

Slide 1



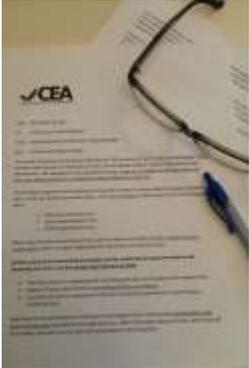
Welcome to the **2017** Annual Report Training Session. With a few exceptions, each year accredited sites are required to complete the Annual Report Package by the deadline of February 15. There have been some additions, or revisions, in the 2017 version of the report documents that you received in November. This training session is designed to lead you through those documents and to respond to some frequently asked questions about the Annual Report process. In this training, we will focus most of our time on the Annual Review Form because it is sometimes challenging for sites to complete. Let's get started.

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PURPOSE



1. Verification of continued eligibility for accreditation, financial viability and regulatory compliance
2. Payment of sustaining fees
3. Continued monitoring of compliance with selected standards
4. Collection of faculty and student data as required by USDE
5. Collection of current contact information
6. Trend identification

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The purposes of the forms in the Annual Report Package are for sites to provide verification of continued eligibility for accreditation, financial viability, and regulatory compliance, to pay sustaining fees, and to provide evidence that the site monitors several important indicators of compliance with selected standards.

CEA is also required by the US Department of Education (USDE) to collect and monitor certain types of information, such as student and faculty data, and to have policies that trigger additional reporting when necessary.

The reports also serve as a reminder to declare substantive changes to your programs and to update your primary contact and directory information.

In addition, the Annual Reports in aggregate provide an opportunity for CEA to identify trends among accredited programs and institutions.



PURPOSE (cont'd)

How is the information used?

- Additional reporting may be required by the Standards Compliance Committee
- Identified trends are reported to the Commission as well as to the Constituent Council

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The information in the Annual Reports is reviewed by CEA staff; if necessary, it is referred to the Standards Compliance Committee for further action.

(1) Significant changes in student enrollment and numbers of faculty may prompt further investigation into faculty workload and the ability of the site to carry out its education functions. A review of pass/fail rates may prompt further investigation into aspects of curriculum and assessment practices. Based on the findings, staff may accept an annual report as complete or recommend further consideration by the Standards Compliance Committee.

(2) End-of-year financial statements are reviewed by CEA's financial consultant who may accept the report as is or request further information. Any concerns that arise as a result of the financial review will be forwarded by staff to the Standards Compliance Committee (SCC) for consideration by the full Commission if warranted.

(3) If it appears that a program or institution may no longer meet eligibility requirements or any specific standards, the SCC will determine follow-up actions. Depending upon the evidence and which standards may be affected, the SCC may require a follow-up report or a site visit. In cases where a substantive change has occurred but has not been reported, the site will be required to submit a substantive change report. The results of any further review will be reported to the Commission, which will determine what action to take and whether accreditation should be withdrawn.

CEA staff may place a program or institution on administrative probation for failure to submit a complete annual report and pay sustaining fees by the deadline for submission. Administrative probation continues until the next meeting of the Commission at which time the Commission may withdraw accreditation.



ANNUAL REPORT PACKAGE

- 1. Annual Review Form**
*Required from **most** sites*
- 2. Financial Reporting Form**
See training video.
*Required from **most** sites*
- 3. CEA Sustaining Fees Form**
See training video.
*Required from **all** sites*

Email all forms to annualreport@cea-accredit.org

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Each fall, CEA will send a reminder to your site coordinator about the Annual Reports which are due February 15. The email message contains all forms as well as basic instructions about the process.

Note that all sites are required to pay sustaining fees and file their sustaining fee forms.

Some sites are exempt from submitting an Annual Review form and the Financial Review form; for example, sites submitting their reaccreditation self-studies or interim reports in mid-February are exempt from this requirement as are the sites that received their initial accreditation in December **2016**.



ANNUAL REPORTING PROCESS

- November notification (forms are sent to the primary contact listed for each site)
- Reports are due by February 15.
 - If anything is missing or unclear, CEA staff will contact sites and request additional information.
- Late/incomplete filing
 - 10% late fee on sustaining fees
 - Referral to SCC for possible administrative probation
- Site notification
 - Sites will be notified once the annual report review process is complete.

