COE Annual Report
Help Manual - 2022
Due date - March 15, 2023
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Where the Annual Report fits into the Accreditation Cycle

Continued candidate status or accreditation is determined annually by Commission approval of annual reports. Candidate institutions must show progress toward meeting Standards and Criteria; and accredited institutions must show that they are complying with Standards, Criteria, and Conditions for continued accreditation.

The institution must provide all the applicable information requested in the annual report.

Failure to submit an annual report or additional information regarding the annual report by the due date established by the Commission shall be grounds for an institution to lose its candidate or accredited status.

See Reference section: Accreditation Process Flow Chart

Who Completes the Report?

IMPORTANT! ALL institutions must submit an annual report EXCEPT those accepted as candidates for accreditation after the March 2022 meeting of the Commission.

How Can the Report Benefit My Institution?

Accredited Institutions and those seeking accreditation (candidate institutions) must comply with more than 270 individual criteria (depending on the type of institution). These criteria focus on the improvement of institutions and programs.

For accredited institutions, the annual report is a helpful tool to ensure your institution continually maintains compliance with each one of these criteria. As institutional staff and responsibilities change over time, the annual report familiarizes staff on a yearly basis with the many individual criteria that must be maintained and documented.

For candidates for accreditation, the annual report provides a detailed listing of the criteria for which institutions must demonstrate compliance before accreditation can be achieved.

Institutions preparing to host accreditation teams will find that the annual report is a critical checklist of all the documentation that must be provided to the team in the form of exhibits to demonstrate compliance with each criterion.

The work of collecting data for the report is a useful exercise for all staff involved in the self-study process. If your institution is preparing to write a self-study and host an accreditation visiting team next year, staff serving on the self-study committee can assist greatly in the collection of data. Going through the conditions and standards contained in the report encourages familiarity with the many criteria and documentation required as exhibits that support the self-study document.

The Annual Report can also be used as an orientation resource for new faculty and staff members.
General Guidelines for Reporting

The annual report is accessible through the Council’s accreditation management system, MyCouncil. All candidates and accredited institutions have an account in MyCouncil. Annual Report software access is restricted to those who are invited to participate in MyCouncil.

Chief administrators (CA) of each main campus are the highest-level users of the MyCouncil account and can invite and permit institutional faculty and staff to access the Annual Report and use other features of the system. CAs invite others through the ‘Users’ page. Invitees must activate their accounts before the CA can grant them permission to access the Annual Report software. (Assignments are made by the CA on the ‘Users’ page of MyCouncil. Click on any user on the list to specify permissions.)

Navigation information for MyCouncil is available on the dashboard of each user’s account.

1. Information for the report must be provided in English.

2. The reporting period for Public, Non-Public, Job Corps, and Registered Apprenticeships is **July 1 through June 30**.

   The reporting period for Federal institutions is **October 1 through September 30**.

   All institutions (except Federal institutions) are required to provide student achievement data (completion, placement, and licensure – CPL – data). The reporting period for this data may be different than the 12-month periods noted above.

   *See Reference section: CPL - Choosing a Reporting Period*

3. The completed electronic report must be submitted no later than:

   **WEDNESDAY, MARCH 15, 2023**

   (Once the report is submitted, the file is locked and can no longer be changed.)

4. Supporting Documentation for the Annual Report (must be emailed to annualreport@council.org). All supporting documentation MUST be provided in PDF format. File names must reflect the type of document being uploaded (example: ‘[Name of Institution, ID Number] 2022 State Approval.pdf’)

5. A copy of this report must be retained for the institution’s files and for future reference by COE visiting teams. MyCouncil provides a digital archive of accreditation documents, like the annual report that is filed each year, but each institution should save a copy of the final report on their digital accreditation file as well.
The COE Annual Report software is designed as multiple-user software. If more than one user is completing the report, assigning specific form sections to specific users helps prevent overwriting the work of other users.

Users may log into and out of the software as many times as needed before the submission deadline. The report form sections may be completed in any order.

Once the report is submitted electronically, the user's file is locked and can no longer be edited. (The Council must be contacted by email if re-activation is required.)

**Reminders:**

- The first page of the Annual Report software is a Confirmation>General Affirmation page showing the institution’s campuses and programs. If this information is not correct, please contact COE. The signature of the Chief Administrator is required to continue the report. (Does not apply to Federal institutions).
- All supporting documentation should be emailed to annualreport@council.org, not uploaded into the Annual Report software.
- The Final Affirmation section of the Annual Report software requires the signature of the Chief Administrator of the institution to submit the report.

## Sections of the Report

### Report Version

There are two versions of the annual report: a long version and a short version.

The long version of the report is for institutions that **did not** host an accreditation visiting team involving a Self-Study in the calendar year 2022. All criteria of the standards must be addressed in the long version of the report.

The short version of the report is for institutions that **hosted** an accreditation visiting team involving a Self-Study in the calendar year 2022. This version requires the institution to provide only current enrollment data (FTE), student achievement data (all institutions except for Federal) for all programs as well as answering general report questions. (The criteria in the conditions and standards are already addressed in the Self-Study report.)

*MyCouncil* chooses the long or short version automatically based on information in the Council's database.
Sections in long version (did not host an accreditation visit in calendar year 2022) for:
PUBLIC, NON-PUBLIC (BUSINESSES), & REGISTERED APPRENTICESHIP INSTITUTIONS

Forms

- Getting Started
- Supporting Documentation
- Combined FTE
- General Report Questions
- Conditions of Accreditation
- Standards
- Criteria for Publications
- Completion, Placement, and Licensure

Final Affirmation

Sections in long version (did not host an accreditation visit in calendar year 2022) for:
FEDERAL INSTITUTIONS

Forms

- Getting Started
- Supporting Documentation
- Combined FTE
- General Report Questions
- Conditions of Accreditation
- Standards
- Criteria for Publications

Final Affirmation

Sections in short version (hosted an accreditation visit in calendar year 2022) for:
PUBLIC, NON-PUBLIC (BUSINESSES) & REGISTERED APPRENTICESHIP INSTITUTIONS

Forms

- Getting Started
- Supporting Documentation
- Combined FTE
- General Report Questions
- Completion, Placement, and Licensure

Final Affirmation

Sections in short version (hosted an accreditation visit in calendar year 2022) for:
FEDERAL INSTITUTIONS

Forms

- Getting Started
- Supporting Documentation
- Combined FTE
- General Report Questions
Combined FTE

The Commission definition of Full-Time Equivalent (FTE) is a unit of measurement used to determine the amount of instruction that equates to one full-time student during one full year. The Commission uses the FTE (Full-Time Equivalent) figure to assign membership dues and gauge the size of the institution in terms of full-time student population.

