheduled visit. If the electronic file is too large to send as a single document, it is acceptable to submit it as one document in one of two ways:

1. Via cloud/on-line storage delivery system (e.g., Dropbox, Google Drive, etc.). Ensure that the institution provide COE staff with the appropriate access information.
2. Via flash drive – Mail to the attention of the COE staff person who coordinated the institution's site visit. Ensure that the complete self-study has been submitted.

The institution must keep at least one copy of the self-study report for the school's permanent accreditation file.

NOTE: If the team leader requests a hard copy of the final version of the self-study document, it must be bound as one document that includes program supplements, if possible.

(The cover page of the self-study document must have the name of the institution, the address, and the year of the team visit.)

Non-public institutions must also submit financial statements, including notes, audited by an independent certified public accountant and completed financial statement forms furnished by COE for the two (2) most recent fiscal years with the self-study report to the Commission office. The first of those years **may** be the audited financial statement submitted with the institution's candidacy application, but the second audited statement **must** represent activity while the institution is in candidate status.

General Information

The statements contained in the succeeding pages of this manual are intended as a guide for institutions undergoing self-study. Each of the following sections has been divided into a series of statements relating to specific standards and forms for reporting data that must be included in the self-study document.

When writing the report, describe the institution in narrative form as it exists based on the criteria in each standard. Insert the charts in the proper places. At the end of each standard, there must be a summary evaluation which identifies the strengths, challenges, and limitations as perceived by the institution and the institution's plan for resolving the challenges. Each department of the school should be actively involved. No part of the self-study should be conducted in isolation from the rest.

Above all, there should be consensus regarding statements in the report.

SELF-STUDY COMMITTEE
Task Sheet

TASK *Including Exhibits*	Person Responsible	Date for Rough Draft	Completed	Date for Final Draft	Completed
Institutional/Community Characteristics					
Conditions Check Sheet					
Standard 1 – Institutional Mission					
Standard 2 – Educational Programs					
*(*List each secondary and postsecondary program)*					
Standard 3 - Program and Institutional Outcomes					
Standard 4 - Strategic Planning					
Standard 5 - Learning Resources					
Standard 6 - Physical Resources and Technical Infrastructure					
Standard 7 - Financial Resources					
Standard 8 - Human Resources					
Standard 9 - Organizational Structure					
Standard 10 - Student Services and Activities					
Editing					
Document Reproduction (Printing – If Needed)					
Transmit Self-Study Report to Team Leader (1 copy before preliminary visit)					
Transmit Self-Study Report to Team Members (20 days before team visit)					
Transmit Self-Study Report to Council Office (20 days before team visit)					
Revise Educational Programs Chart (if needed)					
				Target Date for Self-Study Completion	

** See Guidelines for Reporting Secondary Programs*

FORMAT FOR THE SELF-STUDY REPORT

1. Cover

   The cover must include the name of the institution, the institution's address, the title of the document ("Self-Study Report"), and the year of the team visit.

2. Preface

   The self-study must begin with a preface written by the chief administrator. It may contain, but is not limited to, an appraisal of methods employed by the institution in conducting the self-study. It should also include a description of the major benefits that the institution received as it prepared the self-study. The preface should be 500 words or less.

3. List of Self-Study Committee Members

   The list of self-study committee members should designate those individuals responsible for each condition, standard or program area.

4. Table of Contents

5. Institutional and Community Characteristics

   This section includes the narrative descriptions of institutional and community characteristics as delineated in the section of this manual titled "Characteristics."

6. Conditions Check Sheet and Findings

   The Conditions Check Sheet must be completed by the institution and included in the self-study document. For every "No" response on the check sheet, the institution must also identify the course of action it took in order to come into compliance with the criteria.

7. Standards

   DO NOT include the standards' check sheet in the self-study document. This section is used to describe how the institution applies the criteria and the results of that process. The format for each standard must be presented in narrative form and must include the following four parts: **Introduction, Analysis, Challenges and Solutions**, and **Summary**.

   a. **Introduction:** The introduction is one or two paragraphs and must begin each chapter. A brief history must also be provided for each educational program, which briefly describes the history, mission and breadth of each program. The introduction must describe the applicability of the criteria to the institution (See criteria of the standards in the *Handbook of Accreditation*). This section must also include a description of any unique circumstances or situations that might need to be explained.

b. **Analysis:** The analysis must begin with a re-statement of the criteria that is being addressed (See Check sheets). This section must provide the results of the institution's evaluation of its compliance with specific criteria. The results must reflect the consensus of the standards' committees and the self-study steering committee.

c. **Challenges and Solutions:** Challenges should address any areas of non-compliance with specific criteria. Solutions describe the course(s) of action the institution has taken to be in compliance with the criteria.

d. **Summary:** The summary must provide an overview of findings that is a synthesis of the **Introduction, Analysis, Challenges and Solutions,** and the **Summary**.

Addressing Multi-Part (Compound) Criteria

Several criteria throughout the standards are compound statements that have been separated into their related parts. These criteria begin with a 'qualifier'. That is, if the response to the qualifier statement is negative (a 'NO'), the related parts of the criterion are disqualified.

These multi-part criteria are clearly identified in the Check Sheets for Accreditation Visiting Teams and are found in the following standards:

Standard One - Institutional Mission
Standard Two - Educational Programs / Programs and Instruction
Standard Three - Program and Institutional Outcomes
Standard Four - Strategic Planning
Standard Five - Learning Resources / Media Services
Standard Six - Physical Resources and Technical Infrastructure
Standard Seven - Financial Resources
Standard Ten - Student Services and Activities

Standard Two contains multi-part criteria that address occupational advisory committees. See the example below. When addressing these criteria, institutions must first confirm that each program has an appointed advisory committee. **IF** each program has an appointed committee, the next items to address are related criteria that determine committee compliance with each related item.

Standard 2 Composite Criteria	YES	NO	N/A
Instruction (continued)			
8. The institution has appointed an occupational advisory committee for each program taught by the institution. **For Visiting Teams: If NO is checked, resume with criterion 17. Write one finding of non-compliance that <u>specifies</u> BOTH the appointment of a committee for each program AND each required criterion 9-16. (See instructions page.)**	✓		
9. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.	✓		
Each occupational advisory committee: 10. Consists of a minimum of three members external to the institution;	✓		
11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution;	✓		
12. Has at least three external members who have expertise in the occupational program;	✓		
13. Meets at least twice annually;		✓	
14. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and,	✓		
15. Keeps minutes to document their activities, recommendations, and meeting attendance. (NOTE: External members may serve on more than one occupational advisory committee as long as they meet each of the above criteria for membership for each committee on which they serve.)	✓		
16. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.	✓		
17. Job-related health, safety, and fire-prevention are an integral part of instruction.	✓		

MULTI-PART CRITERIA

Using the format described on the previous pages of this manual (Items 7 b. and c.), the **Analysis**, **Challenges and Solutions** should be written as demonstrated by this example:

b. **ANALYSIS:** The Analysis should re-state all of the criteria in the red box (See Check sheets). This section should provide the results of the institution's evaluation of its compliance with specific criteria. The results should reflect the consensus of the standards' committees and the self-study steering committee.

c. **CHALLENGES AND SOLUTIONS:** Challenges should address any areas of non-compliance with specific criteria (blue box). Solutions describe the course(s) of action the institution has taken to be in compliance with the criteria.

8. Glossary

To ensure that the self-study report is easy to read, a glossary of abbreviations and terms should be included. This section may follow Standard 10 and includes abbreviations and terms germane to the institution throughout the text.

9. Digital Document Format

Submit the self-study report to the COE office and to the visiting team as ONE document twenty (20) days prior to the scheduled visit. If the electronic file is too large to send as a single document, it is acceptable to submit it as one document in one of two ways:

a. Via cloud/on-line storage delivery system (e.g., Dropbox, Google Drive, etc.). Ensure that the institution provide COE staff with the appropriate access information.

b. Via flash drive – Mail to the attention of the COE staff person who coordinated the institution's site visit. Ensure that the complete self-study has been submitted.

The institution must keep at least one copy of the self-study report for the school's permanent accreditation file.

Some versions of Adobe Acrobat allow the creation of bookmarks (or tabs) within digital documents. It is important to save PDF file with clear file names so that team members and the Council can easily identify each file and find information.

CHARACTERISTICS

Characteristics of the institution and the community it serves must be described in narrative fashion by including the items listed below as a minimum. If the institution consists of more than one campus, characteristics must be addressed per location (history, staffing, program offerings, community information, etc.).

Institutional Characteristics

1. State the name of the institution.

2. State the address (city, state, zip code, telephone, web site).

3. List all campuses with addresses (branches, extensions, extended classrooms, instructional service centers).

4. Record, briefly, the history of the institution. Be sure to include such data as:

    a. Date of charter authorization.
    b. Date first students were in attendance.
    c. Date the institution graduated its first class.
    d. Type of control (state, county, city, federal, proprietary, industry, independent, etc. - see 'Form of Ownership' pages later in this manual). Establish as an exhibit a copy of the institution's charter or enabling legislation/regulation along with the institution's bylaws, etc.

5. Give an overall summary of the following:

    a. The secondary and postsecondary technical educational programs offered.
    b. The level of offerings for secondary and postsecondary students and type of credentials awarded (certificates, diplomas, associate degrees).
    c. Overall enrollment number that reflects a typical calendar year.
    d. Total number of full- and part-time administrative and instructional staff employed by the institution.
    e. Summary of non-traditional programs (continuing education, job upgrade training, adult literacy, etc.).

6. Indicate which calendar system is used at the institution (quarter, semester, trimester, 12-month, other).

7. Explain what constitutes a typical full-time student load in class hours per week for secondary and postsecondary students.

8. List the name and length of summer sessions which do not classify as regular terms.

9. Briefly describe the delivery systems the institution uses (traditional classes — lecture, lab, work-based activities; continuing education; distance education media; etc.).

Community Characteristics

1. Describe the geographic area (towns, cities, counties, etc.) served by the institution. Exhibit a map.

2. Describe the population of the areas served by the institution. Show total population of service area and provide the source and date of this population data.

3. Describe any important population characteristics in the community served which affect the institution and its services.

4. Describe changes experienced or anticipated in the population which may affect the nature of the institution's services.

CONDITIONS OF ACCREDITATION

The institution completes the Conditions check sheet to demonstrate compliance with the conditions of accreditation (see the Conditions of Accreditation check sheet in this manual or access the document at Council.org/Resources/Applications and Forms)

The Conditions check sheet must be included in the self-study document. For every "No" response on the check sheet, the institution must also identify the course of action it took in order to come into compliance with the criteria.

Institutions planning to host accreditation visiting teams must also arrange for one of their occupational advisory committees to complete a survey of the Council's accreditation standards. The survey is located at: http://www.council.org/comment-on-standards.

STANDARDS

Check sheets for Standards 1 - 10 **ARE NOT** included in the Self Study. (The check sheet for Conditions **IS INCLUDED** in the Self Study.) Current check sheets can be found on the Council's web site (www.council.org/Resources/Applications and Forms) and used to address each criterion of the standards listed below.

Follow this guide to address the criteria of each standard. The outlined format referenced in the table refers to the instructions provided in this manual under Format for the Self-Study Report, Items 7 a through d which includes an **Introduction, Analysis, Challenges and Solutions,** and **Summary**.

Additional information for some of the standards and forms that are to be included in the self-study document are also indicated below.