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Updated forms and annual report reminders are sent to sites in early November. It is important to ensure that we have correct primary contact information on file so that you don't miss the email notifications. In the future, if you don't receive these documents by mid-November, please contact us.

Failure to submit any part of the Annual Report package, including the sustaining fees, may result in an administrative warning, which is a compliance action which can lead to the Commission's issuance of probation.

After submitting your report, you won't hear from us until late April or May, unless there is something that requires clarification or additional documentation. Once all reports from all sites have been completely processed, letters will be sent to all sites, informing them of the results of the annual report review process.

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The image shows a screenshot of the CEA Sustaining Fees Form for 2017. The form is titled "CEA SUSTAINING FEES FORM (required from all sites)" and includes the CEA logo. Below the title, it says "2017 Sustaining Fees Form - Single" and "2017 Sustaining Fees Form - Single Fees and Form Due February 15, 2017". The form contains several input fields: "Name of Program or Institution/Branch", "Person completing form", "Email address", and "State". There is also a section for "Explanation of Fees" and a "Note Regarding Multiple Programs/Institutions". A grey callout box at the bottom of the form contains the text: "If you need an invoice, email Joy Cook at finance@cea-accredit.org". The footer of the form includes "Commission on English Language Program Accreditation" and "© 2016".

You'll need to calculate the number of students weeks for use in the Annual Review Form, so please start with the CEA Sustaining Fees Form, which is an Excel form with locked cells and embedded formulas this year. The CEA Sustaining Fees Form has a new web training video. To see more information about how to complete this form, you can view the single-site or multi-site instructions. Use the Sustaining Fees Payment Form and arrive at the number of student weeks in your program. Please note that you will also need this number for the Annual Review form.

Remember that recently accredited sites are required to file financial reports and annual review forms unless they were accredited in December 2016. Regarding sustaining fees, sites accredited in August or April paid partial-year accreditation fees within 1 month of accreditation; now they need to pay a full Annual Sustaining Fee for 2017, based on the total number of student weeks from 2016.

Please note that sustaining fees are paid for ALL accredited programs, not just the intensive English Language Program. If your site has auxiliary classroom locations, students taking classes at these locations need to be included in the sustaining fee calculations as well.

Sustaining fee forms and financial reports should be sent via email to annualreport@cea-accredit.org. If you require an INVOICE prior to sending the payment, please send your payment calculations to Joy Cook at this email: finance@cea-accredit.org.

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FINANCIAL REPORTING FORM

2017 Annual Financial Reporting Form



2017 Annual Financial Reporting Form
Due February 15, 2017

Submit your form to: annualreport@cea-accredit.org

1. Institution Information
2. General Information
3. Financial Statements (Profit and Loss Statement)

Financial Reporting Period (Start/End Date):

Reporting Period (Start/End Date):

Reporting Period (Start/End Date):

Reporting Period	Start	End
Reporting Period		
Reporting Period		
Reporting Period		

The information on this form is used for the purpose of accreditation and is not to be used for any other purpose.

2017 Reporting Period: 1/1/2017 - 12/31/2017

Send completed forms to annualreport@cea-accredit.org

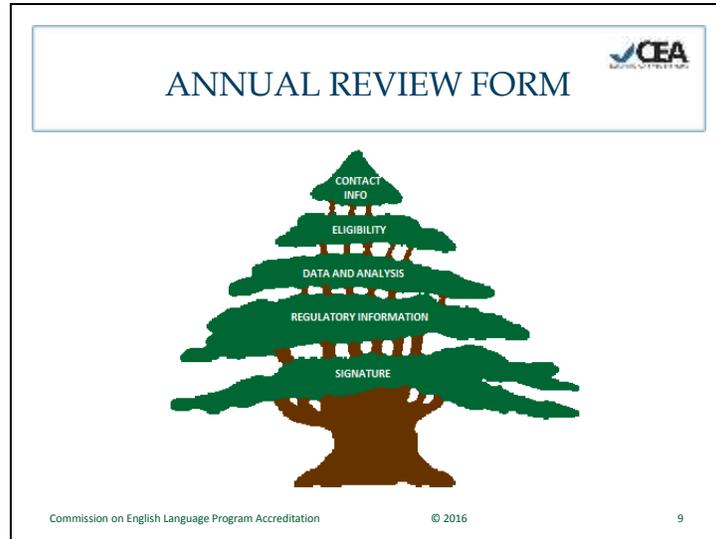
Send questions to Joy Cook at finance@cea-accredit.org

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The Financial Reporting Form, also an Excel form this year, requires gathering some data, and CEA has created another web video to support the instructions on the document you received. Responses to the Financial Reporting Form should be sent via email to annualreport@cea-accredit.org. If you have any questions about the form, please email **Joy Cook**.

