# Annual Report Portal Instructions
## 2024

### What's inside?

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 components:

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

The due date for the annual report is **February 15, 2024**.

CEA will host a webinar on December 11, 2023, at noon (Eastern) 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. 2024 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.



| Section Name | Status |
|---|---|
| **Contact Information** | **Complete** |
| **Fees and Finances** | |
| Sustaining Fees | Incomplete |
| Financial Reporting | Incomplete |
| **Annual Review** | |
| Eligibility Attestation | Incomplete |
| Enrollment | Incomplete |
| Student Achievement Data | Complete |
| Regulatory Compliance | Complete |
| Attestation | Incomplete |

### *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](mailto: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](mailto:info@cea-accredit.org).

Note that the Sustaining Fees section must be completed before you can complete the Annual Review section.

**Multi-site organizations** must submit a separate response for each accredited branch.

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](mailto:AnnualReport@cea-accredit.org), indicating which section needs to be unlocked.

There are three components of the Annual Report: 1) Sustaining Fees, 2) Financial Reporting, 3) Annual Review. The CEA Annual Report Portal has three section headers with several subsections to gather the required information.

## 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.

## Contact Information

Check the accuracy of the information below for your CEA-accredited site.

| | |
|---|---|
| **Site ID** | |
| **Program name** | |
| **Affiliation** | |
| **Scope of accreditation** | |
| | |
| **Website** | |
| **Physical address** | |
| **Mailing address** | |
| **Number of auxiliaries** | |

☐ Please select checkbox to confirm that the above information is correct.

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

If applicable, type in the physical addresses of the auxiliary locations here.

If applicable, type in the physical addresses of any auxiliary locations.

I want to correct information about the following (choose all that apply):

☐ Program name
☐ Affiliation
☐ Scope of accreditation
☐ Physical address
☐ Mailing address
☐ Auxiliary information
☐ Other

If you make a selection, a CEA staff member will contact you within 3-5 business days.
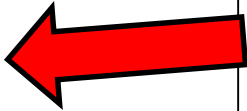
If any of the above contact information is *incorrect*, choose all that apply. A CEA staff member will contact you within 3-5 business days.

Previous   Save   Next

# Educational Programs

Educational program name is what you call your program(s) or educational offering(s). Click the "Add" button to add another row.

| Educational Program Name | # of Levels | Type | Delete? |
|---|---|---|---|
|  |  | --------- | ☐ |
|  |  | --------- | ☐ |
|  |  |  | Add |

Previous   Save   Next

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

This is pre-filled from the profile of the person completing the form.

Email

Phone

## General Inquiry

Email

General inquiry email addresss

Previous    Save    Next

# Confirm and Submit

## General Information

| | | |
|---|---|---|
| **Is the existing information correct?** | | |
| **Auxiliary addresses** | | |
| **Corrections** | | |

## Educational Programs

| Name | # of Levels | Program Type |
|---|---|---|
| | | Intensive |

Previous | Submit

Clicking submit will lock this section and send the Contact Information to CEA staff. Once the section is locked, you must contact CEA staff to make any changes. Email us at AnnualReport@cea-accredit.org to unlock this section.
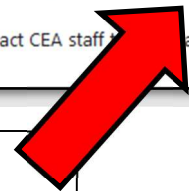
Clicking submit sends the information to CEA staff. Email CEA at AnnualReport@cea-accredit.org if you want to make changes to a submitted section.

## 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.

# Eligibility

Person Completing Annual Review Section
Name

Job Title

Email

Phone

To maintain eligibility for CEA accreditation, sites must confirm that they continue to meet the following requirements as part of the annual review.