STANDARD	Use Outlined Format	*Include Chart/Form
1 - Institutional Mission	✔	
2 - Educational Programs	✔	*Postsecondary Educational Programs Secondary Educational Programs, If Required Clock/Credit Hour Chart , If Required

The institution's compliance with the criteria for Standard 2 must be reviewed and reported for each secondary and postsecondary technical education program individually. (See Guidelines for Reporting Secondary Programs in this manual.) However, the overall summary that is written for this standard must include composite findings for all programs as a group. The overall summary for this standard must be included in the self-study document.

The charts of Educational Programs must also be included in the self-study document. Before the team arrives, the chart must be reviewed for accuracy and revised if changes take place between the date the chart is finally completed for the self-study document and the date the team arrives. If the chart is revised, copies must be available for team members when they arrive.

Each educational program must include the narrative information organized according to the prescribed format.

Clock Hour/Credit Hour Chart –must be included in the self-study for each educational program if the institution measures its programs in credit hours.

The reporting of secondary programs may be required in the self-study in Standard 2 and as part of the data collection of completion rate information for Standard 3. See Guidelines for Reporting Secondary Programs in the next section of this manual for additional information.

*****_The institution should ensure that the most current version of the Postsecondary Educational Programs chart is available for the visiting team._

IMPORTANT: A moratorium will be placed on the acceptance of, processing and approval of ALL substantive changes beginning 6 months prior to the scheduled dates of accreditation team visits through the date the Commission grants initial accreditation or reaffirmation of accreditation. Also, this is how the information is being addressed in our presentations.

For Programs Only: A moratorium will be placed on the processing and approval of all program requests (additions, changes, deletions) six (6) months prior to a scheduled accreditation visit through the last day of the visit.

STANDARD	Use Outlined Format	*Include Chart/Form
3 - Program and Institutional Outcomes	✔	Completion, Placement, and Licensure Form
The Completion, Placement, and Licensure Form must follow the narrative on this standard. Institutions that do not complete an annual report prior to initial accreditation must provide completion, placement, and licensure exam pass rate data on the Excel spreadsheet available on the Council web site at least 60 days prior to the scheduled team visit.		
4 - Strategic Planning	✔	
5 - Learning Resources	✔	
Learning resources includes materials such as film, video tapes, audio tapes, software programs, reference books, technical manuals, professional periodicals, supplements to text materials, supplies, equipment, staff, and facilities used to enhance an educational program.		
6 - Physical Resources and Technical Infrastructure	✔	
7 - Financial Resources		
For initial accreditation, non-public institutions must submit a copy of their audited financial statements and COE financial forms for the most recent two (2) fiscal years at least 60 days prior to hosting an initial accreditation visiting team. The first of those two years **may** be the audited financial statement submitted with the institution's candidacy application and the second audited financial statement **must** represent activity while the institution is in candidate status. Both audited financial statements must demonstrate compliance with the Commission's financial stability requirements as stated in Standard 7 - Financial Resources. All non-public institutions must submit a copy of their CPA-prepared audited financial statements along with a copy of the COE Financial Questionnaire each year. Annual financial information is due in the COE office no later than six months following the date of the end of the institution's fiscal year. Penalties apply for failure to meet this deadline. All audited financial statements must include calculations for composite scores.		
8 - Human Resources	✔	Roster of Instructional Staff Roster of Administrative/ Supervisory Staff
9 - Organizational Structure	✔	Form of Ownership
10 - Student Services and Activities	✔	

**The charts and forms referenced in this table can be found in this manual. The institution should ensure that the most current version of these rosters are available for the visiting team. Editable versions of these documents can be downloaded from the Council's web site (www.council.org/Resources/Applications and Forms).*

GUIDELINES FOR REPORTING SECONDARY PROGRAMS

The Commission offers its evaluative services to postsecondary institutions that enroll secondary students in career and technical education programs. Institutions electing to include secondary programs in the self-study process of the Council must specify this in their application for candidate status with the Council and indicate which programs enroll secondary students.

Once secondary program evaluation is indicated, the institution must:

a. Include secondary programs in the self-study document;
b. Include secondary students in the institution's FTE calculation; and,
c. Collect completion rate data on the secondary student population

All programs enrolling adult students must be included in the evaluation process.

NEWS MEDIA

In order to provide the public an opportunity to comment on an institution's qualifications for status with the Commission, an institution being considered for initial accreditation, or reaffirmation of accreditation must give notice in the appropriate newspaper(s) and/or media services no more than sixty (60) days prior to hosting the accreditation team visit. The names of the visiting team members should not be included.

The advertisement must read, as follows:

> *(Name of school and address) is applying for (initial or reaffirmation) of accreditation with the Commission of the Council on Occupational Education. Persons wishing to make comments should write to the Executive Director of the Commission, Council on Occupational Education, 7840 Roswell Road, Bldg. 300, Suite 325, Atlanta, GA 30350. Persons making comments must provide their names and mailing addresses.*

The visiting team should receive little or no publicity. If the institution would like to publish an article about its upcoming accreditation visit, the visit should be described in general terms that explain the accreditation process.

THE VISITING TEAM

General

The team visit is intended to give the institution objective consultation from a group of experts in the field of occupational education. The team's assignment is not to inspect or find fault with what is being done. Instead, it will seek to assure itself that the institution has conducted an extensive self-study, and that it reflects an accurate assessment of the institution based on the institution's mission and the conditions and standards of the Commission. This will provide the basis for an unbiased, objective report to the Commission.

Teams consist of occupational educators who have demonstrated their competence in the areas of vocational-technical philosophy, educational administration, business and finance, educational programs, school plant operations, business and industry practices, student personnel services, planning, learning resources, and the specialized program areas which relate to the institution's mission.

The Commission staff will determine the number of team members based on appropriate factors such as the number of programs, staff members, students enrolled, campuses, and distance between campuses.

All team members will be from outside the state in which any campus of the institution is located and will be selected by the staff of the Commission. An institution has the right to refuse any member of the team for cause but cannot select team members. A Commission representative or an observer may accompany a team.

All logistical arrangements such as hotel/motel selection, team member transportation from the airport to hotel/motel, and meeting times should be finalized during the preliminary visit by the team leader. Hotel/motel selection will be a mutual decision between the team leader and school officials. The Council on Occupational Education reimburses each team member for expenses after the visit and bills the institution for the total cost. Institutions cannot reimburse team members directly.

In advance of the team's arrival, the entire staff should be briefed as to what they may expect, and what will be expected of them. They should be aware that the visitors have been invited for the express purpose of assisting the institution to fulfill its goals and improve all facets of the institution's operation. It is important that the staff understand that:

1. The team members will be coming in the role of helpful colleagues.
2. The team members will be interested in identifying the institution's strengths as well as ascertaining its challenges.
3. The principle of confidentiality will be rigorously observed by members of the team.

The team will normally spend four days at the institution and will visit all COE-approved campuses and clinical instruction sites. They will review procedures, policies, programs and plans, as well as, interview staff, faculty, administrators, advisory committee members, students and community leaders.

Exit Interview

Upon completion of the visit, the team will review the findings of non-compliance, suggestions, and commendations (if any) with the chief administrator and others selected by the administration. The visiting team will not comment on what the institution must do in order to address findings. All questions regarding the team report should be addressed to COE staff.

The team has thirty (30) days from the last day of the team visit to submit the team report to COE. Council staff will review the report and then submit it to the institution. The institution has thirty (30) days from the day it recieves the report to submit an institutional response to COE.

Social Functions (Optional)

Members of the institution's staff should become acquainted with the members of the visiting team as soon as possible. This task may be accomplished by way of several methods:

A dinner (a more formal event)
A reception (a more casual event with beverages and snack items available)
A breakfast (seated, buffet, or continental)
An opening meeting of the institution staff and team members

These methods are merely suggestions. The Commission does not prefer one method over another, nor does it encourage the institution to incur excessive expense for this event. The Commission does, however, discourage the serving of alcoholic beverages at this event.

The event should take place very early in the team visit (the evening before the evaluation begins is most appropriate). It is not uncommon for teams to have 'working meals'; therefore, institutions should not make plans to entertain the team every night of the visit.

Visiting Team Workroom

The visiting team will need a secure room to review exhibits, hold team conferences, write reports, and take periodic breaks. This room should be as centrally located as possible, well-lighted, and large enough to accommodate the team. The room should be clearly identified as the "Team Work Room" and should be considered off limits to school personnel during the team visit.

The following list of materials, supplies and equipment should be in the room:

Conference table(s), chairs and/or work station for each team member, observer, and COE staff member.

Computers (for each team member)	Internet Access	Highlighters	Lined Writing Pads
	File Folders	Paper Clips	Paper Shredder
Copier	Staplers	Transparent Tape	Post-It Notes
Printer	Scissors	Pencil Sharpener	Wastebaskets
Pencils and Ball-Point Pens			

CHECK LIST FOR TEAM VISIT	
CHECK WHEN COMPLETED	
	The self-study report must be completed and emailed to the team leader 60 calendar days before the team visit.
	*Team leader’s preliminary visit made (approximately 30-45 days before visit)
	Self-study report distributed to team members after approval by team leader (20 days before visit)
	Self-study report transmitted to the Commission 20 days before visit. One digital copy to the Commission office in Adobe Acrobat® .pdf format. The digital self-study report may be submitted to the Commission via email (20MB maximum file size), cloud transfer or sharing service, or by flash drive. *The cover page of the self-study report must have the name of the institution, the address and the year of the team visit.*
	Non-public institutions: financial statements, including notes, audited for the most recent two (2) years by an independent certified public accountant and completed financial statement questionnaire (available on COE website) for the most recent fiscal year submitted to the COE office: 1) at least 60 days prior to hosting a visiting team for initial accreditation, OR 2) with the institution’s self-study report prior to hosting a visiting team for reaffirmation of accreditation.
	For institutions that have not filed an institutional annual report: A form reporting completion, placement, and licensure exam pass rate (if required) performance for all programs submitted to the COE office at least 60 days prior to hosting the accreditation team.
	Completed evaluation of standards by one of the occupational advisory committees (*ref. Handbook of Accreditation*)
	*Hotel reservations made for visiting team, observers, and COE staff member or representative
	Team members notified of hotel arrangements
	Name tags prepared for faculty and staff
	*Arrangements made to meet team members at airport and transport them to hotel. (If team members are to take cab or airport limousine, they should be notified of this.)
	*Place for the preliminary meeting of the team. (Usually held at 4:00 p.m. before any evening function on the first day of the team visit.)
	*Meeting room arranged at the hotel for evening meetings of team (if requested by team leader)
	*Meeting room arranged for the team at the school. (See previous sub-section for suggested materials, equipment, and supplies.)
	Transportation arranged for travel to branch campuses, extension classes, instructional service centers, and/or clinical sites
	Transportation arranged for travel to and from hotel each morning and evening
	Place arranged for final meeting of team with selected staff on the last day. (The time is usually set by the team leader and the chief administrator.)
	Transportation arranged for travel to airport or hotel after final report.
	Notice placed in appropriate newspaper(s) or media services informing the general public that the institution is hosting an accreditation team visit.
	No substantive changes 6 months prior to the scheduled dates of the team visit.