Next, we'll look at the Annual Review Form.

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The Annual Review Form has five different parts like the boughs of this cedar tree. Let's examine each one.

The slide is titled "SECTION 1" and "Contact Info". It features a tree graphic on the left with "CONTACT INFO" written on it. On the right, there is a form for contact information. The footer includes "Commission on English Language Program Accreditation", "© 2016", and "10".

Every year, sites must confirm, or re-confirm, the exact name of their “accredited entity”, address, website info, and affiliation with another institution (if appropriate). The sites must also confirm or update any changes in contact information for the site.

This would be a good time to check that the link to your program that we have in our directory on the CEA website is correct. On your own website and promotional materials – if your site has programmatic accreditation (rather than institutional accreditation) – please ensure that it is made clear to prospective students which programs offered by your department are accredited by CEA and which are not.

Please note that a change of location needs to be reported as a substantive change and reviewed by the Standards Compliance Committee. The report must be submitted prior to relocation, but you do not need to wait for the SCC’s approval to move. If you have any questions about reporting substantive changes, please contact Masha Vassilieva, the staff liaison for the Standards Compliance Committee at mvassilieva@cea-accredit.org. You will see her email address again at the end of the presentation.



SECTION 2

Eligibility



Section 2:
The information in this section is to verify that the program or institution continues to meet CEA eligibility requirements.

Year: _____ **Yes** **No**

Does the institution have a primary ESL program?		
Does the institution have an ESL program for students who are not native speakers of English?		
Does the institution have an ESL program for students who are not native speakers of English?		

Hours:

Number of hours of instruction by primary ESL program per year		
Number of credit hours of instruction per year		
Number of instructional months per year		
Number of months of instruction per year		

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In order to be accredited, CEA requires that programs teach non-native speakers of English, and that programs have levels. Sites must re-confirm this information every year. Plus, sites must report the number of hours of instruction. If the program is credit-based or international, the number of hours must be reported. Additionally, the number of instructional months is required.

This section is concerned with the primary ESL program, the one that makes the site eligible for CEA accreditation. You do not need to report the number of hours of instruction in your other programs. In order to continue to be eligible for accreditation, US-based programs must offer at least 18 clock hours of instruction (or 12 credit hours) per week.



SECTION 3



DATA AND ANALYSIS

Data and Analysis

Section 3
The data and analysis for this section are used to monitor and evaluate the program's performance.

3.A.1. Student and Faculty Numbers
The data for this section are used to monitor and evaluate the program's performance and to identify areas for improvement.

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The data for this section are used to monitor and evaluate the program's performance and to identify areas for improvement.

Year	2014	2015	2016	2017
Students				
Faculty				

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Section 3.1 focuses on student and faculty numbers. Notice the chart in 3.A.1. Let's look at it more closely.



3.A.1 COMPLETE THE TABLE BELOW.

	2015	2016	% Difference	NOTES/INSTRUCTIONS
Student weeks	Partial year? <input type="checkbox"/> Yes	Partial year? <input type="checkbox"/> Yes		<ul style="list-style-type: none"> The term "student weeks" does not refer to the number of weeks of instruction offered throughout the year. To calculate student weeks, please refer to p.3 of the sustaining fee payment form. Please make sure that the number of student weeks matches the number on the sustaining fee form, for both years, if available.
Full-time faculty				<ul style="list-style-type: none"> Please specify the number of full-time faculty over the period of the reporting calendar year employed for all accredited programs. Count the individuals, regardless of the number of sessions taught by him/her. Include full-time administrators if teaching is part of their work assignment.
Part-time faculty				<ul style="list-style-type: none"> Each faculty member should be counted only once even if teaching in a number of sessions.