These units are defined as follows:

One FTE equals:
- 900 student contact clock hours scheduled
- 45 quarter credit hours scheduled or
- 30 semester credit hours scheduled

Registered Apprenticeships only - 1800 (On-the-Job Learning Hours)

This section contains fields for reporting the total number of instructional hours scheduled for all students (in all programs and at all campuses) during the reporting period. Once this grand total number is supplied in the appropriate field(s), the software performs all calculations. Do not divide the totals prior to entering the data in the software.

The first field of this section provides users with the final FTE that was reported in the last reporting period…IF the institution filed an annual report last year. This information helps institutions monitor enrollment growth reported to the Council.

See also: Handbook of Accreditation, Full-Time Equivalent (FTE) Reference Full-Time Equivalent (FTE) Rationale

Public, Non-Public institutions, and Job Corps Centers must report enrollment data by instructional delivery method: traditional (includes hybrid) and distance education.

The software includes fields that indicate traditional (including hybrid) and/or distance education delivery.

Registered Apprenticeship institutions must also report enrollment data by instructional delivery method: traditional (including hybrid) and distance education

If the apprenticeship institution also offers On-the-Job Learning Hours, they must be reported separately from Traditional/Hybrid Delivery and Distance Education Delivery. These hours will be divided by 1800, not 900.

The software includes fields that indicate traditional (includes hybrid) delivery, distance education delivery, and On-the-Job Learning Contact (clock) Hours.
Federal institutions may choose to use the Average on Board Under Instruction (AOBUI) number from their internal agency reports as a substitute to the Commission’s FTE Calculation. If this decision is made, it must be indicated in this folder. The appropriate fields appear once the AOBUI question is answered. See example below:

General Report Questions

This section asks general questions regarding accreditation held by other agencies, student financial aid, numbers of faculty and staff employed by the institution as of the end of the reporting period, and the address of the institution’s online catalog (if applicable). Institutions providing data on completion, placement, and licensure for programs are asked to provide the reporting period applicable to that data.

IMPORTANT INFORMATION ABOUT STATEMENTS IN THE ANNUAL REPORT

Statements found under Conditions, Standards, and Criteria for Publications must be responded to with a YES, a NO, or N/A (not applicable).

YES always indicates compliance with a statement.

NO always indicates non-compliance. (An explanation is required for each ‘NO’ indicated.)

Accredited institutions are required to be compliant with all these statements to maintain their accredited status. Whenever a NO is indicated, the Council may follow up with the institution to clarify the non-compliance and aid the institution so that compliance can be achieved.

Institutions that are currently in candidate status are NOT REQUIRED to meet all the conditions, standards, and criteria for publications. They are, however, required to comply with eligibility requirements for becoming a candidate for accreditation found in the Handbook of Accreditation.

Candidate institutions should use the annual report as a guide in their efforts to ensure compliance with all the conditions, standards, and criteria. Whenever a NO is indicated, the Council may follow up with the institution to clarify the non-compliance and aid the institution so that compliance can be achieved.
The Council urges **CAUTION** when completing the annual report. COE conducts regular focused review team visits that, in part, ensure the accuracy of institutional annual reports. If an institution is found to be non-compliant with any criterion during one of these visits, and the last annual report filed indicates compliance, a full accreditation visiting team may be ordered. The Council depends on the honesty and integrity of its institutions when they submit an annual report, or any other document, and affirm their compliance with the conditions, standards, and policies of accreditation.

**Conditions of Accreditation**

This section contains Conditions of Accreditation found in sections one through five of the *Handbook of Accreditation*.

**Standards**

Under this section, subsections for every Standard are found. Within every subsection, each section of each Standard is presented separately. The appropriate version of Standards for each type of institution accredited by the Commission (Public, Non-Public, Federal, Job Corps, or Registered Apprenticeship) can be found within this section.

The criteria within these subsections are exactly the criteria found in the latest edition of the *Handbook of Accreditation* and are also the criteria used by team members when evaluating institutions.

**Standard 2** – Educational Programs must be completed with all educational programs in mind. It is a ‘composite’ that represents all programs. Example: If one program out of 20 fails to comply with a certain criterion, the response chosen must be ‘NO’, and an explanation about that specific program must be provided in the explanation box.

See also: Council Web Site (Resources/Applications and Forms/Forms/Visiting Team Forms) – 20## Check Sheets (applicable version)

**Criteria for Publications**

This section contains criteria regarding the required items for institutional publications. As stated in the *Handbook of Accreditation*, one or more publications must exist that provide these items to students and prospective students.

See also: *Handbook of Accreditation, Definitions, Publications*

**Postsecondary Programs: Completion, Placement, and Licensure**

(Does not apply to Federal institutions)

This section contains subsections for each campus, and then subsections for each approved program. Within each program subsection, completion, placement, and licensure (CPL) data must be provided. **CPL program data must be reported at each campus. Data cannot be combined across campuses.**

This section of the report generates the most questions of any section. Please read the instructions for the form very carefully and contact the COE office for assistance, if needed.
See also: Worksheets CPL Form and Instructions for Public/Non-Public/RAPs Council Web Site (Resources/Applications & Forms/Forms/CPL Calculation Worksheet-Data Reporting Form (Excel Spreadsheet)

Reference CPL – Choosing a Reporting Period
CPL – Reporting Requirements for Programs
CPL – Student Achievement Requirements
CPL – Guidelines for Actions on Programs that Fail to Meet Established Benchmarks
CPL – Development of an Improvement Plan for Programs
Vocational ESL Programs
CPL – Negotiating Alternative Rates

Public Institutions: Secondary Programs: Completion

(Only if the Public institution has chosen to have their secondary programs accredited by COE). This section also contains subsections for each campus, then each secondary program for institutions that have chosen to have their secondary programs accredited by COE. Only completion rate data is required from those Public institutions that offer instruction to secondary students and choose to have these programs evaluated by the Council.

See also: Worksheet Secondary CPL Instructions & Sample Spreadsheet
Reference Secondary Programs and Students Explained

IMPORTANT INFORMATION REGARDING 2022 CPL REPORTING for Public, Non-Public and Registered Apprenticeship institutions

• For the 2022 Annual Report, the established CPL benchmarks of 60% Completion, 70% Placement and 70% Licensure Pass Rate will be applied to CPL data for each active program.

• Institutions with programs not meeting the CPL benchmarks in the 2022 Annual Report will be placed or continued on Warning status at the June 2023 Commission Meeting. Warning status for CPL is a non-restrictive status and does not influence processing or approving substantive changes.

• Institutions placed or continued on Warning status for CPL at the June 2023 Commission Meeting will be required to submit interim CPL data and improvement plans for each triggered program.

• All institutions with programs previously triggered in the 2021 Annual Report will have until the submission of the 2023 Annual Report to bring these programs into compliance, teach out or delete the triggered programs. Institutions wanting additional time to meet the CPL benchmarks after submitting the 2023 Annual Report may request a Good Cause Extension from the Commission.