**Must be mutually agreed upon with team leader.*

Example Visiting Team Schedule

<table>
<tr><th>TIME</th><th>DAY ONE</th><th>DAY TWO</th><th>DAY THREE</th><th>DAY FOUR</th></tr>
<tr><td>7:30 a.m.</td><td rowspan="7">Arrive by 3:00 p.m. at accommodations arranged by institution and team leader. Briefing session of visiting team is conducted by the team leader normally starting at 4:00 p.m. and lasting approximately one hour. A social function including school personnel, governing body members, advisory committee members, local community leaders, and the visiting team can be scheduled after 6:30 p.m. (optional). If time permits during this first day of activities, a brief tour of the school facility may be included.</td><td>Breakfast Meeting with Visiting Team</td><td rowspan="3">Repeat Day One Schedule

Team Work (Standards)</td><td>Breakfast Meeting with Visiting Team</td></tr>
<tr><td>8:30 – 9:30 a.m.</td><td>Campus Tour (if not conducted the previous evening)</td><td rowspan="2">Team Work</td></tr>
<tr><td>9:30 a.m. – Noon</td><td>Team Work (Programs)</td></tr>
<tr><td>Noon – 1:30 p.m.</td><td colspan="3">LUNCH BREAK</td></tr>
<tr><td>1:30 – 2:30 p.m.</td><td rowspan="2">Team Work (Programs)

(3:00 – 4:00: Team Leader Office Hour)</td><td rowspan="3">Repeat Day One Schedule

Team Work (Standards)</td><td>Visiting Team Reports Due to Team Leader

Oral Report on Findings and Recommendations to Administrative Staff of Institution</td></tr>
<tr><td>2:30 – 4:00 p.m.</td><td>Private Session – Team Leader and Director</td></tr>
<tr><td>4:00 – 4:30 p.m.</td><td>Progress Meeting of Team (continue after dinner if necessary)</td><td></td></tr>
</table>

SELF-STUDY EXHIBIT PREPARATION

Exhibits are electronic documentation which support each condition and criterion, and must be made available for the team to review during the on-site visit. Exhibits are not transmitted to the team or to the Council office. Only the self-study document should be transmitted, and it should be sent to the team and the Council office twenty (20) days prior to the scheduled visit.

Exhibits should clearly demonstrate the institution's compliance with each of the conditions and criteria. All materials should be easily accessible to the team in order to ensure the documentation can be reviewed in its entirety. In some instances, the same exhibits can apply to more than one standard, therefore, documentation can be duplicated, as needed. Exhibits should be set up according to the latest version of the COE check sheets, which are available at the COE website—council.org/Resources/Applications and Forms.

The following documentation must be kept on file from one accreditation team visit until the next. All documents will be prepared as exhibits.

1. Institutional Advisory Agendas and Minutes
2. Occupational Advisory Agendas and Exhibits
3. Strategic Plan and All Other Plans
4. Records of Student Refunds
5. Grievances
6. Default Management Plans
7. Financial Reports
8. Copies of Promotional and Advertising Material (must be kept on file for 3 years)

IMPORTANT: The Conditions check sheet and the check sheets for Standards 3, 7, and 10 contain items that should only be completed by the visiting team. The institution is not required to create exhibits for these items.

Exhibit Format

Exhibits must be made available to the team in electronic format.

It is imperative that the institution's exhibits are easily accessible by all team members on an intranet (a private, local network), or on the internet on a secure password-protected site, or in an electronic format, such as a CD or flash drive.

Organizing electronic exhibits can be accomplished as easily as setting up a folder on the institution's server and subfolders labeled for each standard.

Self-Study Exhibits

- Conditions Of Accreditation
- Standard 1 – Institutional Mission
- Standard 2 – Educational Programs
- Standard 3 – Program and Institutional Outcomes
- Standard 4 – Strategic Plan
- Standard 5 – Learning Resources
- Standard 6 – Physical Resources and Technical Infrastructure
- Standard 7 – Financial Resources
- Standard 8 – Human Resources
- Standard 9 – Organizational Structure
- Standard 10 – Student Services and Activities

Clearly-lableled digital exhibit files can be placed within each subfolder that correspond to the criteria on the conditions and standards check sheets.

Self-Study Exhibits

- Conditions Of Accreditation
  - Condition 7 - Current License from State Approval Agency
  - Condition 8 - ID and Licensure Information for All Campuses
  - Condition 9 - COE Workshop Attendance Certificates
  - Condition 10 - Newspaper Notice Announcing Accreditation Team Visit

Digital files **must** be numbered to match the corresponding condition or criterion for which they demonstrate compliance.

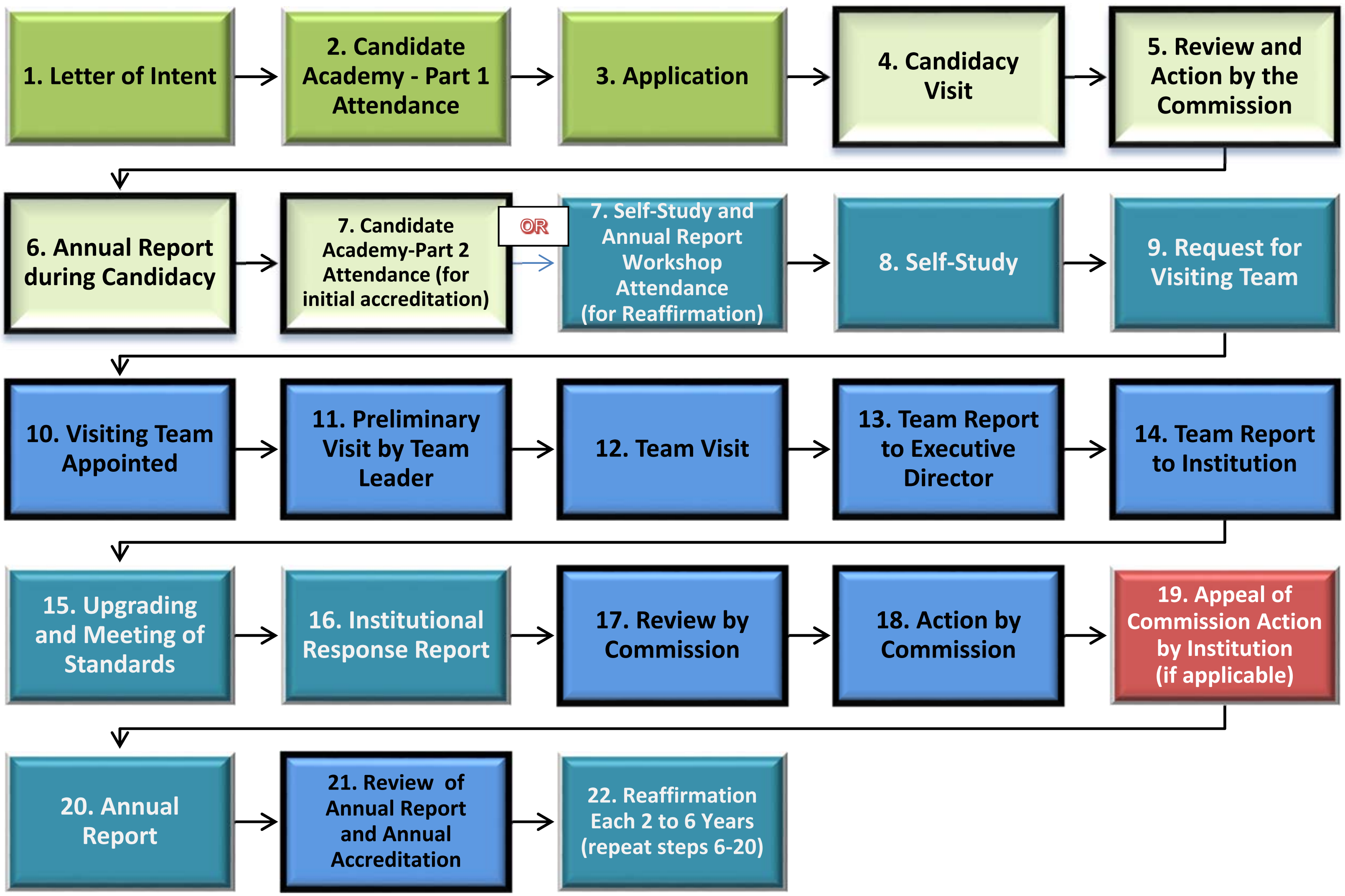
Confidential Materials

The location and name of the person in charge of confidential exhibit materials, such as personnel evaluations, audited financial statements, budgets, etc., should be placed in an electronic folder appropriately identified by standard number.

SELF-STUDY RESOURCES AND GENERAL INFORMATION

Council on Occupational Education

Accreditation Process



THE ACCREDITATION PROCESS

1. Letter of intent to seek candidacy and to request application forms.

2. The on-site administrator or other full-time employee at the main campus must attend a Candidate Academy-Part 1 within 12 months prior to submitting an application for candidate status.

3. Submission of an application for candidacy.

4. Candidacy team visit.

5. Commission review of application and candidacy visit report. Approval of candidate status by Commission. If disapproved, appeal may be made to the Commission.

6. After acceptance as a candidate, an annual report is submitted each year for Commission review. The annual report while in candidate status is an update on the institution's status toward initial accreditation. Also, non-public institutions must submit an audited financial statement each year after acceptance as a candidate and throughout their term of membership with the Council. Audits must be submitted within 6 months of the end of the fiscal year and must be accompanied by a completed COE Financial Form. During candidate status, no substantive changes may be approved except for changes in existing programs. The earliest date that an institution can host an accreditation visiting team is six months after the date candidate status is approved and six months after a representative attends the COE Self-Study and Annual Report workshops (see below). The maximum time an institution may be in candidacy is three years. Candidate institutions must host an initial accreditation team visit within 24 months after being accepted as a candidate by the Commission.

Accreditation

7. FOR INITIAL ACCREDITATION: The on-site administrator or other full-time employee at the main campus must attend the Candidate Academy-Part 2;

   OR,

   FOR REAFFIRMATION OF ACCREDITATION: The on-site administrator or other full-time employee at the main campus must attend Commission Self-Study and Annual Report Workshops within 6 to 18 months prior to hosting a visiting team for initial accreditation or reaffirmation of accreditation.

8. A self-study should be initiated by the end of the first year as a candidate; or, for institutions seeking reaffirmation, at a time appropriate to the target date for hosting an accreditation visiting team.

9. For institutions seeking initial accreditation, an accreditation visit must be hosted no sooner than 6 months after attendance of Candidate Academy-Part 2, and no later than 24 months after acceptance as a candidate. Institutions seeking reaffirmation must submit a request for specific dates they wish to host an accreditation team visit. (Council staff initiates an inquiry to institutions scheduled to host visiting teams each year. Institutions work with Council staff to select the most appropriate dates for accreditation team visits.)

10. Visiting team appointed by Commission Staff.

11. A preliminary visit by the Visiting Team Leader is made approximately 30 days prior to team visit.

12. The team visit includes a review of all programs and activities of the school. An oral report is made to the school at the end of the visit.

13. The written team report is sent to the Executive Director by the team leader within 30 days of the visit.

14. The Commission Executive Director sends team report to the institution.

15. Institution makes changes necessary to meet standards.

16. The chief administrator writes a letter requesting accreditation and submits one electronic copy of institutional response, if required, to the team report within 30 days of the date of the COE Executive Director's transmission of the team report to the institution.

17. The Commission reviews the team report, institutional response report, self-study, and report of readers.

18. The Commission may defer action and request additional documentation, grant accreditation, or deny accreditation. If accreditation is granted (based on the self-study, team report, and institutional response report) the Commission will specify the number of years in the next reaffirmation cycle (two [2] to six [6] years). The year of reaffirmation may be changed for just cause.