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This is the same chart, with the colors changed for easier reading in a PowerPoint. You'll need to gather some data before completing this part of the report. You'll need the number of full-time and part-time students enrolled in your program for the last two years (2015 and 2016) per session, term, or semester. Using the Sustaining Fees Form, calculate the number of "student weeks" offered in your program. If you have previous Annual Reports, check to make sure your numbers match the previous submissions. Calculate the percentage difference between 2015 and 2016.

It is important to remember that this section does NOT ask for the number of weeks per term, but the number of student weeks as reported in the Sustaining Fees Form. Monitoring enrollment and faculty trends is a USDE requirement for accrediting agencies, so we spot-check the numbers against the reports you submitted last year.

Next, count the individual full-time faculty employed in your programs – include full-time administrators if they also teach some classes. Again you'll need to compare 2015 and 2016. Calculate the percentage difference. Finally, you'll count the individual part-time faculty following the same steps.



SECTION 3.A.2

3.A.2. For any fluctuation in student and/or faculty numbers that is equal to or greater than 20% (as reported in 3.2.1), (1) explain the causes, and (2) describe how the program or institution has addressed the fluctuation (facilities, student services, faculty, etc.). Provide a narrative explanation of any other significant changes in staffing, average class sizes, or part-time/full-time faculty ratios that your program experienced or implemented last year.

(If more space is needed, either expand the text box or attach a separate file. If attaching a file, list the file name(s) below.)

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Section 3.A.2 asks sites to explain the causes of any fluctuations which are 20% or greater and to describe how the program has addressed the fluctuation. “Explain” means some sort of text or narrative. Additionally, the report asks for a narrative explanation for any other significant changes.



SECTION 3.A.3 OPTIONAL

3.A.3 This question is OPTIONAL, but we would appreciate your input. Provide a narrative explanation of any significant changes in staffing (other than what was addressed in your response to 3.A.2), average class size, or part-time/full-time faculty ratios that your program experienced or implemented last year, if applicable.

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Section 3.A.3 is optional and helps CEA track trends in the field.



3.B.1 PROVIDE 2015 PASS/FAIL DATA

INSTRUCTIONS FOR SECTION 3.B.1

- Provide appropriate background information as to what constitutes a 'pass' (e.g., level exit test score, a cumulative GPA of 3.0, etc.)
- As a **minimum**, provide either (a) pass rates (%) by session and level or (b) annual pass rates (%) by level and skills focus areas.
- Do not submit raw data or grades for every course and every student. Data should be presented in a format that allows for easy at-a-glance comparison and analysis across levels, skills areas, and/or sessions.
- Below is a **SAMPLE** chart that may be useful for programs with fixed session start/end dates. This is **not** a prescribed format and is provided for illustration purposes only.

Pass Rates	Level 5			Level 4			Level 3			Total		
	#pts	#pass	%pass	#pts	#pass	%pass	#pts	#pass	%pass	#pts	#pass	%pass
Term 1	18	10	56%	28	22	79%	47	41	87%	93	73	78%
Term 2	20	4	20%	15	5	33%	26	15	58%	51	24	47%
Term 3	16	11	69%	24	28	82%	45	40	89%	85	79	80%
2014	44	25	57%	77	55	71%	118	96	81%	239	176	74%

- Programs with rolling enrollments will have established their own ways to measure the rates at which students are reaching the learning outcomes within the expected time frames. Similarly to semester-based programs, these programs define what constitutes satisfactory academic progress and then track student achievement and/or level progression patterns for those full-time students who studied with them for a specific # of weeks to demonstrate progress.

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Section 3.B is often challenging for sites, particularly those that were recently accredited. It asks sites to provide a snapshot of their student achievement data and to provide an analysis of the data. Section 3 has been updated with new instructions which can be found on page 7 of the Annual Review Form.

First, whatever data you submit and in whatever form, it would be good to provide a brief explanation of what the numbers mean. In other words, what is counted as a pass. For some programs, it's semester GPA; for others it's course grades. Or it could be the score on the standardized exit level test, or a combination of these factors.

