Annual Report Portal Instructions

2026

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See separate documents for:
Sustaining Fees Instructions
Financial Reporting Instructions

1. Annual Reporting Basics

Per the *CEA Policies and Procedures*, Section 8.5.1, all accredited programs and institutions must submit annual reports and sustaining fees throughout the periods of both initial and reaccreditation. The annual report consists of three main components:

1. Annual review
2. Financial reporting
3. Sustaining fees

The due date for the annual report is **February 15, 2026**.

CEA will host a webinar on December 11, 2025, at 11:00 a.m. to review the Annual Report package requirements for accredited sites. Anyone with access to the site record can see all parts of the site record. The webinar recording will be published at www.cea-accredit.org/resources as well as dates and registration information for additional training sessions.

2. 2026 Annual Report Forms and Process

Accredited sites will submit the Annual Report via the CEA Annual Report Portal (CARP – https://carp.cea-accredit.org). Screenshot of dashboard below.

After you complete the Sustaining Fees section, you will see the subsections of the Annual Review.

3. Start Here for the Annual Report Portal

The CEA primary contact at your site will create a profile by signing up at CEA Annual Report Portal (CARP). Instructions to create a profile are on the CEA Resources webpage. After the profile is verified, CEA staff will associate each profile with your site record. You may see a "Server Error (500)" if you attempt to explore the portal before your profile is connected to your site.

If you need more than one account for your site, the primary contact must request additional accounts by providing the site name, site ID, individual's name, role/title, and email associated with the account at AnnualReport@cea-accredit.org. All requests for CARP accounts made by the CEA primary contact will be approved. If you need to change the primary contact, send an email to info@cea-accredit.org.

CEA asks sites to provide contact information for three people: 1) the primary contact; 2) the program director; and 3) the person completing the form. If the contact information is the same for any of these individuals, please copy and paste the information.

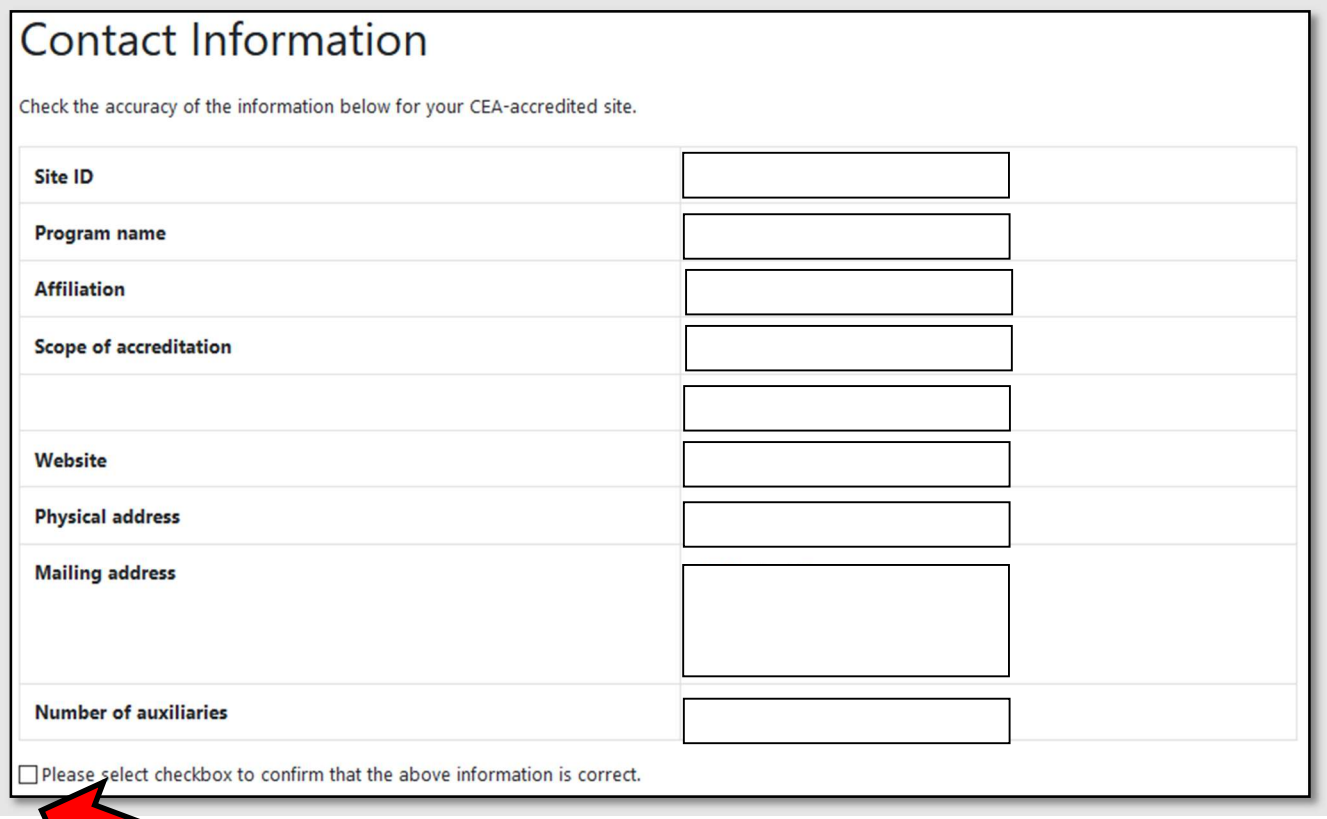
For each subsection of the report, the dashboard will display incomplete as a status if any required responses are missing. When you click submit, information is sent to CEA. To make changes to a submitted section, email AnnualReport@cea-accredit.org, indicating which section needs to be unlocked.