19. An institution may appeal a negative action to the Commission.

Annual Review

20. All candidate and accredited institutions must submit an annual report to the Commission.

21. Continued candidate status or accreditation is determined annually by Commission approval of annual reports.

22. During the year prior to the year that ends the reaffirmation period, a school must attend a self-study workshop, begin another self-study, and request another team visit. Teams for reaffirmation of accreditation are scheduled every 2 to 6 years. The Commission determines the reaffirmation schedule.

NOTE: Failure to submit an annual report or additional information regarding the annual report, if requested, by the due date established by the Commission shall be grounds for an institution to lose its candidacy status or accreditation.

PREPARATION FOR HOSTING AN ACCREDITATION VISIT

Below is a listing of required prerequisites for hosting a visit, and in most cases, are critical enough in nature to cause the **cancellation** of a team visit if not met in a timely manner. This list is not exhaustive.

Submit all requested documentation to the COE staff member coordinating the visit:
Renée Pellom (renee.pellom@council.org)
OR
Denise Willis (denise.willis@council.org)
unless otherwise directed.

1. ALL INSTITUTIONS (Public, Non-Public, Apprenticeships, and Job Corps Centers):

☐ An on-site administrator or other full-time employee must have completed the required Candidate Academy or Self-Study workshop, and the Annual Report workshop at least **6-18 months** prior to hosting an accreditation team. **Inform Renée Pellom or Denise Willis.**

☐ Institutions Applying for Initial Accreditation ONLY: (**Does not apply to schools hosting a REAFFIRMATION visit)** - CPL (Completion, Placement and Licensure) outcome data for initial accreditation is due at least **60 days** prior to the accreditation visit. **Send completed CPL Worksheet to Renée Pellom or Denise Willis.**

IMPORTANT: A majority of the programs offered the institution must meet the eligibility requirements for accreditation: Completion - 60%; Placement - 70%; Licensure (if applicable) - 70%.

There are two options for submitting CPL data:

1. If the institution completed an annual report in the year prior to the team visit, print and email the completed CPL form from that report.
2. If the institution has not yet completed an annual report, complete and email the CPL data, which can be found on the COE website at www.council.org [See *Documents* tab, *Applications & Forms* and scroll down to *2018 CPL Calculation Worksheet and Instructions (Excel Spreadsheet and Word Document)*].

Contact **Kay Smarr at extension 108** or kay.smarr@council.org for assistance in completing the form, if needed.

☐ COE List of Approved Programs - Access the institution's program list in MyCouncil on the COE website (http://www.council.org).

REMINDER: The COE List of Approved Programs must reflect the exact program titles, content and length presently offered by the institution. This information must also be consistent with what is published in the institution's catalogs and other publication materials.

Important: A moratorium will be placed on the acceptance of, processing and approval of ALL substantive changes beginning 6 months prior to the scheduled dates of accreditation team visits through the date the Commission grants initial accreditation or reaffirmation of accreditation.

For Programs Only: A moratorium will be placed on the processing and approval of all program requests (additions, changes, deletions) six (6) months prior to a scheduled accreditation visit through the last day of the visit.

To ensure that the institution has allotted adequate time for processing program additions or changes, **submit all program-related requests at least 120 days BEFORE the six-month moratorium.**

- Public schools/Job Corps - submit program requests to Dr. Dwight Pullen (Dwight.pullen@council.org)
- Non-public schools - submit program requests to Ms. Marcia Cox (marcia.cox@council.org)

Failure to ensure that the COE List of Approved Programs aligns with the programs offered at the institution will result in findings of non-compliance in the official team report.

If changes must be made to the program list, inform Renée Pellom or Denise Willis.

☐ Public Announcement – The notice for public comments should be published **60 DAYS** prior to accreditation visit. A copy of the published notice should be made available to the team leader during the preliminary visit. (See the first page of the Self-Study Manual for more detail).

☐ Occupational Advisory Committee Survey – The committee must complete one survey of the Council's standards prior to the preliminary visit. The survey is available at http://www.council.org/comment-on-standards. (See the first page of the Self-Study Manual for more detail). Before submitting the survey, remember to print the last page (confirmation sheet) for the institution's accreditation file.

☐ Submit the final self-study document via email to COE and the visiting team AFTER the preliminary visit by the visiting team leader, but **no later than 20 days BEFORE** the accreditation visit. Documentation may be sent via email (5MB maximum file size), cloud transfer service (e.g., Dropbox), or by flash drive. **Send to Renée Pellom or Denise Willis.**

☐ Past Due Invoices - Failure to pay dues, fees, or other past due amounts in a timely manner will result in the cancellation of a team visit. **Contact Cliff Owen to ensure all outstanding invoices are paid at cliff.owen@council.org.**

2. Non-Public and Registered Apprenticeship Institutions ONLY:

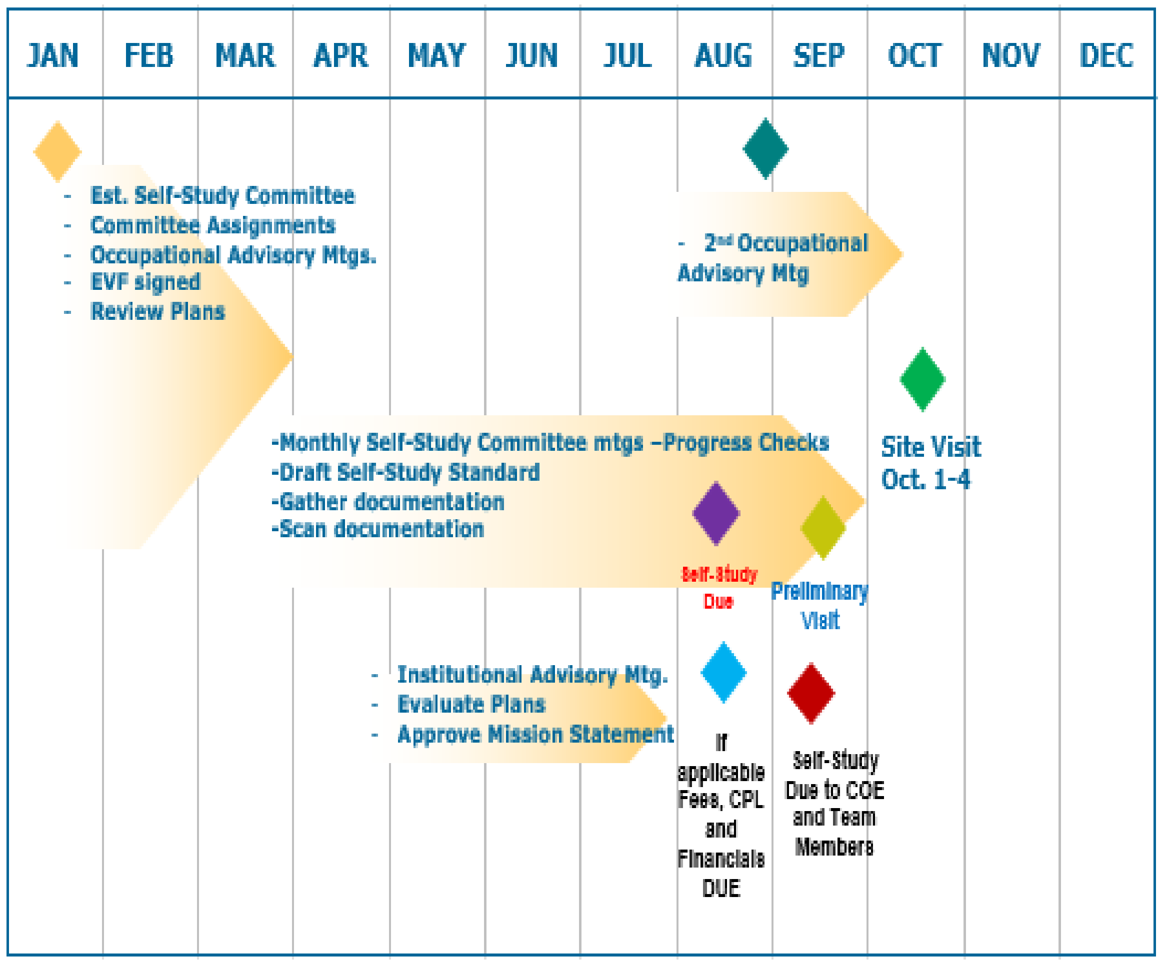
☐ Non-public and registered apprenticeship institutions must submit audited financial statements for the two most recent fiscal years **at least 60 days** prior to hosting an accreditation visit. Also, the second audited financial **must** represent activity while the institution is in candidate status. **Send to Fran Whitfield at fran.whitfield@council.org**

NOTE: A minimum composite score of 1.5 is required. For more information, contact accountant Cliff Owen at 1-800-917-2081, ext. 109 or at cliff.owen@council.org.

☐ Deposit: Submit a check for a deposit toward visiting team expenses totaling $6,000 **at least 60 days** prior to the accreditation visit. **Send to the attention of:**

Cliff Owen
Council on Occupational Education
7840 Roswell Road
Building 300, Suite 325
Atlanta, GA 30350.

Self-Study Timeline



INSTRUCTIONS FOR COMPLETING THE POSTSECONDARY EDUCATIONAL PROGRAMS CHART

GENERAL INSTRUCTIONS

1. Complete **one chart for each campus** of the institution (main campus, branch, extension, extended classroom, or instructional service center).
2. Indicate the manner in which the length of the program is measured (clock hours/semester credit hours/quarter credit hours). More than one option may be indicated.
3. Complete One Clock Hour/Credit Hour Chart only for each program measured in credit hours chart.
4. All documentation submitted to the Commission must be TYPED and provided in English.

IMPORTANT DEFINITIONS (From the *Handbook of Accreditation*)

Program - A combination of courses and related activities (e.g. laboratory activities and/or work-based activities) that leads to a credential and is offered by an institution to develop competencies required for a specific occupation.

Distance Education - As defined for the purposes of accreditation review, education that uses one or more technologies to deliver instruction to students who are separated from the instructor; and support regular and substantive instruction between students and the instructor, synchronously or asynchronously. Technologies used may include the Internet, print-based media, e-mail, one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed.

A **Credit Hour** is equivalent to a minimum of each of the following: one **semester** credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one **quarter** credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

LISTING PROGRAMS

1. List all programs offered by the institution as of the date the chart is completed.
2. List only those programs that educate students for the purpose of job entry or job advancement.
3. **List only those programs that are *actively enrolling students* or those that have enrolled students within 12 months prior to the date of the chart. All programs must be listed no matter the length of the program.**
4. Include Vocational English-As-A-Second-Language (but not standard ESL) programs offered at any campus.
5. Indicate the name of each program as it appears in the institution's catalog. (Program names must be consistent with the names printed in institutional publications AND state approval documentation.)
6. Indicate what percentage of the program's total length is available through distance education delivery methods.

EXAMPLE:

PROGRAM NAME / CIP Code (Use One Line For Each Program)	PROGRAM LENGTH		% of Program's Total Length Available Through Distance Education	INSTRUCTIONAL DELIVERY METHOD (Check One or Both)			CREDENTIAL			PROGRAM START DATE (The date the program first enrolled students at the institution – NOT the start date of the latest term)	Number of STUDENTS ENROLLED on the date chart is completed		Number of INSTRUCTORS ASSIGNED	
	Clock Hours	Credit Hours		Traditional	Hybrid	Distance Ed	Certificate	Diploma	Degree		Part-Time	Full-Time	Part-Time	Full-Time
Accounting / 52.0302	1190	70	0	X				X		2/15/90	59	243	4	6
Bookkeeping / 52.0308	320	20	25		X		X			4/30/03	20	12	2	0
Computer Aided Drafting / 15.1302	1400	84	50	X		X		X		6/4/2001	24	201	3	7

Traditional Program – Program that requires all instructional hours to be completed on campus.
Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods.
Distance Education Program – Program in which 50% or more of the required instructional hours are available via distance education delivery methods.

