COUNCIL ON OCCUPATIONAL EDUCATION

Annual Report Help Manual

Revised October 2026

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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 (*Handbook of Accreditation*, pg. 24).

The institution must answer all questions and 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 (*Handbook of Accreditation*, pg. 24).

Who Completes the Report?

IMPORTANT! **ALL COE member institutions** are required to submit an annual report each year. However, ***candidate institutions*** granted candidacy during the month of a commission meeting which coincides with the due date of the annual report are exempt from reporting until the next reporting cycle. These institutions will be required to submit an annual report in the following year. For example, if the institution was granted candidacy in December 2026, it would not be required to submit its annual report in December 2026, but would be required to submit it in December 2027.

How Can the Report Benefit My Institution?

Accredited Institutions and those seeking accreditation (candidate institutions) must comply with a comprehensive set of 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, **EDvera**. All candidates and accredited institutions have an account in **EDvera**. Annual Report software access is restricted to those who are invited to participate in **EDvera**.

Chief administrators (CA) of each main campus are the highest-level users of the **EDvera** 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 **EDvera**. Click on any user on the list to specify permissions.)

Navigation information for **EDvera** 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).

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

   DECEMBER 15 (ANNUALLY)

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

4. A copy of this report must be retained for the institution's files and for future reference by COE visiting teams. **EDvera** provides a digital archive of accreditation documents, like the annual report that is filed each year.

The Annual Report Software

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.

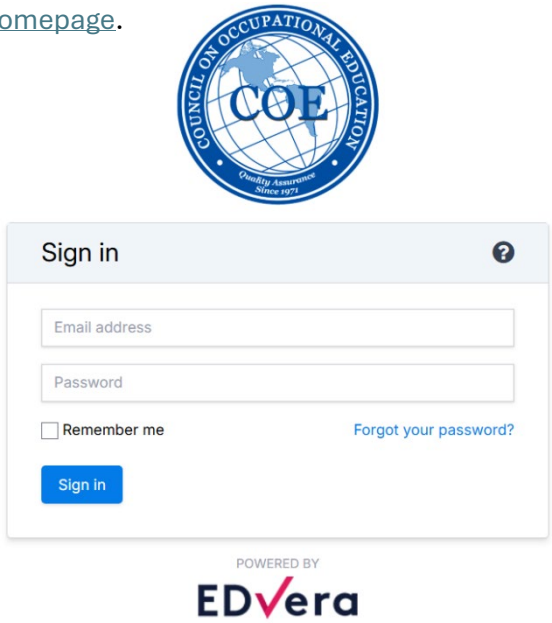
Users may log into and out of the software as many times as needed before the submission deadline. The report sections may be completed in any order.

Once the report is submitted electronically, the user's file is locked and can no longer be edited.