The program or language institution:
☐ Is a post-secondary program

☐ Has a curriculum designed to serve the needs of students who are non-native speakers of English

☐ Allows for the differentiation of participants by level and proficiency

☐ Offers instruction on an ongoing basis for at least 3 months of each calendar year

|  | Previous | Submit |

Clicking submit will lock this section. To make changes after submitting, you must contact CEA staff by emailing AnnualReport@cea-accre

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.

| | 2022 | 2023 | Difference |
|---|---|---|---|
| Student weeks | 350.0 | 11.0 | -96.9% |
| Distance education headcount | 100 | 200 | 100.0% |
| Full-time faculty | 2 | 0 | -100.0% |

The table will pre-fill with your 2022 (calendar year) student weeks and faculty numbers if you completed an annual report in 2023.
***NEW*** Distance education headcount – enter the total number of students enrolled in distance education courses for 2022 (calendar year). Count each student once per year regardless of number of distance education courses enrolled.

The table will pre-fill with your 2023 (calendar year) student weeks from the Sustaining Fees section. You must enter the faculty numbers for the calendar year 2023 The year over year difference will calculate automatically.
***NEW*** Distance education headcount – enter the total number of students enrolled in distance education courses for 2023 (calendar year). Count each student once per year regardless of number of distance education courses enrolled.

**Definition of Terms:**
- *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.

***NEW*** Distance education headcount
- *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.

- *Headcount:* Count each person 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.

For faculty, do not count the number of full-time (or part-time) faculty positions; <u>count the individuals</u> 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., COVID, 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 below.

*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, 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<br>      Levels<br>      Weeks | Enter number of levels in the main ELP<br>Enter number of weeks in a level of the main ELP |
| 1. Describe the level structure. | Narrative answer<br><br>Examples:<br>    *- 8 levels, from Intro to Advanced*<br>    *- 5 General English levels from Foundations to High Intermediate plus multiple specialization options at level 6 (Business, Conversation, Academic Prep, TOEFL prep)*<br>    *- 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. <u>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</u>. | 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:<br>• Pass = course grade of 80% with the final exam grade no lower than 75%.<br>• Pass =semester GPA of 3.0 with no course grades below 2.0<br>• *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. Does your site currently have a reporting requirement for the Length and Structure of Program of Study Standard 2 due anytime in 2024? | Yes or No |

| | |
|---|---|
| 5. What is your target pass rate for the program and its levels/courses? Is there a specific threshold that triggers a review? | Example:<br>• *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.* |
| 6. Year-to-year comparison:<br><br>Are your 2023 pass 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?<br><br>7. Within-the-year comparison:<br><br>Are there any significant inconsistencies of 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. | **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. |

## 4.3. Pass-fail and/or progression data

After answering the above questions, for your primary English program, provide 2023 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 Student Achievement (p. 15 this document) prior to completing this section. These instructions include specific data requirements as well as guidance for sites with rolling enrollments.

| | |
|---|---|
| Provide 2023 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: New in 2024, Section 8.2.g. of the *CEA Policies and Procedures*, an accredited site must promptly notify CEA of any change in state licensure or exemption status. This is an addition to Section 8.2.

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

| Question | Note |
|---|---|
| 1. 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.) <u>If yes</u>, list the agency and required approval or license. | Yes or No |
| 2. Is the program or institution approved and/or licensed as required? <u>If no</u>, explain the status of approval and/or licensure for the program or institution. | Yes or No |
| 3. Has the program or institution's regulatory compliance status changed over the past year? <u>If yes</u>, please explain and provide documentation of continued compliance if not already reported to CEA. | Yes or No |
| 4. Has the program or institution's SEVP certification changed since the last annual report? <u>If yes</u>, please explain and provide documentation if not already reported to CEA. Please note that attaining initial SEVP certification for sites that were not certified at the time of accreditation requires formal substantive change reporting. Contact Masha Vassilieva at [mvassilieva@cea-accredit.org](mailto:mvassilieva@cea-accredit.org) for more information. | Yes or No |
| 5. Has the program or institution been the subject of any adverse action by an accrediting, local, state, or federal agency? <u>If yes</u>, 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? <u>If yes,</u> 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, 2024. Failure to submit the report by the due date may result in administrative probation, including the loss of voting rights as a member of the Constituent Council.

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%** |
| 2023 | 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 2023 | | 107 | 76 | 71% | |