The CEA Annual Report Portal has three section headers with several subsections to gather the required information. Please note that the Sustaining Fees section must be completed before you can complete the Annual Review section.

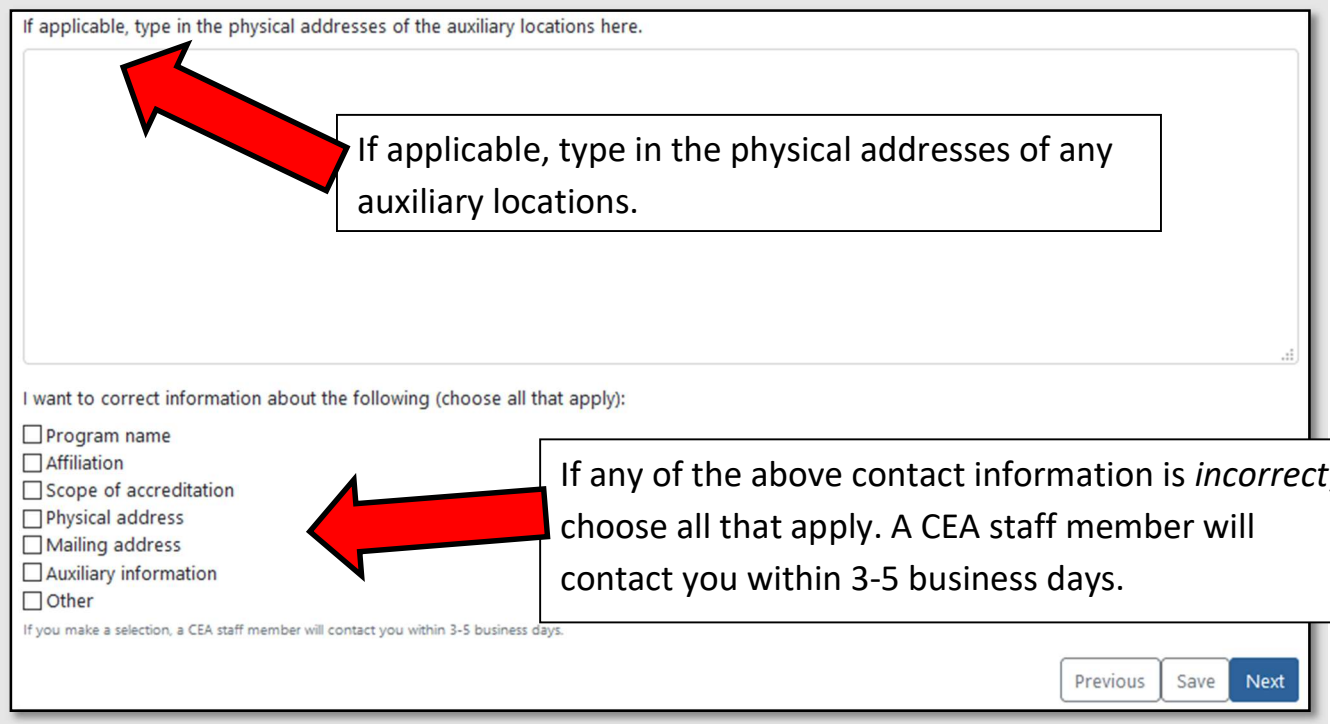
Multisite organizations must submit a separate response for each accredited branch.