While there is no prescribed way for sites to collect, track, and report student achievement data, the sort of data we need is NOT raw data that lists each student and each student's grade. Raw data is not useful to make generalizations about the quality of the program's curriculum and structure. For most session-based programs, it is useful to track data by semester. Sites can use this data to examine term length. Particularly when the summer session is either more intensive or shorter than the regular terms. Or it may point to issues with a particular new cohort of students. Tracking data by level helps to see whether students are progressing at equal rates across all levels, as expected by the curricular design. Some programs choose to track data by skill areas in addition to levels; for example, many programs have reported in the past that students are performing significantly worse in reading/writing classes at the lower levels than they are in the rest of the program. These programs report that they have redesigned their reading/writing curriculum, or offered supplementary support classes, or split the lowest level into two.

Note that the sample chart tracks pass rates by term as well as by level, with annual averages. It's easy to see that something went wrong during the second term of the year, for all levels, and that students at the lowest level consistently performed worse than those at the other levels. It is possible that the administration is already aware of what caused the drops in student achievement and has taken steps to address the issues; it is also possible that the reasons have not yet been identified. In either case, the program will need to provide a response to the data in the next section.

Sites with rolling enrollments and sites that primarily provide tutorials usually design their own ways to collect, monitor, and analyze student achievement data and come up with their own definition of what constitutes satisfactory academic progress. It is not uncommon for these sites to limit their data and their analysis to those students who studied in their program for a certain number of weeks (e.g. a minimum of 4 weeks), a sufficient time to demonstrate progress. The point of the Length and Structure Standard 2 is to ensure that all programs have an objective, quantitative means of evaluating the quality of their curriculum and the structure of the program, and make data-driven decisions when reviewing and revising the programs.

Of course pass-fail data is meaningless without well-written student learning outcomes (SLO) and the tools that accurately measure the achievement of these SLOs. At the time when Annual Reports are due, in mid-February, many recently accredited sites will be in the middle of implementing significant changes to their programs in order to address the reporting requirements issued at the time of the initial accreditation to address the deficiencies related to the SLOs (Curriculum Standard 2) and the tests (Student Achievement Standard 2). These programs may not yet have reliable data because of the issues with the SLOs or the tests, or they may have redesigned their curriculum or the assessment system in the middle of the year. All of these issues can be discussed in the next section that asks for the analysis of the student achievement data.

The image shows a screenshot of a CEA accreditation form. At the top right is the CEA logo. The main heading is '3.B.2 PROVIDE AN ANALYSIS'. Below this is a section titled 'INSTRUCTIONS FOR SECTION 3.B.2' which lists factors to be monitored and instructions for reporting additional indicators. To the left of the text is a tree diagram with a purple arrow pointing to the '3.B.2' section. At the bottom left, it says 'Commission on English Language Program Accreditation'.

Section 3.B.2 asks sites to provide an analysis of the pass/fail data across levels and/or skills and from session to session, identify any problematic/unexpected trends or inconsistencies, and to explain what the program has done or is planning to do to identify the causes or, if the causes are known, to remedy the situation. As stated in the instructions we talked about a few minutes ago, the data may help identify issues with assessments, instructors, curricular structure, term length, or a particular cohort of students.

We are frequently asked what CEA considers an acceptable pass-fail rate, and the answer is: CEA doesn't prescribe a specific percentage. For the past two years, the average as well as the median pass rate for the accredited programs has hovered at around 79%. Usually sites establish a baseline or target rate for its courses and take a closer look at courses, levels, and sessions where students don't seem to be performing as well as usual.

In some cases, programs report a wide range of pass-fail percentages for the different levels and sessions and then state in their response to Section 3.b.2 that no trends or issues have been identified. While we do not prescribe what constitutes a considerable degree of inconsistency in pass rates, CEA staff reviewing the report may request additional information and analysis when pass-rates exhibit little consistency from level to level, even when no discernible trends can be identified as clearly as it was possible to see in our sample chart. A considerable lack of consistency (with rates being 'all over the place') is a trend by itself and can indicate issues with the way student achievement is being measured.

One final note. If the site uses additional indicators of student achievement rates, please comment on those as well. For example, a few programs reported last year that they track the

GPA of their graduates once they leave the program and matriculate into the program of their choice and compare them with the GPAs of other international students who haven't gone through the IEP (these programs found that their graduates have higher GPAs). This sort of reporting is completely optional.