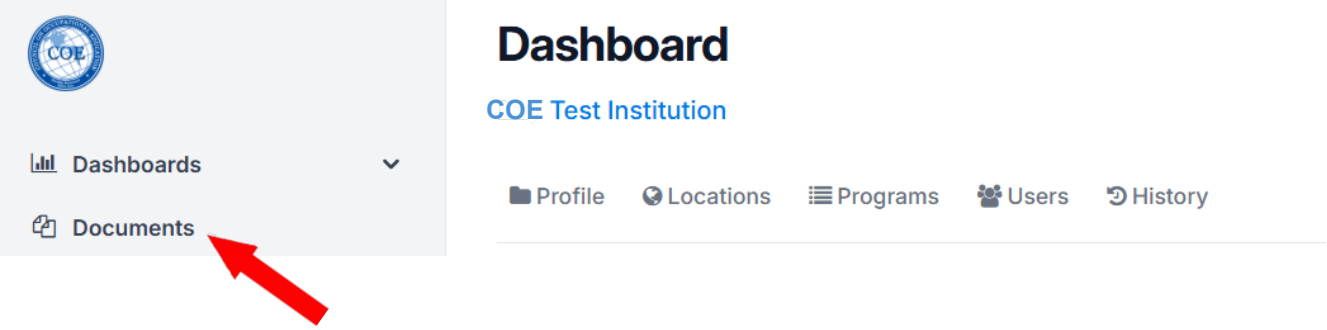
Opening the Annual Report in EDvera

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

1. Sign into the COE homepage.

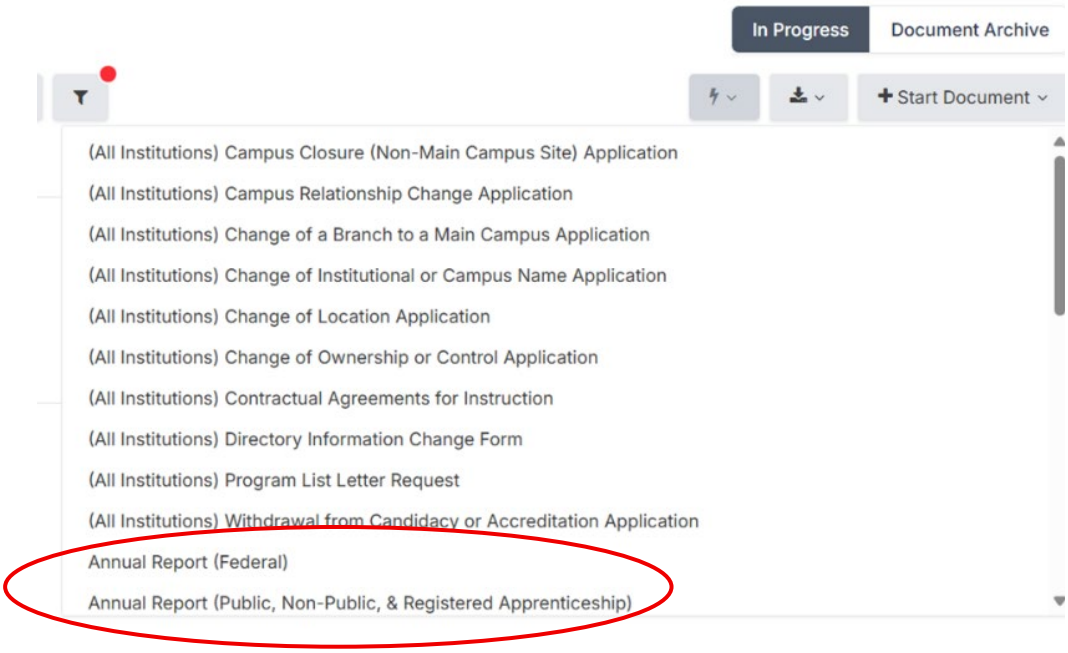


2. When you get to the dashboard with all of your institution's information, click on [Documents] on the top menu.

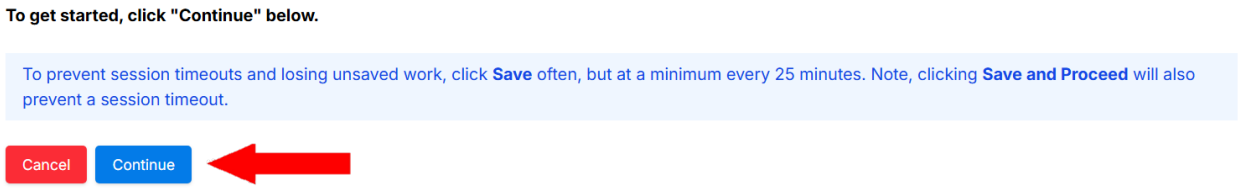


3. Click on [+Start Document]

4. There will be a dropdown menu. Click on the Annual Report that pertains to your institution type



5. Read the instructions on the next page and click [Continue]



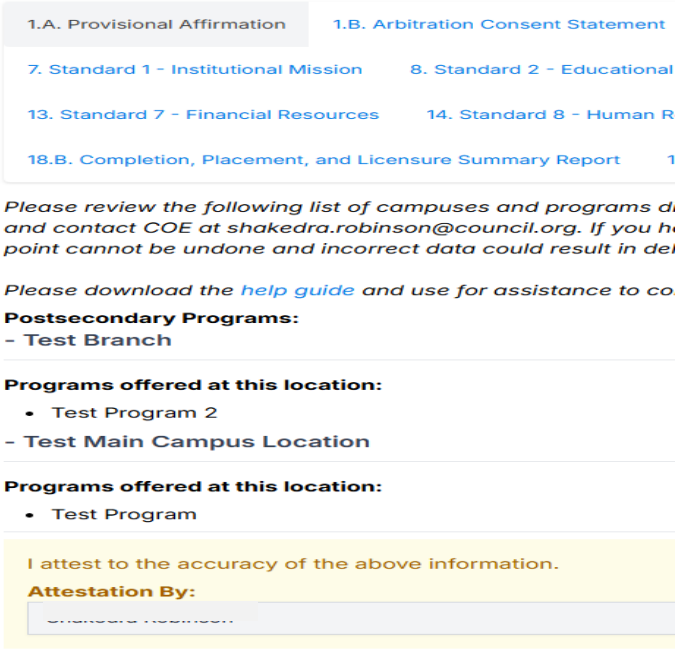
Reminders:

- The first tab (Section 1A) 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).
- The next section (Section 1B) is the Arbitration Consent Statement. Candidates for accreditation and accredited institutions shall agree to submit any dispute involving the final denial, withdrawal, or termination of accreditation to initial arbitration prior to any other legal action on the candidate application and in the Annual Report submission. The Arbitration policy is detailed in the Policy and Rules of the Commission publication.
- The Final Affirmation section of the Annual Report software requires the signature of the Chief Administrator of the institution to submit the report.

Section by Section Information

The initial page of the Annual Report in EDvera includes a submission page that includes 19 areas where the institution must provide information. It is important for institutions to read the statement below the submission area, review the programs for the respective institutions and then click the attestation to the accuracy of the information. Then save the information, continue to work on the report, or save and exit the system.