(March 2017)

POSTSECONDARY EDUCATIONAL PROGRAMS

DATA COMPILED AS OF (date):

Click

Programs listed below are those of which campus : (Click applicable box and enter name of campus if appropriate) Each campus needs a separate chart.	☐	**Main Campus**	☐	**Other Campus Location:**	Click
Click each appropriate box to indicate method of measuring program length:	☐	**Clock Hours**	☐	**Semester Credit Hours Complete Clock Hour/ Credit Hour Chart**	☐ **Quarter Credit Hours Complete Clock Hour/ Credit Hour Chart**

PROGRAM NAME / CIP Code (Use One Line For Each Program)	PROGRAM LENGTH		% of Program's Total Length Available Through Distance Education	INSTRUCTIONAL DELIVERY METHOD (Check One or More)			CREDENTIAL			PROGRAM START DATE (The date the program first enrolled students at the institution – NOT the start date of the latest term)	Number of Students Enrolled on the date chart is completed		Number of Instructors Assigned	
	Clock Hours	Credit Hours		Traditional	Hybrid	Distance Ed	Certificate	Diploma	Degree		Part-Time	Full-Time	Part-Time	Full-Time
Click	Click	Click	Click	☐	☐	☐	☐	☐	☐	Click	Click	Click	Click	Click
Click	Click	Click	Click	☐	☐	☐	☐	☐	☐	Click	Click	Click	Click	Click
Click	Click	Click	Click	☐	☐	☐	☐	☐	☐	Click	Click	Click	Click	Click
Click	Click	Click	Click	☐	☐	☐	☐	☐	☐	Click	Click	Click	Click	Click
Click	Click	Click	Click	☐	☐	☐	☐	☐	☐	Click	Click	Click	Click	Click
Click	Click	Click	Click	☐	☐	☐	☐	☐	☐	Click	Click	Click	Click	Click
Click	Click	Click	Click	☐	☐	☐	☐	☐	☐	Click	Click	Click	Click	Click
Click	Click	Click	Click	☐	☐	☐	☐	☐	☐	Click	Click	Click	Click	Click

Traditional Program – Program that requires all instructional hours to be completed on campus.
Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods.
Distance Education Program – Program in which 50% or more of the required instructional hours are available via distance education delivery methods

INSTRUCTIONS FOR COMPLETING THE SECONDARY EDUCATIONAL PROGRAMS CHART

The Commission offers the opportunity for public institutions that enroll secondary students to include the secondary students and programs in the institutional self-study (program supplements, exhibits, etc.), FTE calculation, and completion rate data collection in the Annual Report. Including this data is optional.

Please indicate which of the following situations applies to your institution:

OPTION A:

☐

1. Adult students are enrolled or may be enrolled in one or more of the secondary technical programs offered at any campus of the institution;

   AND

2. The secondary technical programs offered are under the administrative oversight of the institution seeking COE accreditation.

If BOTH of the items above under (A) apply to your institution, secondary programs and secondary students *may* be included in the institutional self-study (program supplements, exhibits, etc.), FTE calculation, and completion rate data.

NEXT STEPS:

* Even though these programs include secondary students, these programs will be listed on the Postsecondary Educational Programs chart.

* Secondary students' contact hours may be included in the FTE calculation in the Full-Time Equivalent (FTE) section of this application.

OPTION B:

☐

1. Secondary technical program(s) are offered at a high school site;
2. Only secondary students are enrolled or will ever be enrolled in those programs;

   AND

3. The site is under separate administration from this institution.

If ALL of the statements above under (B) apply to your institution, secondary programs and students should be excluded from the institutional self-study, FTE calculation, and completion rate data collection. (In rare cases, the institution may include this information in the COE self-study for purposes of full disclosure to the institution's constituents.)

SECONDARY EDUCATIONAL PROGRAMS

DATA COMPILED AS OF (date):

Click

Programs listed below are those of which campus: (Click applicable box and enter name of campus if appropriate) ☐ Main Campus ☐ Other Campus Location: Click

PROGRAM NAME	CREDENTIAL *(certificate, diploma, etc.)*	LENGTH OF PROGRAM IN CLOCK HOURS	CURRENT NUMBER OF STUDENTS ENROLLED	CURRENT NUMBER OF INSTRUCTORS
Click	Click	Click	Click	Click
Click	Click	Click	Click	Click
Click	Click	Click	Click	Click
Click	Click	Click	Click	Click
Click	Click	Click	Click	Click
Click	Click	Click	Click	Click
Click	Click	Click	Click	Click
Click	Click	Click	Click	Click
Click	Click	Click	Click	Click
Click	Click	Click	Click	Click
Click	Click	Click	Click	Click
Click	Click	Click	Click	Click
Click	Click	Click	Click	Click
Click	Click	Click	Click	Click
Click	Click	Click	Click	Click
Click	Click	Click	Click	Click
Click	Click	Click	Click	Click

Note: A PROGRAM is a combination of courses and related activities (e.g. laboratory activities and/or work-based activities) that lead to a credential and are offered by an institution to develop competencies required for a specific occupation.

INSTRUCTIONS FOR COMPLETING
CANDIDATE APPLICATION: CLOCK HOUR/CREDIT HOUR CHART
(To be completed only for programs measured in credit hours)

1. Use one chart per program.
2. List all courses within each program.
3. Indicate total hours for each row on the chart and each column where requested.
4. Program names and lengths must be consistent with the names printed in institutional publications AND state approval documentation.
5. **IMPORTANT:** The following requirements must be met with regard to the measurement of programs in credit hours.

   The Council defines the ratio of clock hours to credit hours as follows:

   For every credit hour awarded, **no less than** the following number of clock hours of instruction must be required:

Semester Credit Hours:	15 Hours of Classroom/Lecture 30 Hours of Laboratory Instruction 45 Hours of Work-Based Activities
Quarter Credit Hours:	10 Hours of Classroom/Lecture 20 Hours of Laboratory Instruction 30 Hours of Work-Based Activities

   If discrepancies are discovered between the Council's definition of the clock hour/credit hour ratios and the institution's catalog or state approval documents, they must be resolved before the institution submits its application.

6. Depending on the nature of the courses within each program, the appropriate number of instructional hours must be provided in the form of Classroom/Lecture, Laboratory Instruction and/or Work-Based Activities. The Council defines these methods of instruction as follows:

   Lecture (Classroom) – Instruction by a qualified faculty member or other resource which imparts to students the concepts, principles, and theories of an academic or technical subject.

   Laboratory Instruction – An instructional setting in which students apply theories and principles learned during lectures in order to acquire proficiency and dexterity that is required in the occupation for which the student is being prepared.

   Work-Based Activities – Structured learning activities conducted in supervised work settings external to the institution or in a setting that involves the public (for example: clients who are served by the institution in cosmetology clinical or automotive technology settings) that are components of educational programs (e.g., externships, internships, clinical experiences, industrial cooperative education, and similar activities).

CLOCK HOUR/CREDIT HOUR CHART

Program Name:	Click	**CIP Code:**	Click

INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.
ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	Click	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)	Click	Total Required QUARTER Credit hours: (Must equal Grand Total below)	Click
Total Required CLOCK Hours *available* via distance education:	Click	Total Required SEMESTER Credit Hours: *available* via distance education:	Click	Total Required QUARTER Credit hours: *available* via distance education:	Click

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM) Use one line for EACH COURSE.	**LECTURE** Click in the box in the far right column if any course instruction is **available** via distance education delivery modes.			**LABORATORY** Click in the box in the far right column if any course instruction is **available** via distance education delivery modes.			**WORK-BASED ACTIVITIES** Click in the box in the far right column if any course instruction is **available** via distance education delivery modes.			**COURSE TOTALS**	
	Clock Hours	**Credit Hours**	**DE**	**Clock Hours**	**Credit Hours**	**DE**	**Clock Hours**	**Credit Hours**	**DE**	**Clock**	**Credit**
Click	Click	Click	☐	Click	Click	☐	Click	Click	☐	Click	Click
Click	Click	Click	☐	Click	Click	☐	Click	Click	☐	Click	Click
Click	Click	Click	☐	Click	Click	☐	Click	Click	☐	Click	Click
Click	Click	Click	☐	Click	Click	☐	Click	Click	☐	Click	Click
Click	Click	Click	☐	Click	Click	☐	Click	Click	☐	Click	Click
Click	Click	Click	☐	Click	Click	☐	Click	Click	☐	Click	Click
Click	Click	Click	☐	Click	Click	☐	Click	Click	☐	Click	Click
Click	Click	Click	☐	Click	Click	☐	Click	Click	☐	Click	Click
Click	Click	Click	☐	Click	Click	☐	Click	Click	☐	Click	Click
Click	Click	Click	☐	Click	Click	☐	Click	Click	☐	Click	Click
Click	Click	Click	☐	Click	Click	☐	Click	Click	☐	Click	Click
Click	Click	Click	☐	Click	Click	☐	Click	Click	☐	Click	Click
TOTAL ALL COLUMNS	Click	Click		Click	Click		Click	Click		Click	Click

GRAND TOTALS

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.
Traditional Program – Program that requires all instructional hours to be completed on campus.
Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods
Distance Education Program - Program in which 50% or more of the required instructional hours are available via distance education delivery methods.
Refer to the latest edition of the Handbook of Accreditation for definitions.
(March 2017)

FEDERAL CREDIT HOUR CONVERSION

for Determining Federal Student Financial Aid

On October 29, 2010, the U.S. Department of Education published in the Federal Register regulations on program integrity pertaining to clock hour-to-credit hour conversion of academic credits to federal credit hours for determining Federal Student Financial Aid.

1. Academic and Federal Credit Hours

Institutions may use credit hours to define an amount of work represented by verifiable student achievement of institutionally established learning outcomes. Based on the Carnegie Unit, one academic semester credit hour is based on 15 clock hours of lecture, 30 clock hours of lab work, or 45 clock hours of work-based learning. One academic quarter credit hour is based on 10 clock hours of lecture, 20 clock hours of lab work, and 30 clock hours of work-based learning. Academic credit hours specify "school time" only and do not indicate time students spend doing homework, research or other unsupervised learning activities. The federal regulations do not change these academic credit hour conversions, and an institution's academic credit hours will not be affected by the regulations.

Credit hours are also used to determine the eligibility of an educational program for participation in federal financial aid programs. The Department of Education uses a different formula for calculating program eligibility to qualify for federal student financial aid. The Department's formula is used to determine what may be called "federal" or "financial aid" credit hours, as opposed to the academic credit hours described above. Federal credit hours do account for time students spend doing homework, research or other unsupervised learning activities (herein referred to as "course prep" time). The Department requires 37.5 clock hours of school time and course prep time for each semester credit hour and 25 clock hours of school time and course prep time for each quarter credit hour. Previously these conversion rates were set at 30 clock hours per federal semester credit hour, and 20 clock hours per federal quarter credit hour. The additional 7.5 clock hours for each semester credit, and 5 clock hours for each quarter credit are specifically intended to account for the addition of student course prep time. Only programs that are at least 900 clock hours in length, accounting for both school time and course prep time, may be eligible for the maximum allowable federal student financial aid.