SECTION 4



Regulatory Information



REGULATORY INFORMATION

Required:

1. Are you currently in compliance with all applicable regulatory requirements?

Yes No

2. Are you currently in compliance with all applicable regulatory requirements?

Yes No

3. Are you currently in compliance with all applicable regulatory requirements?

Yes No

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Section 3.B is often seen as the most challenging section of the Annual Report. Congratulations, you've made it through Section 3 and onto Section 4. This section is to verify regulatory information. There are three questions with yes or no check boxes. If the answer to any of the questions is yes, then the site is required to submit additional documentation as detailed.



SECTION 5

Signature



Method 1:
The principal or authorized representative of the program will sign and date the report and the report will be signed by the principal or authorized representative of the program.

Program Name: _____
Principal or Authorized Representative: _____
Title: _____
Signature: _____
Date: _____

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Finally, Section 5 – Signatures. CEA requires all Annual Review Forms to be signed by the authorized representative of the site. Print the page out, sign it, scan it, and email it to us along with the rest of the report.

We have discussed all three forms, and now let's move on to some questions about the Annual Report process.



YOUR QUESTIONS

1. Does the annual report go before the Commission for approval, or is it placed on record?
2. How does CEA provide feedback to sites based on their annual report submissions?
3. Is there a connection between the self studies and the annual report? If so, could you please describe it?
4. What is the connection between prior annual reports and the current or latest one? For example, in our 2014 annual report we referred to some projects in progress. Should we include follow up on those projects in the 2015 report?
5. Why doesn't CEA provide report formats (e.g. an Excel spreadsheet to track pass/fail data)?

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1. Does the annual report go before the Commission for approval, or is it placed on record?

The report is placed on record but does not get reviewed by the full Commission. It is reviewed by CEA staff and, if necessary, referred to the Standards Compliance Committee for further action.

2. How does CEA provide feedback to sites based on their annual report submissions?

If there are problems with the report, we will contact you prior to the April meeting of the Commission. If there are no issues, you will hear from us in April or May. All sites receive a letter from CEA once the process of collecting and reviewing annual review forms, sustaining fees, and financial reports from all sites has been completed. We do not generally provide individualized feedback on the reports, unless they haven't been filled out completely or correctly.

3. Is there a connection between the self studies and the annual report? If so, could you please describe it?

There is no formal connection between the self studies and the annual report. When a site does not provide sufficient background information about the structure of its program and how pass rates are calculated, CEA staff may either consult the site's primary documents, including the self study, or ask the site for a clarification.

4. What is the connection between prior annual reports and the current or latest one? For example, in our 2015 annual report we referred to some projects in progress. Should we include follow-up on those projects in the 2016 report?

Many sites find it useful to refer to previous year's data when discussing their pass fail rates and the projects that were implemented last year to address earlier deficiencies. Sites may comment on how the new data indicates that certain problems got resolved or pass rates have improved. Other than that, no updates on previously implemented projects is necessary – unless the information is relevant to explain the present data patterns.

5. Why doesn't CEA provide report formats (e.g. an Excel spreadsheet to track pass/fail data)?

We tried this approach in the past, with fillable templates and spreadsheets, and it created more problems than it solved, because every program's structure and definition of satisfactory student progress is different. CEA doesn't prescribe the methods which sites use to track student data. There are many models which are appropriate.



YOUR QUESTIONS

6. Do sites receive feedback on the annual reports?
7. What if a site changes reporting from a calendar year of data (Jan-Dec) to tracking based on the academic year (Aug-July)?
8. In the sustaining fee form instructions, there are two categories of students based on the fee structure—full and part-time students. Are fees pro-rated based on the enrollment of the student?

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6. Do sites receive feedback on their annual reports?

The majority of sites do not receive feedback on the annual reports because they are submitted on time, completely and clearly address the questions, and contain no substantive changes. If anything is unclear or missing, CEA staff follows up with the site. Sites receive a letter in April or May, once all annual reports have been received and reviewed. CEA does compare the site's data year over year, and the reports are archived for the period of accreditation.

7. What if a site changes reporting from a calendar year of data (Jan-Dec) to tracking based on the academic year (Aug-July)?