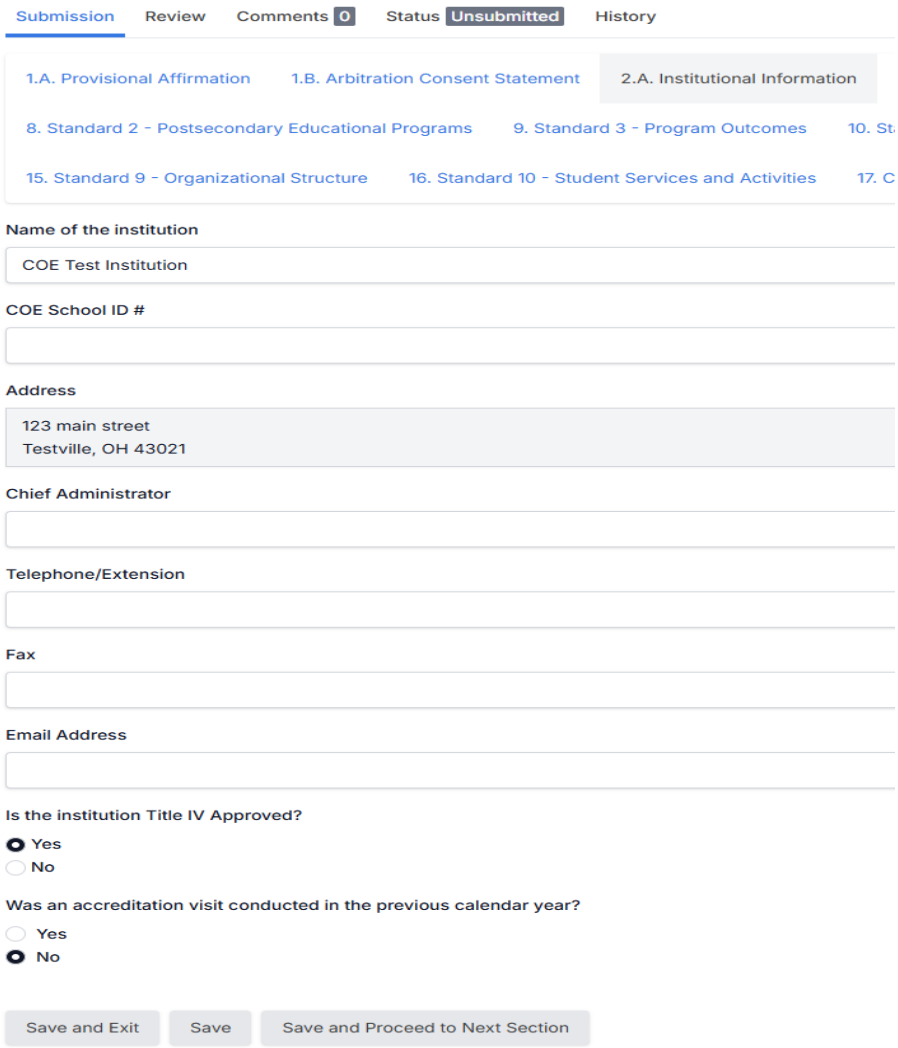
Section 1: Provisional Affirmation and Arbitration Consent Statement



Section 2: Institutional Information and Institutional Characteristics

2.A.: Fill in all the information in the blank sections. The first four areas should automatically populate. If it does not, please contact the Assistant Vice President of Institutional Data, Reporting & Compliance. For the remaining blanks, include contact information – telephone number, fax, and email address for the institution's Chief Administrator. Click "Save to Exit" if you would like to stop and return later. Click "Save" to save the work that has been done. Click "Save and Proceed to Next Section" to save the work and move to the next section.

2.B: Fill in all requested data fields in the blank sections regarding geographic area, student distribution (age, gender, ethnicity), financial aid, ownership documentation, and distance education. Check the "N/A" box for any section that does not apply to your institution. Click "Save to Exit" if you would like to stop and return later. Click "Save" to save the work that has been done. Click "Save and Proceed to Next Section" to save your work and move to the next section.



Section 3. Supporting Documentation

Read each statement, follow the directions and upload the corresponding documents.

Supporting Documentation:

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 docu

☐ N/A

Drop file(s) here or browse

FTE - Formal Notice of Significant Shift form – Increase/Decrease of 25% or More

If the institution's FTE increase or decrease from the last reported figure by 25% or more, this form must be completed and uploaded.

☐ N/A

Drop file(s) here or browse

IMPROVEMENT PLAN FOR TRIGGERED PROGRAMS - Resource Instructions

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

☐ N/A

Drop file(s) here or browse

Ownership information form

☐ N/A

Drop file(s) here or browse

Save and Exit | Save | Save and Proceed to Next Section

Section 4. Combined FTE

1. Final FTE Figure from your last Annual Report	2
2. Traditional Classroom Delivery (incl., Hybrid) Contact Hours	1
3. Traditional Classroom Delivery (incl., Hybrid) Semester Credit Hours	
4. Traditional Classroom Delivery (incl., Hybrid) Quarter Credit Hours	
5. Traditional Classroom Delivery (incl. Hybrid) Total FTE	0.00
6. Distance Education Contact Hours	
7. Distance Education Semester Credit Hours	
8. Distance Education Quarter Credit Hours	
9. Distance Education Total FTE	
10. On-the-Job Learning Clock Hours (registered Apprenticeships only)	
11. Grand Total FTE	0.00
Shift in FTE %	-100.00

If your Shift in FTE % changes by 25% or more (positive or negative), complete and upload the FTE Formal Notice form under Section 3. Supporting Documentation.

Fill in the numbers for this section. For help go to the Worksheets section in this manual.

Combined FTE

The Commission's 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
30 semester credit hours scheduled

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

The clock or credit hours used to calculate an institution's FTE must reflect coursework in which a student has enrolled and matriculated. The FTE does not include hours or credits transferred from other institutions or awarded as CLEP courses. (In some cases, a federal institution may use an "Average-on-Board (AOB)" measure in place of FTEs.)

For Federal Institutions only: Please upload FTE/AOB calculation worksheets in supporting documentation (Section 3).

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.

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.

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

Section 5: General Report Questions

Read the directions and fill in each section.