2. Documenting Course Prep Time for Federal Credit Hours

Since course prep time is included in the calculation of federal or financial aid credit hours, institutions must have written policies and procedures for determining the amount of student work to be done outside of class. Assignments for homework or course prep work must identify specific learning objectives for each course as well as an approximate time required for completion. Furthermore, the work must be evaluated, graded and weighted appropriately in the determination of the final grade for each course. Institutions will be required to maintain documentation that course prep work assignments are completed and considered in determining the final course grade.

If current academic credit hours already include at least 7.5 clock hours of course prep work for each academic semester credit hour, or at least 5 clock hours of course prep work for each academic quarter credit hour, institutions must nonetheless document the nature, objectives, and time requirements for the homework, research or other unsupervised learning activities required for each course.

3. Clock Hour Programs

Certain programs are required to be measured in clock hours, often by a federal or state regulatory board or agency. These programs may be required to measure student progress in clock hours in order to receive federal or state approval or professional licensure. In these cases, institutions do not have the option to convert clock hours to credit hours.

Institutions are responsible for securing information from the Department of Education and complying with regulations affecting eligibility for Federal Title IV, HEA student financial aid programs. COE instructions and guidelines are subject to change as the Council considers further implementation advisories from the U.S. Department of Education.

4. Responsibilities of Candidate and Accredited Institutions

Institutions where programs are subject to the federal clock-to-credit hour conversion regulation must prepare and submit to the Council a Program Modification application for each affected program (available in the Documents/Applications section on the COE web site at www.council.org). Submitting a Program Modification application is not considered a substantive change when total lecture, lab or work-based learning clock or credit hours increase by less than 25%. The Program Modification application must indicate the nature and estimated time requirements of the homework, research, or other unsupervised learning objectives assigned for each course in an approved program of study.

Institutions that choose to increase lecture, lab or work-based activities in an approved program of study by 25% or more must submit a Change in Existing Program application, which constitutes a substantive change. The application must include documentation of compelling market demand for the proposed increase.

All institutions with programs affected by the clock to federal credit hour conversion regulation must submit to the Council their institutional policies and procedures for determining federal credit hours. Additionally, Program Modification applications or Change in Existing Program applications must be provided for each affected program.

Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:

- Complete **three** of these forms for **each** program at each campus.
- This form **must** be signed by a bona fide potential employer who is in a position to make hiring decisions.
-

Name of Institution	
Address	**City/State/Zip**
Name of Program	
Mode(s) of Delivery of Program (check ALL that apply): ☐ **100% Traditional** ☐ **Hybrid** ☐ **Distance Education**	

The length of this program is (indicate the number of hours in all boxes that apply):

☐ Clock Hours ☐ Semester Credit Hours ☐ Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $ ☐

EMPLOYER'S VERIFICATION STATEMENT

I have reviewed the (**name of program**): ____ program and recommended requirements for admissions, program content, program length, program objectives, competency tests, learning activities, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

EMPLOYER

Name:	Title:
Company Name:	Phone Number/Extension:
Address:	City/State/Zip:
Verifiable range of remuneration based on yearly, full-time employment for those who enter this field upon completion of the program is from $ _____________ to $ _____________ annually.	
Signature:	Date:

(May 2018)

Choosing a Reporting Period

for Completion, Placement, and Licensure Data

The Council gives member institutions an opportunity to choose the 12-month reporting period for this data because it is the institution who knows best the proper amount of time a thorough follow up on students can be accomplished.

While the Council asks that each institution report the most recent data possible, the most important issue to the Council as far as this data collection goes, is that the data used in the annual report is <u>accurate</u>.

IMPORTANT! Only one reporting period must be used for ALL programs.

The three most critical factors for an institution to consider when choosing a reporting period are:

1. **That the reporting period chosen follows the guidelines found at the beginning of the instructions for the CPL form (please refer to beginning of instructions for the CPL form).**

2. **That enough time is allowed for the institution to gather accurate completion and placement data on current and former students before the annual report is completed.** This determination is based on a variety of factors such as:

   a. The size of the service area of the institution

      If the service area is large and follow up on students and former students is difficult, more time may be needed.

   b. The employment opportunities available within the service area

      If employment opportunities are limited for non-graduate and graduate completers, more time may be needed in order for those students to secure employment.

   c. The number of students served by the institution

      If the institution's enrollment is large in relation to the number of institutional staff in charge of follow up efforts or the method used for follow up, more time may be needed to collect data.

   d. The types of students served by the institution

      Some institutions served large numbers of transient or international students. Transient students include those who are either active military or members of a military family, and those who are employed or married to employees in occupations that require frequent relocation. If this is the case, more time may be needed for follow up.

3. That appropriate time for collecting data on licensure exam pass rates from state and federal agencies is allowed before the annual report is completed.

This determination is based on a variety of factors such as:

a. When exams are administered

Some students in licensure programs may have several opportunities throughout the year to sit for a licensure exam, while others are limited by test administration dates, geography, or other factors.

b. How many attempts the students should have to pass the exams before the results are reported to the Council

Many students will not pass licensure exams on their first attempt. If the institution has what it considers to be a large number of students who require more than one attempt to pass these exams, be sure the reporting period chosen allows students a second or even third attempt. Also, consider the time the institution needs to offer remediation for those students who experience difficulty in passing the exam, if these services are provided.

c. How long it takes for the institution to collect exam results

Depending on the speed with which state or federal agencies move, it could take several weeks or more to receive exam results. If this process is considerable in length, the institution needs to factor this into the reporting period chosen for its programs so that the licensure pass rate data for the annual report will be available.

Finally, if the institution feels that the reporting period used for previous reports is not sufficient for the accurate collection of data, <u>a request to change the reporting period must be submitted to the Council before a new reporting period is used</u>. Simply submit this request in writing (via hard copy or email) and explain the circumstances that merit a change of reporting period.

2018
Completion, Placement, and Licensure Form for Postsecondary Programs
-- Public and Non-Public Institutions --

SAMPLE CALCULATIONS

Campus: Roswell Road, Building 300, Suite 325, Atlanta, GA

Reporting Period: July 1, 2017 – June 30, 2018

			Program Names			
			Practical Nursing	Cosmetology	Building Maintenance	Welding
Enrollment	5	**Beginning Enrollment** (The number shown in row 8 from the last reporting period.)	50	80	114	248
	6	New Enrollees (Those new students added to the roll anytime during this reporting period. Certain subtractions may apply here – see instructions.)	75	73	89	179
	7	**Cumulative Enrollment** (Sum of Rows 5 and 6)	125	153	203	427
	8	**Students Still Enrolled** (Students who were still enrolled in their program at the end of this reporting period.)	60	72	90	127
Completion	9	**Non-Graduate Completers** (Students who left the program without a credential to work in the field/related field of training.)	15	10	20	93
	10	**Graduate Completers** (Students who are no longer enrolled in the program but have earned a credential for completion of all or part of that program.)	40	50	47	150
	11	**Total Completers** (Sum of Rows 9 and 10)	55	60	67	243
Placement	12	**Non-Graduate Completers Employed in Positions Related to Field of Instruction** (This number must be identical to that in row 9.)	15	10	20	93
	13	**Graduate Completers Employed in Positions Related to Field of Instruction** (Employed in Field/Continuing Education/Enlisting in Military)	22	35	38	127
	14	**Total Completers Employed in Positions Related to Field of Instruction** (Sum of Rows 12 and 13)	37	45	58	220
	15	**Graduate Completers Employed in Positions Unrelated to Field of Instruction**	2	7	3	12
Licensure	16	**Graduate Completers Waiting to Take Licensure Exam** (Including those graduates waiting for examination results.)	10	8	0	0
	17	**Graduate Completers Who Took Licensure Exam** (Students who have received latest exam results.)	30	42	0	0
	18	**Graduate Completers Who Passed Licensure Exam**	23	27	0	0
	19	**Graduate Completers Unavailable for Employment** (Due to health issues, incarceration, death, etc.)	2	0	0	0
	20	**Graduate Completers Who Refused Employment** (Graduates who refused interviews, employment, or took program for personal reasons.)	3	0	0	2
	21	**Graduate Completers Seeking Employment/Status Unknown**	1	0	6	9
	22	**Withdrawals** (Students who left the program without earning a credential AND **without** gaining employment in the field/related field of training.)	10	21	46	57
	23	**Sum of Rows 16, 19, and 20** (These students **do not** affect placement percentages.)	15	8	0	2
	24	**Difference of Row 10 minus Row 23**	25	42	47	148
	25	**Difference of Row 11 minus Row 23**	40	52	67	241
	26	**Graduation Rate (%)**	62	62	42	50
	27	**Total Completion Rate (%)**	**85**	**74**	**59**	**81**
	28	**Graduate Placement Rate (%)**	88	83	81	86
	29	**Total Placement Rate (%)**	**93**	**87**	**87**	**91**
	30	**Licensure Exam Pass Rate (%)**	**77**	**64**	**0**	**0**

INSTRUCTIONS

Annual Completion, Placement, and Licensure Form
For POSTSECONDARY Programs

-- Public, Non-Public, and Registered Apprenticeship Institutions –

At the top of the form, list the reporting year (end date - month & year) for which you are providing information. The reporting year listed must cover 12 months. Institutions may choose the most recent 12-month period that provides accurate and complete data for all of the rows on this form. The reporting period selected can be any consecutive 12-month period starting no earlier than **April 1, 2016** and ending no later than **June 30, 2018**. Data must be reported for all programs shown on the latest COE Approved Programs List.

Row 5	***Beginning Enrollment:*** the total number of students enrolled in the program on the **first day** of the reporting period (12 consecutive months). *Students continuing enrollment in their programs from the prior Annual Report reporting period. (This number should be the same number from the prior reporting period shown in Row 8 – Students Still Enrolled.).* *(The number of students enrolled in a program on the first day of the reporting year means the number of students enrolled in each program on the last day of the previous reporting year AND who remained in school on the first day of the current reporting year.)*
Row 6	***New Enrollees:*** The number of new, unduplicated enrollments for the program during the reporting period, minus allowable subtractions.
Allowable Subtractions ***(This information must be recorded on the form: Record of Allowable Subtractions and kept on file.)***	***Subtract students from Row 5 (Beginning) or Row 6 (New) Enrollees who belong in any of the following categories (from the Record for Allowable Subtractions form):*** A. Students who transferred to another program **within** the institution; B. Students who received a 100% refund of tuition after withdrawal from the program or those who stopped attending class after the first day; C. Students documented to be unavailable to earn a credential in their programs due to situations such as pregnancy, other serious health-related issues (physical/mental/behavioral), caring for ill family members, incarceration, death, etc.; D. Students who left their program of study before completion to serve with a foreign aid service of the Federal government, such as the Peace Corps; to serve on an official church mission; or, due to military duty activation or relocation (for those students who are active national guard or military before and during program enrollment); and, E. Secondary students (Some institutions may be required to report completion rate data for secondary students on a separate form.) ***Total the number of enrollees in categories A through E above as reported on the Record of Allowable Subtractions form. Subtract this total from Rows 5 or 6. (Keep this information on file with the final annual report and document each subtraction in individual student files.) These subtractions are made before entering the final result in Rows 5 or 6 of the annual report software.***
Row 7	***Cumulative Enrollment***: The sum of rows 5 and 6.
Row 8	***Students Still Enrolled:*** The number of students enrolled in each program on the **last day** of this reporting period, and continuing in their program in the following reporting period. ***TIP:*** *This will be the number for 'Beginning Enrollment' for the next Annual Report reporting period.*