• Programs that met the benchmarks in 2021 but did not meet the benchmarks in the 2022 Annual Report will have the length of the longest program at the institution to bring these 2022 triggered programs into compliance (12 months, 18 months, 24 months). Institutions wanting additional time to meet the CPL benchmarks may request a Good Cause Extension from the Commission.
Creating the Report in *MyCouncil*

Once logged into *MyCouncil*, perform the following steps:

1. Click the **Applications** tab at the top of the screen

2. Click ‘Start New Application’

3. Choose the school (main campus) and application type (annual report) from the dropdown menus
4. Click SAVE (the following message appears). Click **OK** and refresh the page to show the new application.

5. Scroll down the list of available applications and choose the newly created annual report by clicking the blue link
6. The first page that will appear for Public, Non-Public and Apprenticeship institutions is the Confirmation>General Affirmation page (red box page). All campuses and programs of the institution are listed below the red box. (Does not apply to Federal Institutions.)

![Confirmation > General Affirmation]

- Read Carefully
- Please review the following list of campuses and programs carefully prior to confirming and proceeding into the Annual Report. If there are any inconsistencies with this list against your records, please pause the Annual Report process and email COE at annuarest@coe.org. If you have programs in the Annual Report that have been deleted, please select "Deleted" as the Program Category in the Completion, Placement, and Licensure section of the Annual Report. Ensure that any deleted programs have been reported to COE staff separately to update your approved programs list. Continuing past this point cannot be undone and incorrect data could result in delays.

7. The signature of the Chief Administrative officer is required before moving forward with the Annual Report. After the electronic signature, click the **SUBMIT SECTION** button below the signature box.

![Application Certification and Disclosure Agreement]

**The Software Screen:**

The areas of the software screen are:

1. **The Navigation Tree**

   The list of all the form sections appears on the side panel of the software screen under FORMS in the Navigation Tree.

   The form sections listed are the sections required for completion of the long or short version, whichever version is appropriate.

   Some form sections have sub-sections within them. Clicking on the arrows beside the form section will open the other folders in that section.
Getting Started:

1. Provide requested data for every form section in the navigation tree to the left. Form sections may be completed in any order desired.
2. Click on each form section to move between sections but be sure to SAVE the information entered before leaving the section. (Clicking 'Cancel' or navigating to another form section without saving your data first will delete all data on the page.)
3. Click SUBMIT SECTION after completing each section of the report. Changes can still be made after submitting the section. Open the section, make changes, click SAVE DRAFT and click SUBMIT SECTION again.
4. A YES response indicates compliance. A NO response indicates non-compliance and requires an explanation to be provided.
5. Supporting documentation for the Annual Report must be submitted as PDF documents via email to annualreport@council.org.
6. To submit the entire Annual Report, use the Final Affirmation at the bottom of the navigation tree on the left. The Final Affirmation section will not appear until all sections of the report have been completed and saved. Once submitted, the Annual Report file is locked.
7. A copy of the submitted Annual Report will be archived in MyCouncil, but a PDF copy should also be saved in your institution's digital accreditation file.

At the bottom of this screen will be a checkbox to indicate that the Getting Started instructions have been read and understood. Click the box and SUBMIT SECTION.
Note that any supporting documentation must be emailed to annualreport@council.org. Do not upload into MyCouncil.

All supporting documentation MUST be provided in PDF format. File names must reflect the type of document (example: '[Name of Institution, ID number] 2022 State Approval.pdf')

At the bottom of this screen will be a checkbox to indicate that the Supporting Documentation instructions have been read and understood. Click the box and SUBMIT SECTION.

REQUIRED SUPPORTING DOCUMENTATION FOR NON-PUBLIC INSTITUTIONS:

1. NON-PUBLIC INSTITUTIONS Current State Approval(s)/Licenses - All non-public institutions must provide a copy of the current state approval for each campus. If a license is not required by state law, deliver a document containing the law exempting the institution from state approval. Please email a copy of the current state approval(s)/licenses (PDF format only) to annualreport@council.org.

POSSIBLE SUPPORTING DOCUMENTATION:

1. FTE Increase Notification Form - If the institution's FTE increased from the last reported figure by 25% or more, this form must be completed and emailed to the Council office. (Form is available on the COE website under RESOURCES/APPLICATIONS AND FORMS - near the bottom of the page under heading: Institutional Annual Report Forms.)
2. **Form-Improvement Plan for Triggered Programs** - If the Annual Report calculates benchmarks below the minimum required (60% Total Completion, 70% Total Placement, 70% Licensure), institutions must provide a plan of improvement (in PDF format only) that addresses steps to be taken to improve the performance of each triggered program. (Form is available at the COE website under RESOURCES/APPLICATIONS AND FORMS - near the bottom of the page under heading: *Institutional Annual Report Forms*.)

3. **Other Documentation** - If the institution checks 'NO' to any condition or criterion and references documentation that supports the explanation provided in the software, email that document (in PDF format only) to annualreport@council.org.

**NOTE TO NON-PUBLIC and REGISTERED APPRENTICESHIP INSTITUTIONS –**

Do not email or upload AUDITED FINANCIAL STATEMENTS into the Annual Report or MyCouncil. Audited Financial statements should not be submitted with the Annual Report. Audited Financial Statements are due 6 months after the end of the institution’s fiscal year.

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2. **The Data Entry Area**

The right side of the software screen is where users enter all required responses.

Users can use the Navigation Tree showing the report form section (on the side panel) to advance or return to pages in the report.

It is important to use the **SAVE DRAFT** button at the bottom of the data entry area **every time information is entered or corrected**.

The **SUBMIT SECTION** button at the bottom of each page does not become active until all requested data in that section has been entered and saved.

After the section has been completed and saved.

Changes can still be made to the section after submitting the section. Open the section, make changes, click **SAVE DRAFT** and click **SUBMIT SECTION** again. Form sections may be completed in any order. Also, sections may be partially completed and finished later.

Changes can be made up until the **Final Submission** of the Annual Report is made. The report becomes locked at that point.

**TIP:** DO NOT enter periods, commas, or other non-numerical characters in any field requesting numerical responses.
As form sections of the Annual Report are completed and submitted, green circles appear next to the section in the Forms box. Sections that have been saved but not yet submitted will have a blue circle. Sections that have not been started will not have a blue or green circle. The report may need to be refreshed for all the status circles to appear.

Green circle – form is completed and submitted.
Blue circle – form is In Progress - the draft data has been saved but not submitted.

Forms with sub-forms such as the Conditions of Accreditation and Standards have an arrow next to the form name. Clicking the arrow opens the menu of the sub-forms.

To return to the main Navigation Tree, click the white arrow beside the name of the form.