1. Is this institution, or any of its branches, accredited or a candidate for accreditation by a recognized accrediting agency other than COE?
   ○ Yes ○ No
2. Is the institution currently processing Pell Grants?
   ○ Yes ○ No
3. Is the institution currently processing Federal loans?
   ○ Yes ○ No
4. Administrative and supervisory staff: Number Full Time: (If none, enter zero)
5. Administrative and supervisory staff: Number Part Time: (If none, enter zero)
6. Support staff: Number Full Time: (If none, enter zero)
7. Support staff: Number Part Time: (If none, enter zero)
8. Faculty: Number Full Time: (If none, enter zero)
9. Faculty: Number Part Time: (If none, enter zero)

Reporting Period

10. From
    mm/dd/yyyy
    to
    mm/dd/yyyy
11. Web address of online catalog:

Sections 6-17: Conditions, Standards and Criteria for Publications

This section asks general questions regarding subjects such as 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).

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 unannounced 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.

Standards

Under this section, subsections for every Standard can be 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.

Section 18.A: 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.** Institutions providing data on completion, placement, and licensure for programs are asked to provide the reporting period applicable to that data.

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.

Note: To update the automatically calculated fields, please click the 'Save' button at the bottom of the page.

- COE Test Institution (Main Campus -)

Test Program ()

Status

Select one: --

Licensure

Select one: --

Program length (weeks)

Distance Education %

Amount of tuition

1. Beginning Enrollment
2. New Enrollees
3. Cumulative Enrollment — 0
4. Students Still Enrolled
5. Non-Graduate Completers — 0
6. Graduate Completers
7. Total Completers — 0
8. Non-Graduate Completers Employed in Position Related to Field of Instruction — 0

9. Graduate Completers Employed in Position Related to Field of Instruction

10. Total Completers Employed in Position Related to Field of Instruction

    0

11. Graduate Completers Employed in Positions Unrelated to Field of Instruction

    0

12. Graduate Completers Waiting to Take Licensure

13. Graduate Completers Who Took Licensure Exam

14. Graduate Completers Who Passed Licensure Exam

15. Graduate Completers Unavailable for Employment

    0

16. Graduate Completers Who Refused Employment

    0

17. Graduate Completers Seeking Employment/Status Unknown

18. Withdrawals

19. Sum of 12, 15, and 16

    0

20. Graduate Completer Calculation

    0

21. Total Completer Calculation

    0.00

22. Graduation Rate (%)

    -

NOTE: Percentages should not exceed 100%.

23. Total Completion Rate (%)

    BENCHMARK: 60%

    -

24. Graduate Placement Rate (%)

    -

25. Total Placement Rate (%)

    BENCHMARK: 70%

    -

26. Licensure Exam Rate (%)

    BENCHMARK: 70%

    -

Section 18.B: Postsecondary Programs: Completion, Placement, and Licensure Summary Report
(Does not apply to Federal institutions)

	Status	Licensure	Program Length (weeks)	Distance Education %	Amount of tuition	1. Beginning Enrollment	2. New Enrollees	3. Cumulative Enrollment	4. Students Still Enrolled	5. Non-Graduate Completers	6. Graduate Completers	7. Total Completers	8. Non-Graduate Completers Employed in Position Related to Field of Instruction	9. Graduate Completers Employed in Position Related to Field of Instruction	10. Total Completers Employed in Position Related to Field of Instruction	11. Graduate Completers Employed in Positions Unrelated to Field of Instruction	12. Graduate Completers Waiting to Take Licensure
Test Program ()	-	-	-	-	-	-	-	0	-	0	-	0	0	-	0	0	-
Test Program 2 ()	-	-	-	-	-	-	-	0	0	0	-	0	0	-	0	0	0
Institutional Rate			0	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0

If any program falls below a required threshold, complete and upload an improvement plan under Section 3. Supporting Documentation and change the word Total to Institutional Rate

13. Graduate Completers Who Took Licensure Exam	14. Graduate Completers Who Passed Licensure Exam	15. Graduate Completers Unavailable for Employment	16. Graduate Completers Who Refused Employment	17. Graduate Completers Seeking Employment/Status Unknown	18. Withdrawals	19. Sum of 12, 15, and 16	20. Graduate Completer Calculation	21. Total Completer Calculation	22. Graduation Rate (%)	23. Total Completion Rate (%)	24. Graduate Placement Rate (%)	25. Total Placement Rate (%)	26. Licensure Exam Rate (%)
-	-	0	0	-	-	0	0	0.00	-	-	-	-	-
-	-	0	0	0	0	0	0	0.00	-	-	-	-	-
0	0	0	0	0	0	0	0	0.00	-	-	-	-	-

See also: **Worksheets** Calculation Worksheet-Data Reporting Form (Excel Spreadsheet)

Reference
- CPL – Choosing a Reporting Period
- CPL – Reporting Requirements for Programs
- CPL – Student Achievement Requirements
- 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: **Worksheets** Secondary CPL Instructions & Sample Spreadsheet

Reference Secondary Programs and Students Explained

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

- A summary of all institutional Annual Report data will be reviewed by the Commission at its next scheduled meeting.

- The established CPL benchmarks of 60% Completion, 70% Placement, and 70% Licensure Pass Rate will be applied to CPL data. The institution's rate (average outcome) across all programs must meet the required benchmarks for Completion, Placement, and Licensure.

- For institutions with average rates not meeting the CPL benchmarks in the Annual Report, the following status progression will apply:

    - Notice of Apparent Deficiency
    - Warning
    - Probation

  Additional actions may be requested by the Commission which may include, but are not limited to, the following activities: (1) attendance of the chief administrator and the COE Liaison placement officer at a Council Commission-sponsored workshop for reporting completion, placement, and licensure exam pass rate data, (2) attendance at a Council Commission-sponsored workshop on program and institutional outcomes or improvement of completion, placement, and licensure exam pass rates, (3) consultation in person or by telephone with a Council Commission staff member, and (4) the scheduling of a focused review visit to the institution.