Row 9	***Non-Graduate Completers:*** The total number of students who left a program before graduation but have acquired sufficient competencies for employment in the field of instruction or related field **as evidenced by such employment**. (Do not include non-graduate completers placed in field from a period other than the reporting period.)
Row 10	***Graduate Completers:*** The number of students who have demonstrated the competencies required for a program and have been awarded the appropriate certificates, diplomas, and/or degrees upon completion. ***TIP:*** *The sum of rows 13, 15, 16, 19, 20, and 21 must equal the number in this row.*
Row 11	***Total Completers:*** Total of rows 9 and 10. ***TIP:*** *The sum of rows 14, 15, 16, 19, 20, and 21 must equal the number in this row.*
Row 12	***Non-Graduate Completers Employed in Positions Related to Field of Instruction:*** As defined, a non-graduate completer **must** be employed in the field of instruction; therefore, the number in this row **must be the same as the number reported in row 9**. (Do not include non-graduate completers placed in field from a period other than the reporting period.)
Row 13	***Graduate Completers Employed in Positions Related to Field of Instruction:*** Graduates who (1) are employed in the field of instruction pursued, (2) have entered the military, or (3) are continuing their education.
Row 14	***Total Completers Employed in Positions Related to Field of Instruction:*** Total of rows 12 and 13.
Row 15	***Graduate Completers Employed in Positions Unrelated to Field of Instruction:*** Graduates who are now employed in fields unrelated to the field of instruction for which they enrolled.
Row 16	***Graduate Completers Waiting To Take Licensure Exam PLUS Graduate Completers who are Awaiting Results:*** The number of graduates who have completed their programs of instruction and are waiting to take a state- or federally-administered licensure exam PLUS those graduates who took an exam and are still waiting for pass/fail results at the end of reporting period*. *(A licensure examination program is a program of instruction where the graduate **must** pass a licensure examination in order to become employed in the field of instruction pursued. The term 'certification' is used by the Council to describe an optional credential a student may obtain to demonstrate competency in a specialized field of work.)* ***TIP: ****If any completer waiting to take a licensure exam or awaiting results is already employed in a position related to the field of instruction, DO NOT include them in this row.*
Row 17	***Graduate Completers Who Took Licensure Exam:*** Those graduates who have completed taking state- or federally-required licensure exams and have received pass/fail results.
Row 18	***Graduate Completers Who Passed Licensure Exam*** (self explanatory) ***TIP:*** *The number reported in this row cannot exceed the number in row 17. Do not report data from graduates of prior reporting periods.*

Row 19	***Graduate Completers Unavailable for Employment:*** The number of graduate completers documented to be unavailable for employment because of situations such as pregnancy, other serious health-related issues (physical/mental/behavioral), caring for ill family members, incarceration, death, etc. ALSO, graduate completers who, instead of securing traditional employment, are volunteering with a foreign aid service of the Federal government, such as the Peace Corps, or who are participating on an official church mission.
Row 20	***Graduate Completers Who Refused Employment:*** The number of graduate completers for whom the institution has documented evidence that the completers failed to keep interview appointments, enrolled in the program of instruction strictly for personal use, or simply refused an employment offer in the field of instruction.
Row 21	***Graduate Completers Seeking Employment/Status Unknown:*** The number of graduate completers who are currently seeking employment in the field for which they were instructed, **AND** those graduate completers who cannot be traced for follow-up purposes.
Row 22	***Withdrawals:*** The number of students who withdrew from their respective programs of instruction **without** earning a credential or securing employment in their field of training. **TIP**: *These are students who cannot be subtracted from Row 6 (see Allowable Subtractions).*
Row 23	***Sum of Rows 16, 19, and 20:*** Total the numbers in rows 16, 19, and 20 and enter here. ***TIP:*** *The number reported in this row cannot exceed the number reported in row 10.*
Row 24	***Difference - Row 10 minus Row 23:*** Subtract the number in row 23 from the number in row 10 and enter the result here.
Row 25	***Difference - Row 11 minus Row 23:*** Subtract the number in row 23 from the number in row 11 and enter the result in this row.
Row 26	***Graduation Rate:*** A. For each program, take the cumulative enrollment number listed in row 7, subtract the number of students still enrolled listed in row 8. B. Divide the number of graduate completers listed in row 10 by the total obtained in 'A' above and multiply by 100. This is the graduate completion rate for the program.
Row 27	***Total Completion Rate:*** A. For each program, take the cumulative enrollment number listed in row 7, subtract the number of students still enrolled listed in row 8. B. Divide the number of completers listed in row 11 by the total obtained in 'A' above and multiply by 100. This is the overall completion rate for the program.
Row 28	***Graduate Placement Rate:*** Divide the number in row 13 by the number in row 24 for each program and multiply by 100.
Row 29	***Total Placement Rate:*** Divide the number in row 14 by the number in row 25 for each program and multiply by 100.
Row 30	***Licensure Exam Pass Rate:*** Divide the number who passed licensure exams (row 18) by the number who took the exams (row 17) and multiply by 100.

TIP (Finishing the Form): *To balance the figures on the form, add the figures in rows 8, 11, and 22. The result should equal the number in row 7.*

KEEP THIS DOCUMENT IN THE INSTITUTION'S ACCREDITATION FILE ALONG WITH A COPY OF THE INSTITUTION'S ANNUAL REPORT

RECORD OF ALLOWABLE SUBTRACTIONS

Completion, Placement, and Licensure for Postsecondary Programs -- Public and Non-Public Institutions –

Complete this form for each program with graduates that is reporting completion, placement, and/or licensure data in the annual report.

Enter the number of students in each category below who have been subtracted from completion rate calculations. (The subtraction is made **before** entering the final result in the annual report software.) These students can be subtracted from Beginning Enrollment or New Enrollees.

IMPORTANT: Documentation that supports each subtraction **must** be maintained in individual student records (copies may be kept with annual report files as well). Team members will review student records to confirm appropriate documentation is maintained that supports these subtractions from each program during accreditation reviews (announced or unannounced).

School Name/Campus ID		***ID#***
Program Name		
Reporting Period		

	Allowable Subtraction Categories	**Row 5 Beginning**	**Row 6 New**
A.	Students who transferred to another program **within** the institution		
B.	Students who received a 100% refund of tuition after withdrawal from the program or those who only attended class the first day		
C.	Students documented to be unavailable to earn a credential in their programs due to situations such as: pregnancy, other serious health-related issues (physical/mental/behavioral), caring for ill family members, incarceration, death, etc.		
D.	Students who left their program of study before completion to serve with a foreign aid service of the Federal government, such as the Peace Corps; to serve on an official church mission; or, due to military duty activation or relocation (for those students who are active national guard or military before and during program enrollment)		
E.	Secondary students (Some institutions may be required to report completion rate data for secondary students on a separate form)		
	TOTAL: This is the total number of students that have been subtracted from the numbers that appear in Rows 5 & 6: Beginning Enrollment or New Enrollees in the Annual Report.		

*(These subtractions are made **before** entering the final result in the annual report software.)*

ANNUAL COMPLETION RATE FORM
for
Secondary Programs

Campus:_________________________________ Reporting Year Ending (month & year):_______________

SECONDARY Technical Education Programs	(1) Enrollment	(2) Still Enrolled	(3) Completers	(4) Wtihdrawals	(5) Completion Rate

Submit a separate form for each campus.

ANNUAL COMPLETION, PLACEMENT, & LICENSURE FORM
FOR SECONDARY PROGRAMS
— Public Institutions Only —
Column by Column Instructions

At the top of the form, list the school reporting year (end date - month and year) for which you are providing information. The reporting year listed must cover 12 months. Institutions may choose the most recent 12-month period that provides accurate and complete data for all of the columns on this form. The reporting period selected can be any consecutive 12-month period beginning no earlier than **April 1, 2016** and ending no later than **June 30, 2018**.

Data must be reported for all programs shown on the latest COE Approved Programs List.

Column 1: ***Enrollment:*** the total number of students enrolled in the program during the reporting period.

Column 2: ***Students Still Enrolled:*** the number of students who are enrolled in each program at the end of this reporting year, and have continued in their program.

Column 3: ***Completers:*** the total number of students who

(a) have demonstrated the competencies required for a program, or exit point within a program, and earned a credential (certificate, diploma, and degree);

OR

(b) have been awarded credit toward graduation;

OR

(c) have acquired sufficient competencies for employment in the field of instruction or related field as evidenced by such employment.

Column 4: ***Withdrawals (Students Dropped Prior to Completion):*** the number of students who withdrew from their respective programs of study **without** acquiring marketable skills.

Column 5: ***Completion Rate***

A. For each program, take the enrollment number listed in column 1, subtract the number of students still enrolled listed in column 2.
B. Divide the number of completers listed in column 3 by the total obtained in 'A' above and multiply by 100. This is the completion rate for the program.

Finishing the Form:

TIP: To balance the figures on the form, add the figures in columns 2, 3, and 4. The result should equal the number in column 1.

TIP: To calculate the institutional percentages, total all columns for each campus, add campus totals together for each column, and perform the calculations for column 5 using those totals. Compare the institutional percentages with the current COE requirements for secondary completion rate.

COMPLETION, PLACEMENT, AND LICENSURE FORM
FOR JOB CORPS CENTERS

LOCATION:										
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
VOCATIONAL SKILL	Number of Completers	Number Placed	Number in JTM	Percent in JTM	Average Wage	Number of Certification Tests Taken	Number Passed Certification Test	Percent of Completers	Percent Placed	Percent Passing Certification Test

Submit a separate form for each campus.

ANNUAL COMPLETION, PLACEMENT, AND LICENSURE FORM
for Job Corps Centers
Column by Column Instructions

All ***Vocational Skills*** officially offered by the institution will be listed down the column at the left of the page.

The reporting year listed must cover 12 months. Institutions may choose the most recent 12-month period that provides accurate and complete data for all of the columns on this form. The reporting period selected can be any consecutive 12-month period starting not earlier than **April 1, 2016** and ending no later than **June 30, 2018**.

Data must be reported for all programs shown on the latest COE Approved Programs List.

1. The ***Number of Completers*** is the official number recorded annually in the Job Corps Student Pay Allotments Management Information System (SPAMIS).

2. The ***Number Placed*** is the verified number as defined by the Job Corps Policy and Requirement Handbook.

3. The ***Number in JTM*** is the actual number of placements that are classified by D.O.T. codes as Job Training Matches.

4. The ***Percent in JTM*** is the literal number translated to percentage.

5. The ***Average Wage*** is the JTM Average Wage.

6. The ***Number of Certification Tests Taken*** refers to the actual number of completers in a specific skill who took a state certification examination as a requirement for employment (such as Nursing Assistant).

7. The ***Number Passed Certification Test*** refers to the literal number of those who passed certification.

8. The ***Percent of Completers*** is the literal number translated to percentage on vocational completers.

9. The ***Percent Placed*** is the literal number translated to percentage on graduate placement.

10. The ***Percent Passing Certification Test*** is the literal number translated to percentage.

NOTE: The information requested on the Job Corps Center Annual Completion/Placement Form is data generally required by the Department of Labor, Job Corps National Office. The Council on Occupational Education (COE) standards can normally be met by retrieving and reporting completion and placement information accrued annually through internal Center reports or electronically stored and printed from the VTRC-10 Report.

Suggestions for Improving Student Achievement

Effective Plan Development and Implementation

Positive program performance can be stated in terms of a program's ability to: meet its stated objectives, maintain current occupation-specific content, and produce successful student achievement statistics (completion of programs, job placement of program completers, and licensure exam pass rates for those programs requiring licensure for employment).