Arrows such as the one next to Non-Main Campus Sites (above) indicate their own set of sub-forms.

The green circle will not appear next to the areas with sub-forms until all sub-forms have been completed and submitted. Prior to completion and submission of all sub-forms, the circle will be blue indicating In Progress. Refresh the report often for all status circles to appear.

Completion, Placement and Licensure Section (does not apply to Federal institutions)

The line-by-line instructions for completing the Completion, Placement and Licensure section can be found on pages 27- 31 in this Help Manual.
Click the arrow next to the Completion, Placement, and Licensure section.

Click the arrow next to Postsecondary Programs.

Click the arrow next to the School ID and Name for list of approved programs for this campus. If there is more than one campus, each campus and their respective programs will be listed separately.

In the example below, the Green circle indicates the CPL data has been entered, saved, and submitted for that program.

The blue circle indicates the CPL data for the Welding program is In Progress but not submitted.
Below is a sample of CPL data entry fields. There are drop-down menus for Program Category and Program Status. A category and status must be selected for each program. Remember to enter a "0" if there are no students in a particular field. Fields cannot be left blank.

**Postsecondary Program: Completion, Placement, and Licensure**

1. Campus: 
   - 888000 - TEST FILE: NonPublic Institute

2. Program Name: 
   - Welding

3. Program Category: 
   - Active Program - Produced Graduates

4. Program Status: 
   - Program DOES NOT Require Licensure for Employment

Please enter appropriate values for the fields below (if none, enter 0).

Once all fields have been entered and the numbers balance properly, click **SUBMIT SECTION** at the bottom of the page.

26. Graduation Rate (%) 
   - 62

27. Total Completion Rate (%) 
   - 74

28. Graduate Placement Rate (%) 
   - 83

29. Total Placement Rate (%) 
   - 87

30. Licensure Exam Pass Rate (%) 
   - 64

[Submit Section] [Save Draft] [Cancel]
FINAL AFFIRMATION AND SUBMISSION

The FINAL AFFIRMATION Form becomes available when all areas of the Annual Report have been completed. There should be a green circle beside each of the forms listed in the Navigation Tree which means all sections of the report have been completed, saved, and submitted. Refresh the report if all status circles are not visible.

Sample Final Affirmation page below. The signature of the Chief Administrator is required to submit the Annual Report.

Final Affirmation

I certify that all the information contained in this application is true and correct.

Name
Kay Smarr

Date
12-14-2020

Signature of Chief Administrator
After the Chief Administrator signs the electronic signature, the **SUBMIT** button becomes active.

Clicking the submit button will finalize and submit the Annual Report for Review

**NOTE:** Once you click the submit button on this page, the Annual Report will be locked and submitted for review. If you need to edit any section after final submission, please contact COE at annualreport@council.org

Submit  Cancel

Once the report is submitted, the report is locked and can no longer be edited. (Please email annualreport@council.org if re-activation is required.)

**NOTE** - After clicking **SUBMIT** on the Final Affirmation page, the status on the institution’s Applications page may not change immediately. It may say **Not Submitted** for a while after submission. However, once the Annual Report has been submitted, the software itself cannot be re-opened. When clicking on the Annual Report link, it will open a pdf document of your submitted report. That is an indication that the report was successfully submitted.

### Fees and Penalties

Failure to submit the annual report by the due date will result in a $2,000 penalty.

Failure to submit all required attachments to the report by the due date will result in a $250 fee.

Various fees apply for approval of substantive changes (i.e., changing location, adding campuses, closing campuses, etc.). These changes must not be submitted through the annual report. Separate applications for approval of these changes are required along with fees, in some cases. See the latest edition of the *Handbook of Accreditation* for a list of the most common substantive changes and applications and fees that their approval requires. The Council website also lists these requirements and provides links to applications, site visit check sheets (if required), and fees associated with each type of change. (See [www.council.org](http://www.council.org), Resources, Applications and Forms.)

Failure to report substantive changes in a timely manner can result in a $2,000 penalty.

### Worksheets

The following worksheets help with the collection of data before it is entered into the software.
ONLY IF THE INSTITUTION HAS NO OTHER METHOD of determining the total number of scheduled hours for students during the reporting period, the following calculations MAY be used. IT IS NOT REQUIRED TO BE COMPLETED AND IS NOT REQUIRED TO BE SUBMITTED TO COE.

STEP 1:
Check ONLY ONE statement and follow the instruction given.

- The institution measures program length for all programs in contact hours.
  - Use the contact hour column ONLY.

- The institution measures program length for all programs in credit hours (either semester or quarter).
  - Use the appropriate credit hour column ONLY.

- The institution measures the length of some programs in contact hours only and other programs in credit hours only.
  - Use the contact hour column for programs measured only in contact hours, and use the appropriate credit hour column for programs measured only in credit hours.

STEP 2:
To calculate an accurate FTE, the institution must use the total number of hours scheduled for all students at all campuses during the reporting period. The reporting period for public, non-public, and registered apprenticeship institutions and Job Corps Centers is the most recently completed period covering July 1 through June 30. The reporting period for military training facilities is October 1 through September 30. (Don’t forget to include secondary students if the institution has chosen to have its secondary programs evaluated by the Council.)

A. TRADITIONAL CLASSROOM DELIVERY (including Hybrid)

<table>
<thead>
<tr>
<th>CONTACT (CLOCK) HOURS</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
</tr>
<tr>
<td>Number of Students</td>
<td>_____</td>
</tr>
<tr>
<td>Hours Scheduled Per Day</td>
<td>x _____</td>
</tr>
<tr>
<td>Days Scheduled Per Year During the Reporting Period</td>
<td>x _____</td>
</tr>
<tr>
<td>Totals</td>
<td>= _____</td>
</tr>
</tbody>
</table>

Add the totals for full-time and part-time students and enter here AND in the TRADITIONAL DELIVERY Contact Hour field in the annual report software.

Add the totals for full-time and part-time students and enter here AND in the TRADITIONAL DELIVERY Semester Credit Hour or the Quarter Credit Hour field in the annual report software.
## B. DISTANCE EDUCATION DELIVERY

### CONTACT (CLOCK) HOURS

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>________</td>
<td></td>
</tr>
<tr>
<td>Hours Scheduled Per Day</td>
<td>x ________</td>
<td></td>
</tr>
<tr>
<td>Days Scheduled Per Year During the Reporting Period</td>
<td>x ________</td>
<td></td>
</tr>
<tr>
<td>Totals = ________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CREDIT HOURS

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>________</td>
<td></td>
</tr>
<tr>
<td>Hours Per Semester or Quarter x</td>
<td>________</td>
<td></td>
</tr>
<tr>
<td># of Semesters/Quarters During Reporting Period</td>
<td>x ________</td>
<td></td>
</tr>
<tr>
<td>Totals = ________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add the totals for full-time and part-time students and enter here AND in the DISTANCE EDUCATION Contact Hour field in the annual report software.