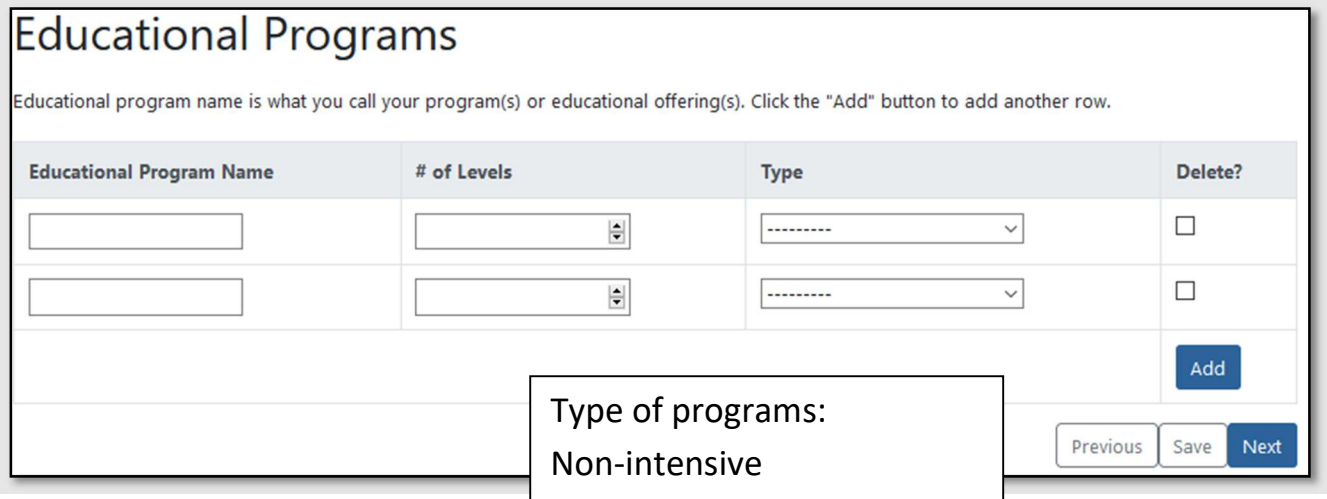
Section 1: Contact Information

This section confirms contact information and the name of the accredited entity for CEA records. It is the site's responsibility to inform CEA of any changes or updates that occur outside of the annual report submission window.