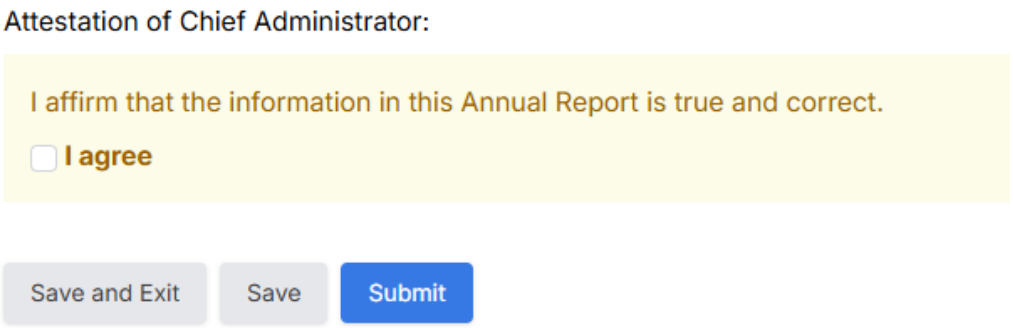
- The Commission will take any needed action on the institution's rate (average outcome) for the minimum student achievement benchmarks in the event the average rate falls below the required benchmarks. However, these benchmarks also apply to each program at each location approved by the Commission, regardless of program length, enrollment, or credential offered.

- Institutions with one or more programs that fail to meet the established benchmarks should include strategies for the continuous improvement of programmatic student outcomes data with emphasis on programs below the CPL benchmarks in its written strategic plan (see Standard Four Criteria).

- Institutions with one or more programs that fail to meet established benchmarks must submit, through the annual report software, an explanation for the program(s) failure to meet the benchmark(s), and a plan of improvement for each triggered program.

Section 19: Final Affirmation

The Final Affirmation section of the Annual Report software requires the signature of the Chief Administrator of the institution to submit the report affirming that the information in the Annual Report is true and correct.



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 lists these requirements and fees associated with each type of change. (See www.council.org, Resources, Applications and Forms.) Substantive Change applications can be found in EDvera.

Failure to report substantive changes in a timely manner can result in a $1,500 penalty.

Worksheets

The following worksheets help with the collection of data before it is entered into the software.

FTE Calculation Worksheet
(Public, Non-Public, Job Corps, Federal)

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 instructions 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 federal and 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)					
CONTACT (CLOCK) HOURS		**Full-Time**	**Part-Time**	**CREDIT HOURS**	**Full-Time**	**Part-Time**
Number of Students				Number of Students		
Hours Scheduled Per Day	x			Hours Per Semester or Quarter	x		
Days Scheduled Per Year During the Reporting Period	x			# of Semesters/Quarters During Reporting Period	x		
Totals	=			Totals	=		
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		**Full-Time**	**Part-Time**	**CREDIT HOURS**	**Full-Time**	**Part-Time**
Number of Students				Number of Students		
Hours Scheduled Per Day	x			Hours Per Semester or Quarter	x		
Days Scheduled Per Year During the Reporting Period	x			# of Semesters/Quarters During Reporting Period	x		
Totals	=			Totals	=		
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

		CONTACT HOURS		SEMESTER CREDIT HOURS		QUARTER CREDIT HOURS
Traditional Classroom Delivery	1.		3.		5.	
Distance Education Delivery	2.		4.		6.	
TOTALS						

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:

		CONTACT (Clock) HOURS	SEMESTER CREDIT HOURS	QUARTER CREDIT HOURS
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**			
2.	Divide the totals in line 1 above by these numbers. (See definition below.)	**900**	**30**	**45**
3.	Enter results.			

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

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 significant shifts in total Full-Time Equivalent (FTE) of candidate and accredited institutions by requiring reports from institutions when triggered increases/decreases occur. An institution must submit formal notice to the Commission if the institution has **an overall increase/decrease** 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/decrease of 25 percent or more is achieved, a formal notice must be submitted to the Commission **within 30 days**.

For reference, refer to page 55 of the Handbook of Accreditation.

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

FTE Calculation Worksheet
for RAP/ERISA Institutions Only

ONLY IF THE INSTITUTION HAS NO ELECTRONIC METHODS (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 offer 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 instructions given.

	The institution measures program length for **all** programs in contact (clock) hours (including any On-the-Job Learning hours). **Use the contact hour column ONLY.**
	The institution measures program length for **all** programs in credit hours only (either semester or quarter). **the appropriate credit hour column ONLY.**
	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. **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.**

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 complete period covering **July 1 through June 30.**

A. TRADITIONAL CLASSROOM DELIVERY (including Hybrid)					
CONTACT (CLOCK) HOURS		**Full-Time**	**Part-Time**	**CREDIT HOURS**	**Full-Time**	**Part-Time**
Number of Students				Number of Students		
Hours Scheduled Per Day	x			Hours Per Semester or Quarter	x		
Days Scheduled Per Year During the Reporting Period	x			# of Semesters/Quarters During Reporting Period	x		
Totals	=			Totals	=		
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		**Full-Time**	**Part-Time**	**CREDIT HOURS**	**Full-Time**	**Part-Time**
Number of Students				Number of Students		
Hours Scheduled Per Day	x			Hours Per Semester or Quarter	x		
Days Scheduled Per Year During the Reporting Period	x			# of Semesters/Quarters During Reporting Period	x		
Totals	=			Totals	=		
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.		