Add the totals for full-time and part-time students and enter here AND in the DISTANCE EDUCATION Semester Credit Hour or the Quarter Credit Hour field in the annual report software.

### TOTAL HOURS

<table>
<thead>
<tr>
<th></th>
<th>CONTACT HOURS</th>
<th>SEMESTER CREDIT HOURS</th>
<th>QUARTER CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Classroom Delivery</td>
<td>1.</td>
<td>3.</td>
<td>5.</td>
</tr>
<tr>
<td>Distance Education Delivery</td>
<td>2.</td>
<td>4.</td>
<td>6.</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you wish to manually calculate the institution’s FTE, proceed to Step 3. If not, enter the total(s) above in the appropriate fields in the Combined FTE folder of the Annual Report software.

### STEP 3:

1. Enter total number of hours from STEP 2-C in the appropriate column(s). THIS IS THE NUMBER THAT WILL BE ENTERED IN THE SOFTWARE UNDER THE FOLDER LABELED: COMBINED FTE

<table>
<thead>
<tr>
<th></th>
<th>CONTACT (Clock) HOURS</th>
<th>SEMESTER CREDIT HOURS</th>
<th>QUARTER CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>900</td>
<td>30</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GRAND TOTAL FTE**

(Add numbers reported on line 3 above and enter result here.)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
IMPORTANT: When using the COE Annual Report Software, only enter the total number of hours listed on Line 1 above. The software performs all calculations.

**FTE Definition:** A unit of measurement used by the Commission to define the amount of instruction that equates to one full-time student during one academic year. The Commission defines an FTE as 900 student contact clock hours, 45 quarter credit hours, or 30 semester credit hours of instruction.

**IMPORTANT NOTICE: Special Requirements for Monitoring Institutional Growth**

COE monitors increases in total Full-Time Equivalent (FTE) of candidate and accredited institutions by requiring reports from institutions when triggered increases occur. An institution must submit a formal notice to the Commission if the institution has an overall increase in FTE of 25 percent or more of an established baseline. The baseline for each twelve-month period is the FTE calculation reported in the most recent annual report. When an increase of 25 percent or more is achieved, a formal notice must be submitted to the Commission within 30 days.

The form to submit formal notification to the Council is on the council web site (www.council.org) under Resources/Applications and Forms.
# 2022 FTE Calculation Worksheet

For

RAP/ERISA Institutions Only

**ONLY IF THE INSTITUTION HAS NO ELECTRONIC METHOD (Labor Management System, etc.)** of determining the total number of scheduled hours for students during the reporting period, the following calculations **MAY** be used.

**NOTE:** If the institution also offers On-the-Job Learning Hours, they must be reported separately from Traditional/Hybrid Delivery and Distance Education Delivery.

**STEP 1:**

Check **ONLY ONE** statement and follow the instruction given.

<table>
<thead>
<tr>
<th></th>
<th>The institution measures program length for <strong>all</strong> programs in contact (clock) hours (including any On-the-Job Learning hours).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use the contact hour column ONLY.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The institution measures program length for <strong>all</strong> programs in credit hours only (either semester or quarter).</td>
</tr>
<tr>
<td><strong>Use the appropriate credit hour column ONLY.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The institution measures the length of some programs in contact hours only (including any On the Job Learning hours) and other programs in credit hours only.</td>
</tr>
<tr>
<td><strong>Use the contact hour column for programs measured only in contact hours, and use the appropriate credit hour column for programs measured only in credit hours.</strong></td>
<td></td>
</tr>
</tbody>
</table>

---

**THIS FORM IS A WORKSHEET TO BE USED ONLY IF THE SCHOOL DOES NOT HAVE A LABOR MANAGEMENT SYSTEM OR ELECTRONIC METHOD.**

**IT IS NOT REQUIRED TO BE COMPLETED AND IS NOT REQUIRED TO BE SUBMITTED TO COE.**

---
STEP 2:

To calculate an accurate FTE, the institution must use the total number of hours scheduled for all students at all campuses during the reporting period. The reporting period for apprenticeship institutions is the most recently completed period covering July 1 through June 30.

### A. TRADITIONAL CLASSROOM DELIVERY (including Hybrid)

<table>
<thead>
<tr>
<th>CONTACT (CLOCK) HOURS</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
</tr>
<tr>
<td>Number of Students</td>
<td></td>
</tr>
<tr>
<td>Hours Scheduled Per Day x</td>
<td></td>
</tr>
<tr>
<td>Days Scheduled Per Year During the Reporting Period x</td>
<td></td>
</tr>
<tr>
<td>Totals =</td>
<td></td>
</tr>
</tbody>
</table>

Add the totals for full-time and part-time students and enter here AND in the TRADITIONAL DELIVERY Contact Hour field in the annual report software.

### B. DISTANCE EDUCATION DELIVERY

<table>
<thead>
<tr>
<th>CONTACT (CLOCK) HOURS</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
</tr>
<tr>
<td>Number of Students</td>
<td></td>
</tr>
<tr>
<td>Hours Scheduled Per Day x</td>
<td></td>
</tr>
<tr>
<td>Days Scheduled Per Year During the Reporting Period x</td>
<td></td>
</tr>
<tr>
<td>Totals =</td>
<td></td>
</tr>
</tbody>
</table>

Add the totals for full-time and part-time students and enter here AND in the DISTANCE EDUCATION Contact Hour field in the annual report software.

### C. TOTAL HOURS

<table>
<thead>
<tr>
<th>(Not including On-the-Job Learning hours)</th>
<th>CONTACT (Clock) HOURS</th>
<th>SEMESTER CREDIT HOURS</th>
<th>QUARTER CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Classroom Delivery</td>
<td>1.</td>
<td>3.</td>
<td>5.</td>
</tr>
<tr>
<td>Distance Education Delivery</td>
<td>2.</td>
<td>4.</td>
<td>6.</td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### STEP 3:

**ON-THE-JOB LEARNING CONTACT (CLOCK) HOURS**

<table>
<thead>
<tr>
<th>CONTACT (CLOCK) HOURS</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>_________</td>
<td>_________</td>
</tr>
<tr>
<td>Hours Scheduled Per Day</td>
<td>x _________</td>
<td>_________</td>
</tr>
<tr>
<td>Days Scheduled Per Year During the Reporting Period</td>
<td>x _________</td>
<td>_________</td>
</tr>
<tr>
<td>Totals</td>
<td>= _________</td>
<td>_________</td>
</tr>
</tbody>
</table>

Add the totals for full-time and part-time students and enter here AND in the ON-THE-JOB LEARNING Contact Hour field in the annual report software.