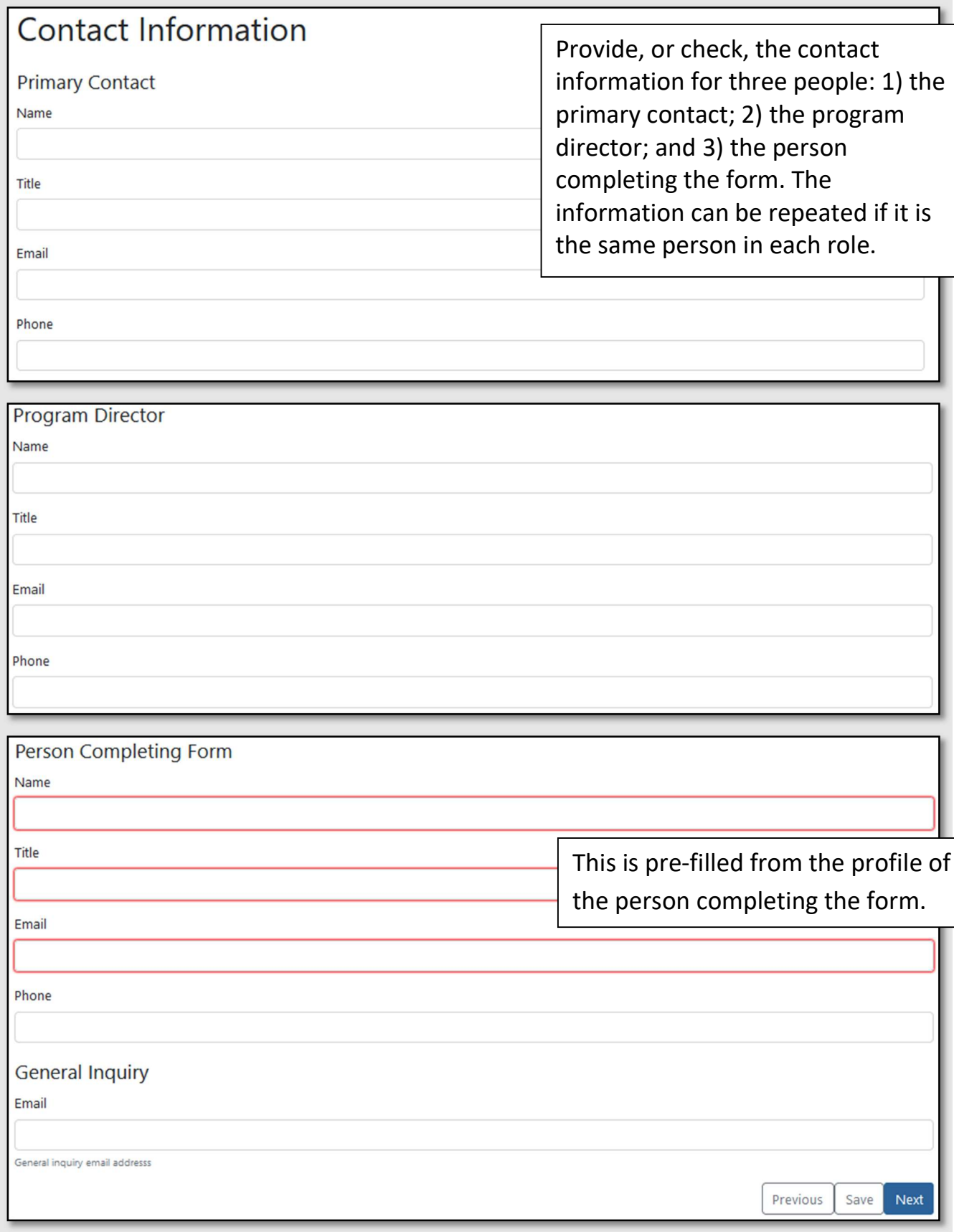


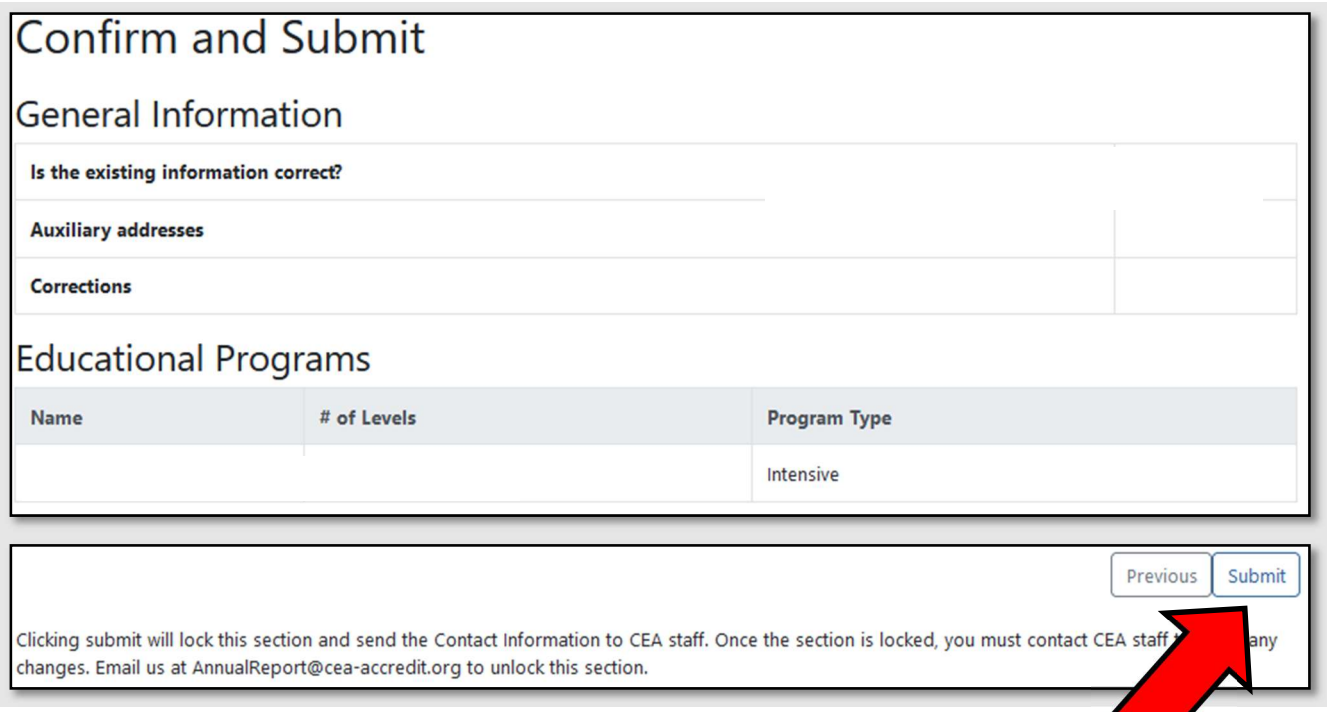
If all the information listed is correct, click in the checkbox. If not, follow the continued instructions.





Type of programs:
Non-intensive
Intensive
Foreign Language
Youth
Teacher Training Certificate
Other


Contact Information
Primary Contact
Name
Title
Email
Phone
Provide, or check, the contact information for three people: 1) the primary contact; 2) the program director; and 3) the person completing the form. The information can be repeated if it is the same person in each role.
Program Director
Name
Title
Email
Phone
Person Completing Form
Name
Title
Email
Phone
This is pre-filled from the profile of the person completing the form.
General Inquiry
Email
General inquiry email addresss
Previous
Save
Next



Clicking submit sends the information to CEA staff. Email CEA at AnnualReport@cea-accredit.org if you want to make changes to a submitted section.