C. TOTAL HOURS

(Not including On-the-Job Learning hours)		CONTACT (Clock) HOURS		SEMESTER CREDIT HOURS		QUARTER CREDIT HOURS
Traditional Classroom Delivery	1.		3.		5.	
Distance Education Delivery	2.		4.		6.	
TOTALS						

STEP 3:

ON-THE-JOB LEARNING CONTACT (CLOCK) HOURS			
CONTACT (CLOCK) HOURS			
		Full-Time	**Part-Time**
Number of Students		_____	_____
Hours Scheduled Per Day	x	_____	_____
Days Scheduled Per Year During the Reporting Period	x	_____	_____
Totals	=	_____	_____
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:

		CONTACT (Clock) HOURS (Step 2-C)	SEMESTER CREDIT HOURS (Step 2-C)	QUARTER CREDIT HOURS (Step 2-C)	ON-THE-JOB LEARNING CLOCK HOURS (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 IN THE FOLDER LABELED: COMBINED FTE**				
2	The totals in Line 1 above are divided in the software above by these numbers. (See definition on page 4.)	**900**	**30**	**45**	**1800**
3	Enter results.				

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 on **Line 1 of Step 4** in the appropriate fields. Do not divide the numbers prior to entering the hours. The software performs all calculations.

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

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 - June 30

			Program Names			
			Practical Nursing	Cosmetology	Building Maintenance	Welding
Enrollment	1	**Beginning Enrollment** (The number shown in row 4 from the last reporting period.)	50	80	114	248
	2	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
	3	**Cumulative Enrollment** (Sum of Rows 1 and 2)	125	153	203	427
	4	**Students Still Enrolled** (Students who were still enrolled in their program at the end of this reporting period.)	60	72	90	127
Completion	5	**Non-Graduate Completers** (Students who left the program without a credential to work in the field/related field of training.)	15	10	20	93
	6	**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
	7	**Total Completers** (Sum of Rows 5 and 6)	55	60	67	243
Placement	8	**Non-Graduate Completers Employed in Positions Related to Field of Instruction** (This number must be identical to that in row 5.)	15	10	20	93
	9	**Graduate Completers Employed in Positions Related to Field of Instruction** (Employed in Field/Continuing Education/Enlisting in Military)	22	35	38	127
	10	**Total Completers Employed in Positions Related to Field of Instruction** (Sum of Rows 8 and 9)	37	45	58	220
	11	**Graduate Completers Employed in Positions Unrelated to Field of Instruction**	2	7	3	12
Licensure	12	**Graduate Completers Waiting to Take Licensure Exam** (Including those graduates waiting for examination results.)	10	8	0	0
	13	**Graduate Completers Who Took Licensure Exam** (Students who have received latest exam results.)	30	42	0	0
	14	**Graduate Completers Who Passed Licensure Exam**	23	27	0	0
	15	**Graduate Completers Unavailable for Employment** (Due to health issues, incarceration, death, etc.)	2	0	0	0
	16	**Graduate Completers Who Refused Employment** (Graduates who refused interviews, employment, or took program for personal reasons.)	3	0	0	2
	17	**Graduate Completers Seeking Employment/Status Unknown**	1	0	6	9
	18	**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
	19	**Sum of Rows 12, 15, and 16** (These students **do not** affect placement percentages.)	15	8	0	2
	20	**Difference of Row 6 minus Row 19**	25	42	47	148
	21	**Difference of Row 7 minus Row 19**	40	52	67	241
	22	**Graduation Rate (%)**	62	62	42	50
	23	**Total Completion Rate (%)**	**85**	**74**	**59**	**81**
	24	**Graduate Placement Rate (%)**	88	83	81	86
	25	**Total Placement Rate (%)**	**93**	**87**	**87**	**91**
	26	**Licensure Exam Pass Rate (%)**	**77**	**64**	**0**	**0**

INSTRUCTIONS Annual Completion, Placement, and Licensure Form for POSTSECONDARY Programs
-- Public, Non-Public Institutions, and Registered Apprenticeship Institutions --

At the top of the excel worksheet, list the reporting year (end date - month & year) for which you provide 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** and ending no later than **June 30**. Data must be reported for all programs shown on the latest COE Approved Programs List.

Row 1	***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 4 – 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.)*
Row 2	***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 1 (Beginning) or Row 2 (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 only attended class on 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 1 or 2. (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 1 or 2 of the annual report software.***
Row 3	***Cumulative Enrollment***: The sum of rows 1 and 2.
Row 4	***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 5	***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 6	***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 9, 11, 12, 15, 16, and 17 must equal the number in this row.*
Row 7	***Total Completers:*** Total of rows 5 and 6. ***TIP:*** *The sum of rows 10, 11, 12, 15, 16, and 17 must equal the number in this row.*
Row 8	***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 5**. (Do not include non-graduate completers placed in field from a period other than the reporting period.)
Row 9	***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 10	***Total Completers Employed in Positions Related to Field of Instruction:*** Total of rows 8 and 9.
Row 11	***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 12	***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 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 13	***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 14	***Graduate Completers Who Passed Licensure Exam*** (self-explanatory) ***TIP:*** *The number reported in this row cannot exceed the number in row 13. Do not report data from graduates of prior reporting periods.*