When a program's performance is lacking in one of these areas, a plan of improvement must be written and followed. The most effective plans for improvement can be developed only in conjunction with a thorough evaluation of the program.

Thorough program evaluations involve members of the advisory committee for the program, the administration of the institution, program faculty members, current students, and completers of programs.

Effective improvement plans list both the issues of concern identified during the evaluation, and the corresponding steps to be taken to address each issue.

Identifying areas of concern may be accomplished during the evaluation process by asking specific questions in key areas regarding program expectations.

The Accreditation Standards of the Commission may also be used during program evaluations and improvement plan development to determine if all elements that enhance positive program performance are being addressed. (See Standards 2, 3, 5, 6, 8 for program-specific criteria.)

Overall Program Objectives and Content

Evaluation of program objectives and content should include, but is not limited to, an in-depth review of the following:

1. Objectives

   If a program is failing to meet its stated objectives, the answers to the following questions may identify areas needing attention to correct deficiencies. A draft of specific steps for improvement is then written and may be included in the final draft of the program's improvement plan.

   a. Are the objectives of the program clearly stated?
   b. Are the stated objectives relevant in relation to current expectations of the occupation for which students are being educated?
   c. Are program completers asked for their evaluation of the program after placement in the occupation is acquired?
   d. What do completer evaluations reveal about the program's success/deficiencies in the preparation of students for employment in the occupation?
   e. Does a summary of completer evaluations indicate success in the program's ability to meet its objectives as written, or does it reveal areas of concern?

2. Content

   If one or more areas of student achievement (completion, placement, and/or licensure pass rates) are below expectations or requirements, the content of the program must be evaluated to determine if changes need to be made to improve outcomes. The program advisory committee is critical in answering each of the following questions:

   a. Does program content provide students with adequate preparation for success in the occupation with respect to: theories and concepts, specific knowledge and skills, hands-on practice, laboratory exercises, and work-based activities?
   b. Are the elements mentioned above current in terms of practices and expectations of the occupation?
   c. After reviewing current student and program completer evaluations, are there areas of concerns identified that relate to program content?

3. Instructional Materials/Equipment

   a. Are materials and equipment used in the instructional processes of the program relevant to each course within the program?
   b. Are materials and equipment current in their content, nature, and use in the industry?
   c. Are there adequate quantities of materials and equipment to support the number of students in the program?
   d. Is equipment maintained/repaired properly to support learning activities of students?
   e. After reviewing current student and program completer evaluations, are there areas of concerns identified that relate to instructional materials and/or equipment used by the program?

Completion Rate Issues

Evaluation of the following areas directly affects completion rate performance in programs. Involvement of administration and faculty is critical in effectively answering the following questions:

1. Are the admission requirements stringent enough for the demands of the program?
2. Do prospective employers of the program's completers require a high school diploma or equivalency certificate as a condition for employment? If so, does the program require a high school diploma or equivalency certificate for enrollment in or completion of the program?
3. Are the qualifications of the program's instructional staff adequate? If not, what are the specific areas of concern?
4. Is the performance of the programs instructional staff adequate? If not, what specific areas need improvement?
5. Does the review of student evaluations of instructional personnel reveal areas of concern?

Placement Rate Issues

1. Are there adequate employment opportunities for completers of the program in your community?
2. Are job placement staff and faculty effectively involved with businesses in the community that could assist with job placement opportunities for completers?
3. Does the institution provide itself adequate time for placement of completers and the collection of follow up data for placement statistics?
4. Does a review of program evaluations collected from the follow-up of completers, non-completers, and employers of completers identify any weaknesses in the program as they relate to employment opportunities or preparedness?

Licensure Exam Pass Rate Issues

1. Does the review of overall program content identify any areas of concern relating to the preparation of students for licensure exams?
2. Have state requirements for licensure exams changed recently? If so, does the curricula of programs reflect these changes?
3. Does the program content include overall test preparation or specific subject matter practice tests to help prepare students for their exam?
4. Does the institution allow enough time for program graduates to take licensure exams more than once before reporting final licensure exam pass rate data?
5. Is remediation offered to graduates of programs who fail one or more parts of the licensure exam?

Finalizing the Plan

Once a thorough evaluation is completed, the final plan can be written.

The final plan should include:

1. Identified areas of concern
2. Corresponding improvement activities for each area of concern identified
3. Calendar of plan implementation (Programs that fail to meet required benchmarks for performance must follow the Commission's stated timeline for compliance. The compliance timeline is dependent upon the length of the longest program offered at the institution. Therefore, the calendar should contain specific deadlines for the steps to be taken to improve program performance.)
4. Persons involved in plan implementation (Those in charge of plan implementation should be clearly identified as well as any others who may be part of improvement activities identified in the plan.)
5. Periodic meetings (Meetings to review actions taken and their results should also be scheduled so that adjustments to the plan can be made, if needed, in a timely manner.)

Final plans for improvement, the calendar for implementation, and a list of persons in charge of identified activities should then be distributed to all appropriate administrators, faculty, and staff.

ROSTER OF INSTRUCTIONAL STAFF

Location: Click

Complete this roster for all instructional staff (full-time and part-time) currently employed.
Indicate which instructors teach courses in associate degree programs with an asterisk (*).
Complete one chart per campus.

NAME	YEAR OF EMPLOYMENT	MOST ADVANCED DEGREE	EXPERIENCE IN FIELD/IN CLASSROOM	COURSES TAUGHT	CURRENT INSTRUCTIONAL LOAD IN HOURS/WK	
					Part-Time	Full-Time
Sample: John Doe*	***2002***	***BS/Business***	***8 yrs/12 yrs***	***All BUS, plus MAT 111***	***Click***	***25***
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click

ROSTER OF ADMINISTRATIVE AND SUPERVISORY STAFF

Location: Click

Complete this roster for all administrative and supervisory staff (full-time and part-time) currently employed.
Complete one chart per campus.

NAME	JOB TITLE	YEAR EMPLOYED	HIGHEST EDUCATION	EXPERIENCE	NO.OF HOURS PER WEEK
Sample: Jane Doe	**Dean of Instruction**	***2008***	***MS/Ed Leadership***	***Instructor/10 yrs; Asst Dean/4 yrs; Dean of Instruction/6 yrs***	***40***
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click
Click		Click	Click	Click	Click

STANDARD 9
Form of Ownership

Check the appropriate box, complete the section of the form that applies to your institution, and provide any requested documentation. Include this form in the self-study.

Check the appropriate box; complete that section of the form; and provide any requested documentation. (***Only one box should be checked.***)

☐	**PUBLIC**

Governing Board (Public Institution)	Click
Name	Click
Chairman and/or Executive Director	Click
Address	Click

City	Click	State	Click	Zip	Click
Telephone	Click	FAX	Click		

Provide a copy of the institution's legislative authorization.

☐	**NON-PROFIT CORPORATION; MAY INCLUDE CHARTER SCHOOLS**

Has the corporation been officially recognized by the Internal Revenue Service as an exempt organization under Section 501(c)3, Section 501(c)6, or other such category in the IRS Code?

Yes ☐ No ☐

If yes, attach a copy of the determination letter from the IRS.
If no, attach an explanation.

Provide a copy of the corporate charter.

Corporate Name	Click
Address	Click

City	Click	State	Click	Zip	Click
Telephone	Click	FAX	Click		
Email Address	Click	Registered Agent	Click		

List names and titles of all officers:

NAME	TITLE	HOURS PER WEEK SPENT AT THE INSTITUTION
Click	Click	Click
Click	Click	Click
Click	Click	Click
Click	Click	Click
Click	Click	Click

Provide a roster of all members of the board of directors listed by name, title, professional/business affiliation, and address.

☐ **PRIVATELY HELD BUSINESS CORPORATION; MAY INCLUDE CHARTER SCHOOLS**

If the institution is a unit or subsidiary of a corporation or corporate division whose stock is privately held, list the appropriate corporate officer or operating division head. This may include charter management organizations.

Provide a copy of the corporate charter.

Corporate Officer/Operating Division Head Click

Corporate Name Click

Address Click

City Click State Click Zip Click

Telephone Click FAX Click

Email Address Click

List names and titles of all owners and officers (including minority stock holders):

NAME	TITLE	PERCENT OF STOCK HELD	HOURS PER WEEK SPENT AT THE INSTITUTION
Click	Click	Click	Click
Click	Click	Click	Click
Click	Click	Click	Click
Click	Click	Click	Click

☐	**LIMITED LIABILITY COMPANY; MAY INCLUDE CHARTER SCHOOLS**

If the institution is a unit or subsidiary of a corporation or corporate division whose stock is privately held, list the appropriate corporate officer or operating division head. This may include charter management organizations.

Provide a copy of the corporate charter.

Corporate Officer/Operating Division Head Click

Corporate Name Click

Address Click

City Click State Click Zip Click

Telephone Click FAX Click

Email Address Click

List names and titles of all owners and officers (including minority stock holders):

NAME	TITLE	PERCENT OF STOCK HELD	HOURS PER WEEK SPENT AT THE INSTITUTION
Click	Click	Click	Click
Click	Click	Click	Click
Click	Click	Click	Click
Click	Click	Click	Click

☐	**PUBLICLY HELD BUSINESS CORPORATION**

If the institution is a unit or subsidiary of a corporation or corporate division whose stock is publicly held, list the appropriate corporate officer or operating division head.

Provide a copy of the corporate charter.

Corporate Officer/Operating Division Head Click

Name of Parent Corporation Click

Name of Operating Division Click

Address Click

City Click State Click Zip Click

Telephone Click FAX Click

Email Address Click

(PUBLICLY HELD BUSINESS CORPORATION – CONTINUED NEXT PAGE)

PUBLICLY HELD BUSINESS CORPORATION (continued)

Stock is traded on: NYSE ☐ | AMEX ☐ | NASDAQ ☐ | OTC Reg. Exchange ☐

Name of the corporate official to whom the chief on-site administrator of the school reports:

Name Click Title Click

Address Click

City Click State Click Zip Click

☐ **PARTNERSHIP**

Name of Partnership Click

Address Click

City Click State Click Zip Click

Telephone Click FAX Click

Email Address Click

List names and titles of all owners and officers:

NAME	TITLE	PERCENT OF OWNERSHIP	HOURS PER WEEK SPENT AT THE INSTITUTION
Click	Click	Click	Click
Click	Click	Click	Click
Click	Click	Click	Click
Click	Click	Click	Click

☐ **LIMITED LIABILITY PARTNERSHIP**

Name of Partnership Click

Address Click

City Click State Click Zip Click

Telephone Click FAX Click

Email Address Click

List names and titles of all owners and officers:

NAME	TITLE	PERCENT OF OWNERSHIP	HOURS PER WEEK SPENT AT THE INSTITUTION
Click	Click	Click	Click
Click	Click	Click	Click
Click	Click	Click	Click
Click	Click	Click	Click

☐ **SOLE PROPRIETORSHIP**

Name of Proprietor Click

Address Click

City Click State Click Zip Click

Telephone Click FAX Click

Email Address Click

FOR MORE INFORMATION

Comments and suggestions for the improvement of this manual should be sent to:

Dr. Gary Puckett
Executive Director
Council on Occupational Education
7840 Roswell Road
Building 300, Suite 325
Atlanta, GA 30350
gary.puckett@council.org
www.council.org

NOTES

NOTES

NOTES

COUNCIL ON OCCUPATIONAL EDUCATION

7840 Roswell Road, Building 300, Suite 325

Atlanta, GA 30350

800-917-2081 / 770-396-3898 / FAX 770-396-3790

www.council.org