4. Instructions for the CEA Annual Review Section

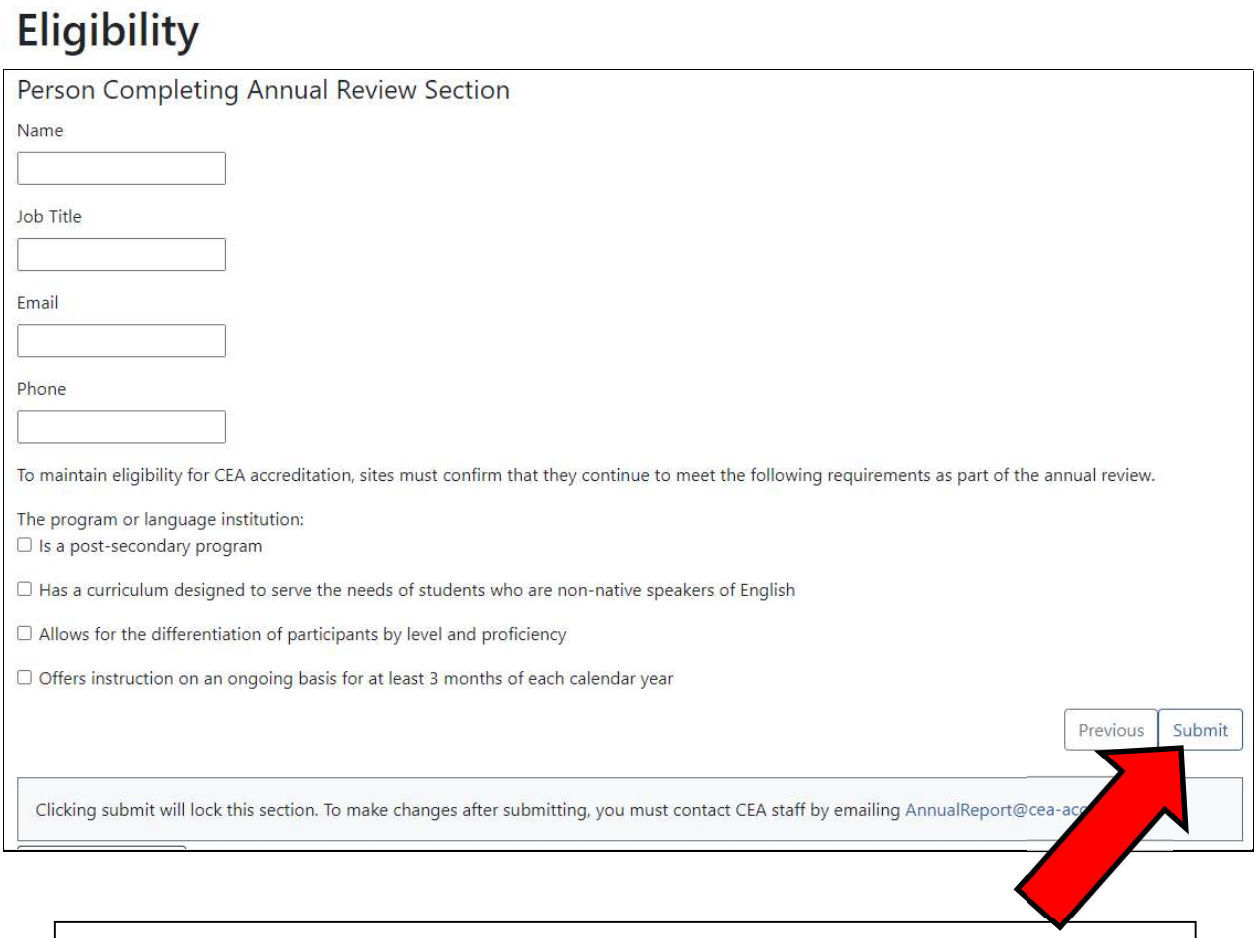
Using the CEA Annual Report Portal, sites submit the following information for the Annual Review subsections:

Annual Review Subsection 1: Contact Information

See above.

Annual Review Subsection 2: Eligibility Attestation

This section verifies that the program or institution continues to meet CEA eligibility requirements.