Row 15	***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 AND spouses of enlisted military or national guard personnel who are relocating because of duty activation or other federal relocation orders.
Row 16	***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 17	***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 18	***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 2 (see Allowable Subtractions).*
Row 19	***Sum of Rows 12, 15, and 16:*** Total the numbers in rows 12, 15, and 16 and enter here. ***TIP:*** *The number reported in this row cannot exceed the number reported in row 6.*
Row 20	***Difference - Row 6 minus Row 19:*** Subtract the number in row 19 from the number in row 6 and enter the result here.
Row 21	***Difference - Row 7 minus Row 19:*** Subtract the number in row 19 from the number in row 7 and enter the result in this row.
Row 22	***Graduation Rate:*** A. For each program, take the cumulative enrollment number listed in row 3, subtract the number of students still enrolled listed in row 4. B. Divide the number of graduate completers listed in row 6 by the total obtained in 'A' above and multiply by 100. This is the graduate completion rate for the program.
Row 23	***Total Completion Rate:*** A. For each program, take the cumulative enrollment number listed in row 3, subtract the number of students still enrolled listed in row 4. B. Divide the number of completers listed in row 7 by the total obtained in 'A' above and multiply by 100. This is the overall completion rate for the program.
Row 24	***Graduate Placement Rate:*** Divide the number in row 9 by the number in row 20 for each program and multiply by 100.
Row 25	***Total Placement Rate:*** Divide the number in row 10 by the number in row 21 for each program and multiply by 100.
Row 26	***Licensure Exam Pass Rate:*** Divide the number who passed licensure exams (row 14) by the number who took the exams (row 13) and multiply by 100.
TIP (Finishing the Form): *To balance the figures on the form, add the figures in rows 4, 7, and 18. The result should equal the number in row 3.*	

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

REPORT OF ALLOWABLE SUBTRACTIONS

Completion, Placement, and Licensure for Postsecondary Programs
-- Public, Non-Public Institutions, 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 1) or New Enrollees (Row 2).

School Name/Campus ID		**ID#**	
Program Name			
Reporting Period			
		Row 1 Beginning Enrollment	**Row 2 New Enrollees**
Row 1 – *Beginning Enrollment:* the total number of students enrolled in the program on the **first day** of the reporting period (12 consecutive months). *(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. This number will be the same number reported as 'Still Enrolled' from the last annual report.)*			
Row 2 - *New Enrollees:* The number of new, unduplicated enrollments for the program during the reporting period.			
	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 1 or 2, respectively. THIS is the number to be entered in the annual report software.)		

CPL DATA WORKSHEET
Can be found on the COE website

To print use 8.5 x 14 paper

SCHOOL NAME:								SCHOOL ID NO:					REPORTING PERIOD:										BENCHMARKS				
							Shaded columns represent calculated fields.																60%			70%	70%
Row Numbers in Annual Report software	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
POSTSECONDARY PROGRAM NAME	Beginning En rollment	New Enrollees	Cumulative Enrollment	Students still enrolled	Non-Graduate Completers	Graduate Completers	Total Completers	Non-Grad Completers Emp in Pos Related to Field of Inst	Grad Completers Emp in Pos Related to Field of Inst	Total Completers Emp in Pos Related to Field of Inst	Grad. Completers Emp in Pos. Unrelated to Field of Inst.	Graduate Completers Waiting to Take Licensure	Grad. Completers Who Took Licensure Exam	Grad. Completers Who Passed Licensure Exam	Grad. Completers Unavailable for Employ.	Grad. Completers Who Refused Employment	Grad. Completers Seeking Employ./Status Unknown	Withdrawals	Sum of Rows 12,15,16	Difference – Column 6 minus Column 19	Difference - Column 7 minus Column 19	Graduation Rate (%)	Total Completion Rate (%)	Grad. Placement Rate (%)	Total Placement Rate (%)	Licensure Exam Rate (%)	NOTE: Percentages should not be over 100%.
			0				0			0									0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

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.

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.