### STEP 4:

<table>
<thead>
<tr>
<th>CONTACT (Clock) HOURS (Step 2-C)</th>
<th>SEMESTER CREDIT HOURS (Step 2-C)</th>
<th>QUARTER CREDIT HOURS (Step 2-C)</th>
<th>ON-THE-JOB LEARNING CLOCK HOURS (Step 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter total number of hours from STEP 2-C in the appropriate column(s). <strong>THIS IS THE NUMBER THAT WILL BE ENTERED IN THE SOFTWARE IN THE FOLDER LABELED: COMBINED FTE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>900</td>
<td>30</td>
<td>45</td>
<td>1800</td>
</tr>
<tr>
<td>The totals in Line 1 above are divided in the software above by these numbers. (See definition on page 4.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enter results.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GRAND TOTAL FTE**

(Add the numbers reported in Step 4 on Line 3 and enter result here.)

**IMPORTANT:** When using the COE Annual Report Software, enter only the total number of hours listed in Line 1 of Step 4 in the appropriate fields. Do not divide the numbers prior to entering the hours. The software performs all calculations.

**FTE Definition:** A unit of measurement used by the Commission to define the amount of instruction that equates to one full-time student during one academic year. The Commission defines an FTE as 900 student contact clock hours, 45 quarter credit hours, or 30 semester credit hours of instruction. For On-the-Job Learning Hours only, 1,800 equals one FTE.
## SAMPLE CALCULATIONS

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

### Reporting Period:
July 1, 2021 – June 30, 2022

<table>
<thead>
<tr>
<th>Program Names</th>
<th>Practical Nursing</th>
<th>Cosmetology</th>
<th>Building Maintenance</th>
<th>Welding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Beginning Enrollment</td>
<td>50</td>
<td>80</td>
<td>114</td>
<td>248</td>
</tr>
<tr>
<td>6 New Enrollees</td>
<td>75</td>
<td>73</td>
<td>89</td>
<td>179</td>
</tr>
<tr>
<td>7 Cumulative Enrollment (Sum of Rows 5 and 6)</td>
<td>125</td>
<td>153</td>
<td>203</td>
<td>427</td>
</tr>
<tr>
<td>8 Students Still Enrolled (Students who were still enrolled in their program at the end of this reporting period.)</td>
<td>60</td>
<td>72</td>
<td>90</td>
<td>127</td>
</tr>
<tr>
<td><strong>Completion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Non-Graduate Completers (Students who left the program without a credential to work in the field/related field of training.)</td>
<td>15</td>
<td>10</td>
<td>20</td>
<td>93</td>
</tr>
<tr>
<td>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.)</td>
<td>40</td>
<td>50</td>
<td>47</td>
<td>150</td>
</tr>
<tr>
<td>11 Total Completers (Sum of Rows 9 and 10)</td>
<td>55</td>
<td>60</td>
<td>67</td>
<td>243</td>
</tr>
<tr>
<td><strong>Placement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Non-Graduate Completers Employed in Positions Related to Field of Instruction (This number must be identical to that in row 9.)</td>
<td>15</td>
<td>10</td>
<td>20</td>
<td>93</td>
</tr>
<tr>
<td>13 Graduate Completers Employed in Positions Related to Field of Instruction (Employed in Field/Continuing Education/Enlisting in Military)</td>
<td>22</td>
<td>35</td>
<td>38</td>
<td>127</td>
</tr>
<tr>
<td>14 Total Completers Employed in Positions Related to Field of Instruction (Sum of Rows 12 and 13)</td>
<td>37</td>
<td>45</td>
<td>58</td>
<td>220</td>
</tr>
<tr>
<td><strong>Licensure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Graduate Completers Employed in Positions Unrelated to Field of Instruction</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>16 Graduate Completers Waiting to Take Licensure Exam (Including those graduates waiting for examination results.)</td>
<td>10</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17 Graduate Completers Who Took Licensure Exam (Students who have received latest exam results.)</td>
<td>30</td>
<td>42</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18 Graduate Completers Who Passed Licensure Exam</td>
<td>23</td>
<td>27</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19 Graduate Completers Unavailable for Employment (Due to health issues, incarceration, death, etc.)</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20 Graduate Completers Who Refused Employment (Graduates who refused interviews, employment, or took program for personal reasons.)</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>21 Graduate Completers Seeking Employment/Status Unknown</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>22 Withdrawals (Students who left the program without earning a credential AND without gaining employment in the field/related field of training.)</td>
<td>10</td>
<td>21</td>
<td>46</td>
<td>57</td>
</tr>
<tr>
<td>23 Sum of Rows 16, 19, and 20 (These students do not affect placement percentages.)</td>
<td>15</td>
<td>8</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>24 Difference of Row 10 minus Row 23</td>
<td>25</td>
<td>42</td>
<td>47</td>
<td>148</td>
</tr>
<tr>
<td>25 Difference of Row 11 minus Row 23</td>
<td>40</td>
<td>52</td>
<td>67</td>
<td>241</td>
</tr>
<tr>
<td>26 Graduation Rate (%)</td>
<td>62</td>
<td>62</td>
<td>42</td>
<td>50</td>
</tr>
<tr>
<td>27 Total Completion Rate (%)</td>
<td>85</td>
<td>74</td>
<td>59</td>
<td>81</td>
</tr>
<tr>
<td>28 Graduate Placement Rate (%)</td>
<td>88</td>
<td>83</td>
<td>81</td>
<td>86</td>
</tr>
<tr>
<td>29 Total Placement Rate (%)</td>
<td>93</td>
<td>87</td>
<td>87</td>
<td>91</td>
</tr>
<tr>
<td>30 Licensure Exam Pass Rate (%)</td>
<td>77</td>
<td>64</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
INSTRUCTIONS

Annual Completion, Placement, and Licensure Form
For POSTSECONDARY Programs

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

At the top of the excel worksheet, 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 the rows on this form. The reporting period selected can be any consecutive 12-month period starting no earlier than April 1, 2020 and ending no later than June 30, 2022. Data must be reported for all programs shown on the latest COE Approved Programs List.

<table>
<thead>
<tr>
<th>Row</th>
<th>Description</th>
</tr>
</thead>
</table>
| 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.** (The starting number in this row should be the same number from the prior reporting period shown in Row 8 – Students Still Enrolled. Allowable subtractions detailed below may be made from this number but must be detailed on the Record of Allowable Subtractions form.)  
  
  (The number of students enrolled in a program on the first day of the reporting period 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.) |
| 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.)  
  