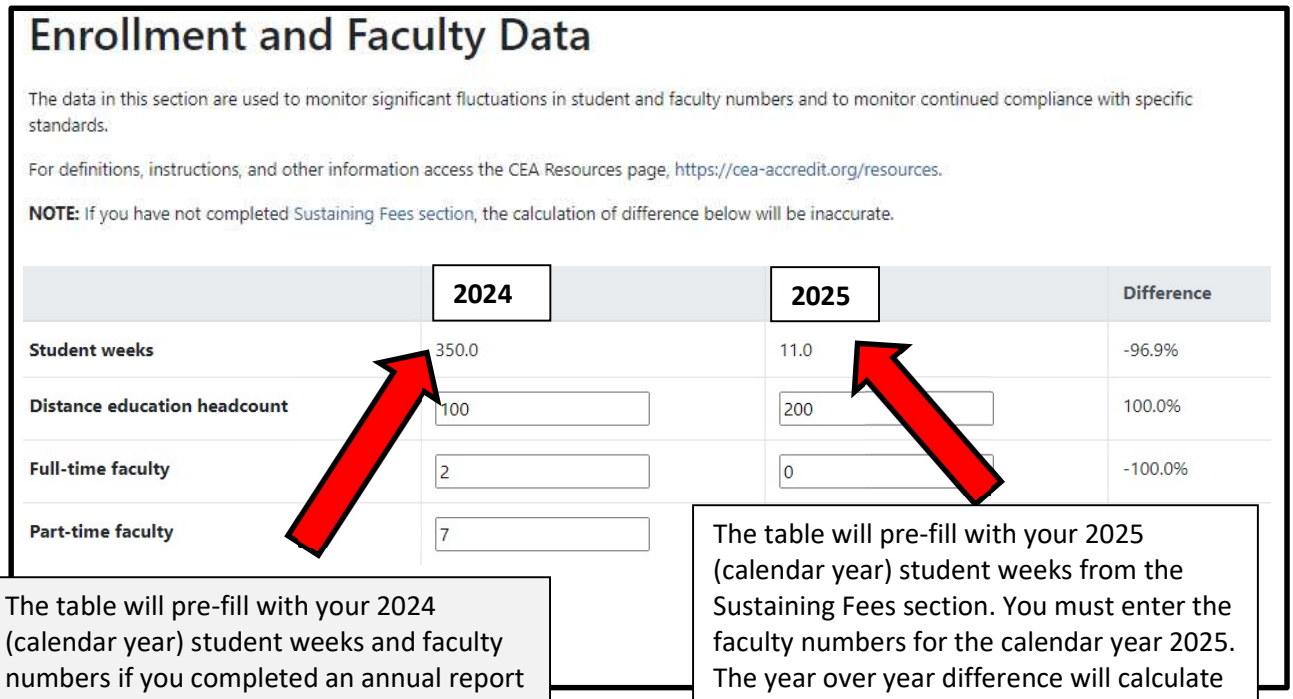
Clicking submit sends the information to CEA staff. Email us at AnnualReport@cea-accredit.org if you want to make changes to a submitted section.

Annual Review Subsection 3: Enrollment and Faculty Data

This section verifies that the program or institution continues to meet CEA eligibility requirements.

The data in this section are used to monitor significant fluctuations in student and faculty numbers and to monitor continued compliance with specific standards.

Student enrollment and faculty numbers



Enrollment and Faculty Data

The data in this section are used to monitor significant fluctuations in student and faculty numbers and to monitor continued compliance with specific standards.

For definitions, instructions, and other information access the CEA Resources page, https://cea-accredit.org/resources.

NOTE: If you have not completed Sustaining Fees section, the calculation of difference below will be inaccurate.

	2024	2025	Difference
Student weeks	350.0	11.0	-96.9%
Distance education headcount	100	200	100.0%
Full-time faculty	2	0	-100.0%
Part-time faculty	7		

The table will pre-fill with your 2024 (calendar year) student weeks and faculty numbers if you completed an annual report in 2025.

If you were approved for distance education in 2024, the table will pre-fill with distance education headcount.

The table will pre-fill with your 2025 (calendar year) student weeks from the Sustaining Fees section. You must enter the faculty numbers for the calendar year 2025. The year over year difference will calculate automatically.

Distance education headcount – enter the total number of students enrolled in distance education courses for 2025 (calendar year). Count each student once per year regardless of number of distance education courses enrolled.

If you are not approved for distance education by CEA, do not make an entry into the Distance education headcount boxes. If you have questions about the scope of accreditation, please contact CEA staff at AnnualReport@cea-accredit.org.

Definition of Terms:

- *Distance education:* Instruction delivered to students who are physically separated from the instructor, in various formats using a variety of technologies, designed to promote academic engagement and ensure regular and substantive interaction.[1, 2]

  [1]Programs and institutions offering any portion of their educational programs or courses via distance education must report to CEA and include distance education within their scope of accreditation.

  [2] For US-based programs and institutions certified by SEVP (Student Exchange and Visitor Program), online courses cannot count toward a full course of study for an English language training student on an F-1 student visa.
- *Distance education headcount:* Count each individual once per calendar year regardless of number of courses in which the student is enrolled or the number of terms that a faculty member taught.
- *Full-time faculty headcount:* Faculty who hold positions defined by the program or institution as being 1.0 FTE (full-time equivalency) and who are available for assignment during the scheduled hours of operation).
- *Part-time faculty headcount:* Faculty who hold positions of less than 1.0 FTE (full-time equivalency) as defined by the program or institution.
- *Student week:* An enrollment calculation based on the Sustaining Fees procedures. Example: One student enrolled for one week is one student week. Note: Student weeks is not the number of weeks the program operates.

For faculty, do not count the number of full-time (or part-time) faculty positions; count the individuals employed over the period of the calendar year. Each individual faculty member should be counted only once even if teaching in several sessions. Include administrators in faculty counts if teaching is part of their work assignment.

Provide an explanation

The items below are required to be filled out only by sites reporting at least a 20% increase/decrease in enrollment and/or faculty numbers. If a breakdown by program or main/auxiliary location is needed to explain significant increases/decreases compared to the previous year, include that information in your response.