Data reported in Section 3.A (student weeks and faculty numbers) needs to be calculated for a calendar year, not an academic year. Student achievement data, on the other hand, could be tracked for an academic year. In fact, it may make more sense for larger programs to do academic-year-based reporting on pass-fail rates because it gives them more time to collect the reports from the university units that generate the data, and to analyze them. Please comment on the changes in the appropriate section of the annual report.

8. In the sustaining fee form instructions, there are two categories of students based on the fee structure—full and part-time students. Are fees pro-rated based on the enrollment of the student?

Yes. Anyone who is part-time is counted as 0.5 student week for the purposes calculating sustaining fees. This applies to students who take 16 hours of instruction (instead of the minimum 18 hours a full-time student takes) as well as to those who take two hours of classes a week. It also means that students who routinely take more than the minimum 18 hours of classes do not increase the overall student week count for the site.



YOUR QUESTIONS

9. When we received our accreditation letter, it stated that our annual report is due in August. Why are we now being asked to report in February?

10. My program has accreditation-related reporting requirements related to pass-fail data, and our response is due in February. Why do I need to provide the same information twice, in the annual report as well as in my response to the reporting requirements?

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9. When we received our accreditation letter, it stated that our annual report is due in August. Why are we now being asked to report in February?

Your accreditation letter referred to your one-year report, not your Annual Review Form. One-year reports are submitted by sites one year after their initial one-year accreditation and address site-specific reporting requirements that focus on each site’s specific weaknesses. The full commission reviews these reports and decides whether to extend the site’s accreditation by another 4 years. Annual Review Forms, on the other hand, are part of the Annual Report Package and are collected from all sites, regardless of their term of accreditation. They are due in February each and every year the site is accredited. Annual Review Forms are not site-specific; all sites are asked to provide the same information and answer the same questions.

10. My program has accreditation-related reporting requirements related to pass-fail data, and our response is due in February. Why do I need to provide the same information twice, in the annual report as well as in my response to the reporting requirements?

The data is used for different purposes and reviewed by different committees. Furthermore, the requirements related to your accreditation are specific for your site, so we can’t assume that any site that has a reporting requirement for Length and Structure 2 can be exempt from responding to the section 3.b. of the Annual Review Form.



YOUR QUESTIONS

11. In section 4, there is a question about whether the program is subject to any local, state, federal, governmental, or national approval or licensing. Does this mean entities such as the following:

- Student Exchange Visitor Program (SEVP)
- Higher Learning Commission (HLC)
- Texas Higher Education Coordinating Board

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11. Is the program or institution subject to any local, state, federal, governmental, or national approval or licensing? Does this mean entities such as the following:

Student Exchange Visitor Program (SEVP)

Higher Learning Commission

Texas Higher Education Coordinating Board

Yes for SEVP.

Yes for regional/national accreditors, if the program is part of a university that is regionally or nationally accredited.

In addition, many of the 50 states have regulatory agencies that oversee private postsecondary schools, colleges, and universities. In California, for example, most private postsecondary schools must be approved to operate by the California Bureau for Private Postsecondary Education (BPPE). Other state authorization agencies include New York's Bureau of Proprietary School Supervision (BPSS), the Illinois Board of Higher Education (IBHE), the State Council of Higher Education for Virginia (SCHEV), and the Texas Workforce Commission (TWC).

Thank you for participating in the 2017 Annual Report Training session.
Please respond to our evaluation survey:
<https://www.surveymonkey.com/r/2LXGVV3>

EMAIL QUESTIONS OR COMMENTS TO:
ANNUALREPORT@CEA-ACCREDIT.ORG

If you have any questions about reporting **substantive changes**, please contact Masha Vassilieva, the staff liaison for the Standards Compliance Committee at
mvassilieva@cea-accredit.org

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You have completed watching and listening to our 2017 Annual Report Training Session. Please respond to our short, five-question, evaluation survey. Use the link provided. Or if it's a live link in the format you are viewing, click on the underlined word, survey, and a new window will open with the survey questions.

Feel free to email questions or comments to annualreport@cea-accredit.org.

And if you have any questions about reporting substantive changes, please contact Masha Vassilieva at mvassilieva@cea-accredit.org.

Thank you and have a great year.