COE ANNUAL REPORT SECONDARY PROGRAMS - CPL DATA

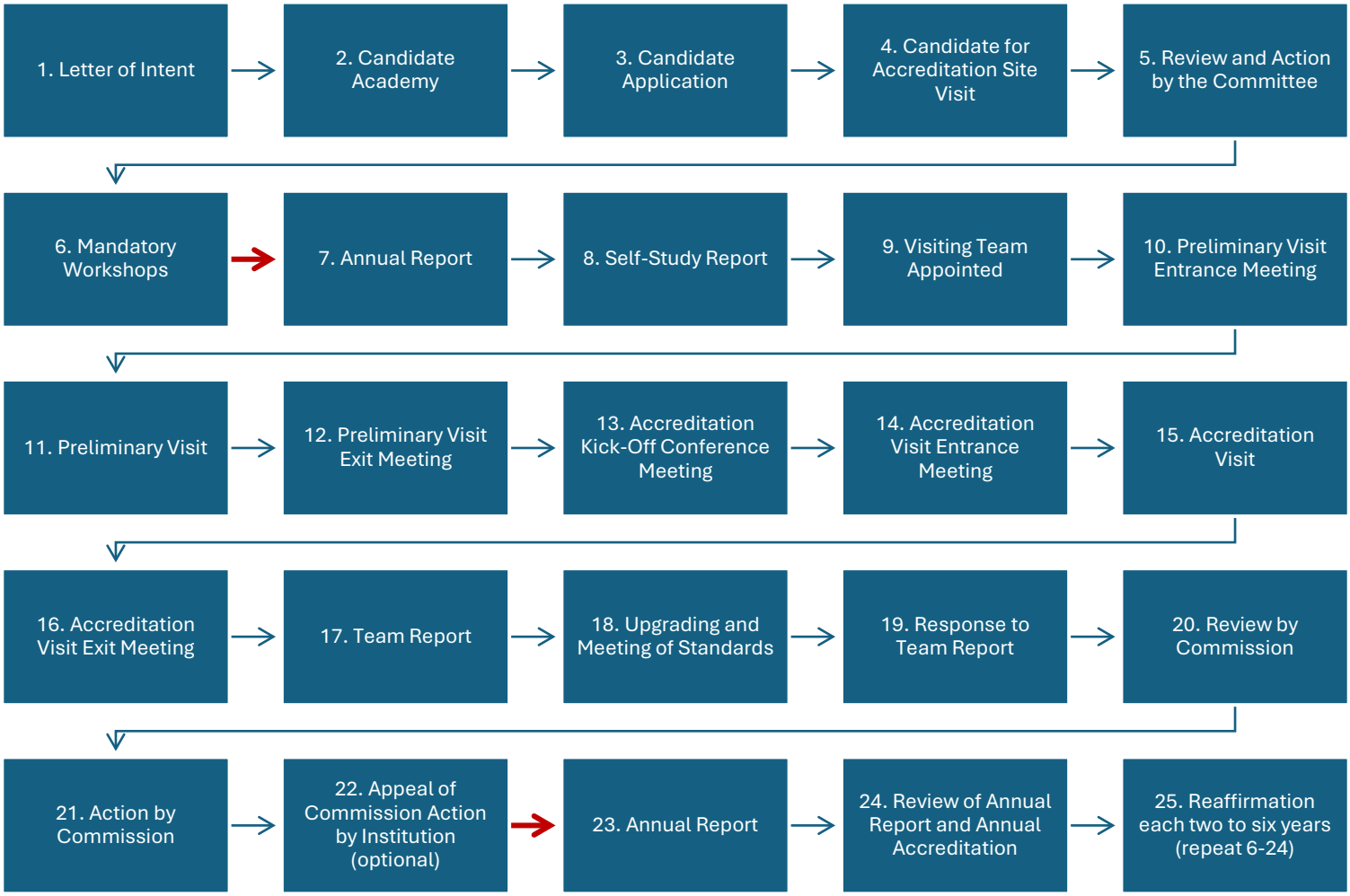
SCHOOL NAME: (Secondary Students only)							SCH ID#					REPORTING PERIOD:			
							Shaded columns represent calculated fields.								
Column Numbers	1	2	3	4	6	7	8	9							
SECONDARY PROGRAM NAME (Only Secondary Programs and Secondary students should be listed on this chart)	Beginning Enrollment	New Enrollees	Cumlative Enrollment	Students still enrolled	Completers	Withdrawals	Total Completers	Total Completion Rate (%)		BENCHMARK - 60%					
			0				0	#DIV/0!	

Reference

The following pages provide additional reference information for the annual report.

The Accreditation Process Flow Chart

Red arrows indicate where the Annual Report falls in the accreditation process



Full-Time Equivalent (FTE) Rationale

The Commission's 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 Clock 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.

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 that 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 the 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 does it take 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.

Student Achievement Requirements
for
Completion, Placement, and Licensure

The institution's rate (average outcome) across all programs must meet the required benchmarks for Completion, Placement, and Licensure for public, non-public, and registered apprenticeship institutions are as follows:

MINIMUM REQUIRED PERCENTAGES ACROSS ALL PROGRAMS	
Completion Rate	**60%**
Placement Rate	**70%**
Licensure Exam Pass Rate	**70%**

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 March meeting each year.

For institutions with average rates not meeting the CPL benchmarks in the Annual Report, the following status progression will apply:

- Notice of Apparent Deficiency
- Warning
- Probation

Note: Additional actions may be requested by the Commission.

CPL Averages that Fail to Meet Established Benchmarks

Upon completion of the Annual Report each year, the CPL chart in the Annual Report provides completion, placement, and licensure performance rates for the institution's rate (average outcome) across all programs in that category.

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 March meeting.

Once the Annual Report is submitted to the Council office, a summary of all institutional annual report data will be reviewed by the Commission at its next scheduled meeting. Institutions that fail to meet one or more of the established benchmarks regardless of program length will typically be use the following status progression:

Notice of Apparent Deficiency
Warning
Probation

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 COE Liaison at a Council-sponsored workshop for reporting completion, placement, and licensure exam pass rate data
(2) Attendance at a Council-sponsored workshop on program and institutional outcomes or improvement of completion, placement, and licensure exam pass rates
(3) Consultation in person or by telephone with a Council staff member
(4) The scheduling of a focused review visit to the institution

Programs that Fail to Meet Student Achievement Benchmarks

While student achievement will be evaluated based on completion, placement, and licensure performance rates as determined by the institution's rate (average outcome) across all programs, the institution is still obligated to examine individual programs that do not meet the established benchmarks. The institution is expected to address strategies for the continuous improvement of programmatic student outcomes data, with emphasis on programs below CPL benchmarks for all programs not meeting student achievement benchmarks as part of the institution's strategic plan. The institution is expected to have a procedure in place that is used to gather and utilize objective data for strategic planning and to facilitate the institution's process of continuous improvement (Reference COE Handbook of Accreditation, Standard 4, Strategic Planning).

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 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 Assistant Vice President of Institutional Data, Reporting, and Compliance, Shakedra Robinson, at shakedra.robinson@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 the 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.