Student weeks ≥ + 20%

If reporting a significant increase in enrollment, (1) what do you attribute the increase to (e.g., new marketing strategies, a stronger recruiting budget, new partnerships, new programs, etc.) and (2) how has the program or institution managed the increase in terms of facilities, faculty, and personnel?

Student weeks ≤ - 20%

If reporting a significant decrease in enrollment, (1) what do you attribute the decrease to (e.g., loss of recruiting personnel, organizational restructuring/lack of stability at the institution, strong local competition, student dissatisfaction with faculty/facilities/school policies, etc.) and (2) what have been your coping strategies (e.g., furloughs, moving to a smaller location) and (3) are you doing anything to bring in/retain more students (developing new programs, implementing tuition discounts, hiring a new marketing director, etc.)

Faculty > ± 20%

If reporting a significant fluctuation in faculty numbers, provide an explanation.

Annual Review Subsection 4: Student Achievement Data

The information in this section is used to monitor student progression and pass rates and to verify continued compliance with student achievement, length and structure, and program review and development standards. There are seven questions followed by file upload prompts.

- **IMPORTANT**: For the purposes of this report, the data and analysis in this section should focus only on your main post-secondary English Language Program. It is not necessary to include pass/fail data and analysis for other educational offerings within your CEA scope (e.g., part-time programs, ESP or test prep courses, foreign language programs or courses, TESL/TEFL teacher training certificates, distance education, or youth programs or courses). The data for these additional programs will be reviewed at the time of the Interim report or the next reaccreditation review.

Student Achievement Data

Question or Prompt	Note
Main English language program (ELP) Levels Weeks	Enter number of levels in the main ELP Enter number of weeks in a level of the main ELP
1. Describe the level structure.	Narrative answer Examples: *- 8 levels, from Intro to Advanced* *- 5 General English levels from Foundations to High Intermediate plus multiple specialization options at level 6 (Business, Conversation, Academic Prep, TOEFL prep)* *- General English (levels 1-3), Level 4 (two options: Business English and Academic English); Level 5 (Academic English)*
2. The previous calculation (above) is based on the information about the number of levels and the number of weeks per level that you provide. If the number of weeks per level varies per level (for example while most of your levels are 10 weeks, the upper level is 16 weeks), provide an explanation.	Narrative answer or N/A

4.2. Analysis of the data and follow-up actions

Question or Prompt	Note
3. Provide any information on your program progression policies that will help staff understand the pass/fail data provided in the files you upload for item 8 below (Section 4.3 Pass-fail and/or progression data). Specifically, explain how 'pass' or 'fail' is determined.	Examples: • Pass = course grade of 80% with the final exam grade no lower than 75%. • Pass =semester GPA of 3.0 with no course grades below 2.0 • *Our 12-week levels are split into 4-week blocks that can be taken in any order; students are required to complete the final tests for each block with a minimum score of 70% on each test to progress to the next level.*
4. Provide a narrative response. At your site, what criteria indicate a pattern of unexpected student achievement? What criteria trigger a review of pass/fail data? Is there a specific threshold that triggers a review?	Example: • *At our site, we expect about 80% of students to be able to pass their courses on the first try. If any course shows a pass rate of below 70%, the academic coordinator looks closely at the reasons that may have contributed to the lower pass rates.*
5. Year-to-year comparison: Are your 2025pass rates (for courses, levels, and the program as a whole) higher, lower, or about the same as the year before? What has changed and what do you attribute the changes to?	**Note:** For Year-to-year and Within-the-year comparisons, factors that may be monitored or reviewed in order to explain unanticipated or unacceptable passing or progression rates for a course, level, or the program as a whole may include, for example, the profile of students in the course, level, or program; the curricular load assigned to the period(s) of instruction; the amount of time allotted to instruction; assessment practices; etc.
6. Within-the-year comparison: Are there any significant inconsistencies in the pass rates across levels, skills, and sessions? If there are any unanticipated patterns of progression, such as problematic/unexpected trends or low pass rates, state the reasons and describe the follow-up actions (if any) that have been or are being planned/implemented.	

4.3. Pass-fail and/or progression data

After answering the above questions, for your primary English program, provide 2025 pass/fail data (or other numerical evidence of student achievement rates, such as progression rates) used by your program/institution to monitor the effectiveness of program length and structure. Note that direct evidence of achievement of SLOs must form the basis of the progression decisions (and thus reported pass/fail data reflect progression decisions based on direct evidence of achievement of SLOs).

- **IMPORTANT:** Please see Instructions for 5. Instructions for Student Achievement Data prior to completing this section. These instructions include specific data requirements as well as guidance for sites with rolling enrollments.

7. Provide 2025 pass/fail data (or other numerical evidence of student achievement rates, such as progression rates) used by your program/institution to monitor the effectiveness of program length and structure. Upload file(s).	File upload

Annual Review Subsection 5: Regulatory Compliance

This section verifies that the program or institution continues to meet eligibility requirements.

Note: Each accredited site must promptly notify CEA of any change in state licensure or exemption status per Section 8: Maintaining Accredited Status, *CEA Policies and Procedures*.