  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 – or spouses of those enlisted - 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 result in Rows 5 or 6 of the annual report software.** |
| 7   | **Cumulative Enrollment:** The sum of rows 5 and 6. |
| 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. |
<table>
<thead>
<tr>
<th>Row</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td><strong>Non-Graduate Completers:</strong> 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.)</td>
</tr>
<tr>
<td>10</td>
<td><strong>Graduate Completers:</strong> 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. <strong>TIP:</strong> The sum of rows 13, 15, 16, 19, 20, and 21 must equal the number in this row.</td>
</tr>
<tr>
<td>11</td>
<td><strong>Total Completers:</strong> Total of rows 9 and 10. <strong>TIP:</strong> The sum of rows 14, 15, 16, 19, 20, and 21 must equal the number in this row.</td>
</tr>
<tr>
<td>12</td>
<td><strong>Non-Graduate Completers Employed in Positions Related to Field of Instruction:</strong> 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.)</td>
</tr>
<tr>
<td>13</td>
<td><strong>Graduate Completers Employed in Positions Related to Field of Instruction:</strong> Graduates who (1) are employed in the field of instruction pursued, (2) have entered the military, or (3) are continuing their education.</td>
</tr>
<tr>
<td>14</td>
<td><strong>Total Completers Employed in Positions Related to Field of Instruction:</strong> Total of rows 12 and 13.</td>
</tr>
<tr>
<td>15</td>
<td><strong>Graduate Completers Employed in Positions Unrelated to Field of Instruction:</strong> Graduates who are now employed in fields unrelated to the field of instruction for which they enrolled.</td>
</tr>
<tr>
<td>16</td>
<td><strong>Graduate Completers Waiting to Take Licensure Exam PLUS Graduate Completers who are Awaiting Results:</strong> 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 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.) <strong>TIP:</strong> *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.</td>
</tr>
<tr>
<td>17</td>
<td><strong>Graduate Completers Who Took Licensure Exam:</strong> Those graduates who have completed taking state- or federally-required licensure exams and have received pass/fail results.</td>
</tr>
<tr>
<td>18</td>
<td><strong>Graduate Completers Who Passed Licensure Exam</strong> (self explanatory) <strong>TIP:</strong> The number reported in this row cannot exceed the number in row 17. Do not report data from graduates of prior reporting periods.</td>
</tr>
<tr>
<td>Row 19</td>
<td><strong>Graduate Completers Unavailable for Employment:</strong> 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 AND spouses of enlisted military or national guard personnel who are relocating because of duty activation or other federal relocation orders.</td>
</tr>
<tr>
<td>Row 20</td>
<td><strong>Graduate Completers Who Refused Employment:</strong> 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.</td>
</tr>
<tr>
<td>Row 21</td>
<td><strong>Graduate Completers Seeking Employment/Status Unknown:</strong> 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.</td>
</tr>
</tbody>
</table>
| 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.
## RECORD OF ALLOWABLE SUBTRACTIONS

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

Complete this form for each active program reporting graduates and 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 result in the annual report software.) These students can be subtracted from Beginning Enrollment (Row 5) or New Enrollees (Row 6).

**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).

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<tr>
<th>School Name/Campus ID</th>
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<td>Program Name</td>
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<td>Reporting Period</td>
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### Allowable Subtraction Categories

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)

#### Sum of numbers reported in A. through E. above

**FINAL RESULT:** Subtract the sum of A through E from the number reported in Rows 5 or 6, respectively. THIS is the number to be entered in the annual report software.)
### Shaded columns represent calculated fields.

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**NOTE:** Percentages should not exceed 100%.
2022 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, 2020 and ending no later than June 30, 2022.

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.
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<th>SCHOOL NAME: (Secondary Students only)</th>
<th>SCH ID#</th>
<th>REPORTING PERIOD:</th>
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<th>Students still enrolled</th>
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<th>Total Completion Rate (%)</th>
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The following pages provide additional reference information for the annual report.
The Accreditation Process Flow Chart

Arrows indicate where the Annual Report falls in the accreditation process

9. Request for Visiting Team → 10. Visiting Team Appointed
21. Review of Annual Report and Annual Accreditation → 22. Reaffirmation Each 2 to 6 Years (repeat steps 7-20)
Full-Time Equivalent (FTE) Rationale

The Commission definition of Full-Time Equivalent (FTE) is a unit of measurement used to determine the amount of instruction that equates to one full-time student during one full year. These units are defined as follows:

One FTE for every:  
- 900 student contact clock hours scheduled  
- 45 quarter credit hours scheduled: or  
- 30 semester credit hours scheduled  

Registered Apprenticeships only - 1800 (On-the-Job Learning Hours)

In establishing a rationale for specification of FTE, the Commission recognizes that numerous methods may be used by states and institutions for calculating FTE. While many institutions are open twelve months each year, some operate for only nine or ten months. Within some institutions, there are both full-time and part-time students engaged in twelve-month programs, nine-month programs, evening short courses, off-campus instruction, part-time skill upgrade instruction, and other types of instructional activity. Among these institutions, some programs are measured in semester or quarter hours, particularly if they are degree programs, while other programs are measured in scheduled student contact clock hours. The Commission desires to conform to general practice in the technical education community to the extent feasible and, therefore, has adopted this definition of an FTE for its reporting purposes.

The FTE reported in the Annual Report each year determines the dues amount that each institution will owe the following fiscal year. The FTE for all types of program measurement at each branch, extension, extended classroom, instructional service center, and postsecondary auxiliary instructional site must be added to the FTE for the main campus to obtain the total FTE for the institution.

With Commission approval, Federal institutions and Job Corps Centers may apply routinely used alternative methods of computing enrollment that yield a sufficiently accurate approximation of the FTE.

Student Achievement Data
Reporting Requirements for Programs  
(Does not apply to Federal)

The COE list of approved programs is the basis for the list of programs that require reporting of student achievement (completion, placement, and licensure) data. The Council’s database of approved programs is included in the annual report software.

This list should reflect all programs that are considered career and technical programs (that is, they prepare students for job entry or advancement), and that are offered on an on-going, open-enrollment basis.

Other programs that may be overlooked in this area of the report are:

1. Vocational ESL Programs  
2. Secondary Technical Programs (only if the institution has requested COE accreditation for secondary programs.)

If the institution offers these programs, but they do not appear on the official list of approved programs, the official list must be updated to include them.

(Refer to the Policies and Rules of the Commission, Educational Program Policies, and Secondary Programs and Students Explained and Vocational ESL Programs for more information.)
Student Achievement Benchmarks for Completion, Placement, and Licensure

The minimum required percentages for all programs for public, non-public, and registered apprenticeship institutions are as follows:

<table>
<thead>
<tr>
<th>MINIMUM REQUIRED PERCENTAGES FOR ALL PROGRAMS</th>
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<tbody>
<tr>
<td>Completion Rate</td>
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<tr>
<td>Placement Rate</td>
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<tr>
<td>Licensure Exam Pass Rate</td>
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NOTE THAT THESE BENCHMARKS WILL APPLY TO THE 2022 ANNUAL REPORT COMPLETION, PLACEMENT AND LICENSURE DATA.