This section is to verify regulatory information. There are six questions.

Question	Note
1. Is the program or institution approved and/or licensed as required? If no, explain the status of approval and/or licensure for the program or institution.	Yes or No
2. Is the program or institution subject to any local, state, federal, governmental, or national approval or licensing? (e.g., regional accreditation, state licensing boards, etc.) If yes, list the agency and required approval or license. Note: **Any change in state licensure or exemption status requires notification to CEA.**	Yes or No
3. Has the program or institution's regulatory compliance status changed over the past year? Examples include, but are not limited to: Has the site received, renewed, or been exempted from state approval? For programs, has your institutional accreditor changed? If yes, please explain and provide documentation of continued compliance if not already reported to CEA. Note: If you are a US-based site certified by SEVP to admit international students, changes to SEVP certification are covered in question 4.	Yes or No

4. **For US-based sites certified by SEVP only**: Has the program or institution's SEVP certification changed since the last annual report? Examples include, but are not limited to: Has the site gained initial SEVP certification or lost SEVP certification? Has the site added additional campuses or programs of study to the Form I-17? If yes, please explain and provide documentation if not already reported to CEA. Please note that changes to SEVP certification require formal substantive change reporting. Contact Masha Vassilieva at mvassilieva@cea-accredit.org for more information. Note: Routine recertification is not a reportable change. Adverse action taken by SEVP is covered in question 5.	Yes or No
5. Has the program or institution been the subject of any adverse action by an accrediting, local, state, or federal agency? If yes, please explain and provide documentation.	Yes or No
6. Have there been any changes to the corporate structure or ownership since the last annual report not previously reported to CEA? If yes, submit a copy of documents of incorporation.	Yes or No

Annual Review Subsection 6: Attestation

This section verifies that the program or institution continues to meet CEA eligibility requirements.

The undersigned authorized representative of the program of institution attests to the accuracy of information contained in the four parts of the Annual Review section.

Initials

Full name

Complete the CEA Annual Report Portal by February 15, 2026. Failure to submit the report by the due date may result in administrative warning, as stated in the *CEA Policies and Procedures* Section 8: Maintaining Accredited Status.

Please direct any questions about completing this form to AnnualReport@cea-accredit.org.

5. Instructions for Student Achievement Data

For programs with fixed enrollment dates:

- Do not submit raw data or a list of students. Aggregate your data by level and term (and class, if applicable).
- Provide pass and/or progression rates by level (%) and by session/term/semester. If your program allows split placement, it may be useful to include data for skill areas or courses within each level.
- Provide an annual average (for each level and for the program as a whole).
- If student enrollment is low, include not only percentages but numbers of students as well.
- Data should be presented in a format that allows for easy at-a-glance comparison 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 illustrative purposes only.

Pass rates	**Level 1**			**Level 2**			**Level 3**			**Total**		
	#stu	#pass	%pass	#stu	#pass	%pass	#stu	#pass	% pass	#stu	#pass	%pass
Term 1	18	10	56%	28	22	79%	47	41	87%	93	73	**78%**
Term 2	10	4	40%	15	5	33%	26	15	58%	51	24	**47%**
Term 3	16	11	69%	34	28	82%	45	40	89%	95	79	**83%**
2025	44	25	**57%**	77	55	**71%**	118	96	**81%**	239	176	**74%**

For programs with rolling enrollment dates

- CEA length and structure standards require all programs to validate their curricular design and program length and structure by providing evidence that an acceptable percentage of students are able to complete each level within a specific time frame. Programs with rolling enrollments typically do not aggregate data by session; instead, they track the amount of time (weeks) it takes an average student to complete a level successfully (or the % of students who are able to complete a level successfully within the time frame specified for each level by the program's curriculum). Programs with many short-term students may limit their data collection to students who were enrolled for a certain minimum number of weeks (please specify this in your report). For programs that allow students to take a level up exam whenever they wish, such test scores will not provide evidence of effective curricular design since many students won't be ready for the test when they attempt it; instead, sites should consider tracking the number of weeks it takes an average student to attain a passing score on the level-up/level exit test.
- Do not submit raw data or a list of all students in the program. Aggregate your data by level. For some programs, it may be useful to aggregate the data by course or skill area within each level.
- Provide an annual average for each level and for the program as a whole.
- Data should be presented in a format that allows for easy at-a-glance comparison across levels, skills areas, and/or sessions. Below is a sample chart that may be useful for programs with rolling enrollments. This is not a prescribed format and is provided for illustrative purposes only.

	# of weeks allotted to level by the curricular design	# of students enrolled in each level for at least 12 weeks	# of students able to progress to the next level within 12 weeks	% of students able to progress to the next level within 12 weeks	Average # of weeks it took students to progress to the next level
Level 1	12	20	18	90%	10
Level 2	12	37	28	76%	11
Level 3	12	50	30	60%	14
Total 2025		107	76	71%	