After submission of the Annual Report, the Commission will send an official notice to the institution regarding the next steps required to demonstrate compliance with the minimum requirements. The Commission acts on Annual Reports at its June meeting each year.

Institutions will be placed or continued on warning status for failure to meet the CPL benchmarks in the 2022 Annual Report.

The timeline for compliance for programs triggered in 2022 is based on the clock hour length of the longest program offered by the institution. For programs triggered in 2021, the timeline for compliance will end with the submission of the 2023 COE Annual Report.

Compliance with all minimum requirements must be accomplished within the specified time. Institutions that fail to bring all triggered programs into compliance will face loss of accreditation or candidate status. The Commission may extend the time for compliance with good cause. Good cause is defined in the Handbook of Accreditation.
Guidelines for Action
on Programs that Fail to Meet Established Benchmarks

CPL BENCHMARKS WILL APPLY IN THE 2022 ANNUAL REPORT

Upon completion of the Annual Report software each year, the CPL chart in the Annual Report provides completion, placement, and licensure performance rates for each program reported.

Once the Annual Report is submitted to the Commission office, a summary of all institutional Annual Report data will be reviewed by the Commission at its June meeting. Institutions reporting one or more programs that fail to meet one or more of the established benchmarks will be placed on Warning status.

Institutions on Warning status must submit requested documentation to the Commission office to demonstrate adherence to plans of improvement and to demonstrate any changes in the triggered program's performance since the plan’s implementation.

Additional actions may be requested by the Commission which may include, but are not limited to, the following:

1. Attendance of the chief administrator and the placement officer at a Commission-sponsored workshop for reporting completion, placement, and licensure exam pass rate data
2. Consultation in person or by telephone with a Commission staff member
3. The scheduling of a focused review visit to the institution

Timeline for Compliance:

Due to the Pandemic, all institutions with programs triggered in the 2021 Annual Report will have until the submission of the 2023 Annual Report to bring these programs into compliance, or teach out or delete the triggered programs.

Institutions wanting additional time to meet the CPL benchmarks after submitting the 2023 Annual Report may request a Good Cause Extension from the Commission.

Programs initially triggered in the 2022 Annual Report will have the length of the longest program at the institution to bring the 2022 triggered programs into compliance.

Institutions wanting additional time to meet the CPL benchmarks may request a Good Cause Extension from the Commission.
Suggested Procedures for
Development of an Improvement Plan for Programs

PROGRAM IMPROVEMENT PLANS ARE REQUIRED TO BE SUBMITTED WITH THE 2022 ANNUAL REPORT.

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, and program faculty members.

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 are 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 in 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/repai red properly to support learning activities of students?

e. After reviewing current student and program completer evaluations, are there areas of concern 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 program's 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?
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?
CPL - Choosing a Reporting Period

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 reported in the annual report is accurate.

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 for 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, **a request to change the reporting period must be submitted to the Council before a new reporting period is used**. Simply submit this request in writing (via email) and explain the circumstances that merit a change of reporting period.
Vocational English-as-a-Second-Language Programs

A Vocational English-as-a-Second-Language (ESL) Program is a stand-alone program that is limited to persons already possessing occupational competencies who would be employable if they could demonstrate adequate English language skills. The program consists solely of English as a second language and must meet the following requirements:

a. The program must meet the objectives and criteria required of all COE-approved educational programs.

b. The institution must admit only students who need instruction in English to be able to use the knowledge and skills that they already possess in order to obtain employment.

c. The institution must demonstrate that students enrolled in the ESL program possess job skills, as evidenced by documentation such as credentials, test scores, job experience, or verification of skill competencies by a third party.

d. The institution accepts the responsibility for placement assistance upon graduation in compliance with COE placement requirements.

e. The institution must submit student achievement data to verify completion rates, placement rates, and if applicable, licensure exam pass rates, for all students enrolled in Vocational ESL programs.

Vocational English-As-A-Second-Language Programs must be included on the list of programs.

Conversely, ‘Avocational’ English-As-A-Second-Language programs (or ‘stand-alone’ ESL programs) are those English language programs that enroll members of the community who are interested in learning the language for purposes other than seeking employment. Avocational English-As-A-Second-Language Programs are not included in the Council’s scope of accreditation and are not included on the list of programs. Institutions offering any avocational programs must specify that the programs are not accredited by the Council and do not qualify for Title IV financial aid assistance in appropriate publications and brochures.
Negotiating Alternative Rates
For
Completion, Placement, and/or Licensure

General Information

The Council allows certain institutions with special populations of students or special program offerings to negotiate rates for completion, placement, and licensure benchmarks that are reasonable for the circumstances of the population or program in question.

A special population is one of two groups: 1) students who are incarcerated in a state or federal prison system during their period of instruction; and 2) students who possess physical or mental limitations that inhibit their ability to complete programs or be placed in the field of instruction/related field. Institutions that offer training to these populations may negotiate alternate completion, placement, and/or licensure rates based on the limitations.

A special program is defined solely as programs in the court reporting occupational area that traditionally have very low completion rates. These programs are usually longer than the average occupational program and have very strenuous completion criteria. Court reporting programs traditionally have completion rates that are much lower than programs in other occupational areas, and often are unable to meet the Council’s 60% minimum required completion rate. Special programs are expected to meet the Council’s standard placement rate (70%) and licensure exam pass rate (70%).

Requesting a Negotiated Rate

The Council applies the standard completion, placement, and licensure benchmarks to each occupational program. Any institution that serves a special population or offers a special program as defined above may request a lower, more reasonable benchmark(s) by submitting a letter to the Council.

This letter must make a formal request for each program that it believes is qualified for an alternative negotiated rate. The letter must include specific information about the circumstances that prevent the program from meeting the Council’s standard benchmarks for student achievement and must specify the rate(s) it wishes to be granted. Letters must be addressed to the Executive Director/President of the Council.

In addition to the letter, the institution should be prepared to provide evidence of special circumstances such as demographic data, national statistical data, state or federal law, and any other information that supports the request.

Requests for negotiated rates are approved by the Commission only. All requests will be placed on the agenda for the next scheduled Commission meeting and the institution will receive a written response which details the Commission’s decision regarding the matter within 30 days after the meeting.

Questions regarding negotiated rates may be submitted to the Council office at annualreport@council.org.
Secondary Programs and Students Explained

The Commission offers its evaluative services to postsecondary Public 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

Secondary programs included on the list of approved programs are those that are occupational in nature and enroll high school students (grades 11 and 12).

In some states, institutions may enroll adult students in secondary occupational programs. When this is the case, those programs that currently have adults enrolled or MAY enroll adults in the future must be on the list of approved programs, especially if those adults are eligible for Title IV Student Financial Aid.
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