

C.14 Summary of Revisions

Adopted June 2013 – Effective January 1, 2014

- As noted in the first three paragraphs, institutions must now demonstrate how student learning outcomes relate to institutional learning outcomes and/or institutional goals and objectives. Also, in addition to having a formal written outcomes assessment plan, the institution must show evidence that the data collected is analyzed and considered in its quality improvement efforts at the course, program and institutional levels.
- Outcomes assessment plan must explain and show evidence on how the institution regularly conducts student learning outcomes assessments (both direct and indirect) for all of its courses/programs and provide documentation that the institution follows the plan. See Table B in C.14. for a sample of a degree program outcomes assessment template.
- Schools no longer report completion rates for their top 10 degree courses. Instead, completion rates are reported on all non-credit programs offered.
- The wording of the different numbers reported on the completion and graduation rate charts were revised.
- For completion rates, students still studying may be removed.
- For graduation rates, the students who can now be excluded from the “cohort” include students who have not completed three academic credits and students who are still studying (enrolled in a course or submitted course work in the last six months).
- For degree graduation rates, the cohort selection is driven by going back 150% of Normal time. Normal time is defined by the institutions catalog. Language borrowed from IPEDS instructions.
- The Commission reviews the completion and graduation rate data reported for accuracy, considers other industry data, and sets the benchmark.

14. Policy on Student Achievement and Satisfaction

This Policy sets forth the Accrediting Commission's definitions, interpretations, and expectations of what constitutes compliance with Standard V, Student Achievement and Satisfaction. This Policy provides a general overview on how the Accrediting Commission and its on-site evaluators will apply and judge evidence presented by postsecondary institutions to demonstrate acceptable *institutional outcomes assessment programs which include satisfaction of students, program completion/graduation rates, and evidence of achievement of student learning outcomes. Institutions must also demonstrate how student learning outcomes relate to institutional learning outcomes and/or institutional goals and objectives.* (1/13)

Institutions are expected to have in place a formal written and actively executed plan for conducting outcomes assessment and satisfaction studies in order to show compliance with Standard V. *Additionally, institutions must show evidence that this data is analyzed and considered in its quality improvement efforts at the course, program, and institutional levels (see Table B).* (1/13)

Each institution is required to submit data that demonstrate acceptable student achievement and satisfaction, including data from student learning outcomes assessments *that is both direct and indirect. Indirect measures should include student surveys, completion/graduation rates, placement rates (where applicable), and applicable employment rates. Examples of direct measures should include student assessment portfolios, authentic assessment procedures capstone projects and test results. Each institution must also demonstrate evidence of how this data drives quality improvement activities and should be prepared to demonstrate how this data is disclosed to the public.* (1/13)

The Commission expects each institution to demonstrate acceptable student achievement and satisfaction based on valid and reliable assessment techniques. To this end, the institution will collect and analyze relevant data and use them to demonstrate compliance with Standard V. The evidence that **must** be provided by the institution to the Commission is described below. For additional information, please see the DETC Glossary found in Appendix E.16.

Introduction

DETC standards have always required that institutions have an ongoing procedure to demonstrate that students have (1) attained the required learning outcomes, and (2) been successful in achieving the benefits established for a course or program. Institutions have had to show that a high proportion of students are satisfied with the educational services provided, and that a satisfactory percentage of enrolled students finish the program, and when applicable program, as defined by metrics that are provided by the Commission. (1/13)

This Policy also provides a road map to how institutions can make use of outcomes assessment to enhance their internal processes and strengthen their programs to become the best educational provider that they can be. (1/13)

The Three Pillars of DETC Outcomes Assessment

1. Student Achievement. The institution has a systematic and on-going process for assessing student learning that uses both direct and indirect measures of learning outcomes assessment to show achievement of the program outcomes. *A sample degree program outcomes table is available in Table B.* (1/13)

2. Perceived Student Satisfaction. In addition to the Outcomes assessments indicated above, the Commission will use the overall assessments made by the students taking the program as additional indicators of student success and satisfaction.

3. **Completion/Graduation rates.** These numbers show how many students were able to complete a program of study and pass all assignments and assessments required by the institution, *or graduate from an entire degree program, and whether the completion or graduation rates fall within the range of comparability to peer institutions.*

The Standards for Student Achievement and Satisfaction

Accrediting Standard V.A. addresses three specific areas (*#1 and #2 were revised 1/13*):

1. Achievement of Student Learning Outcomes: When an institution undergoes its initial or re-accreditation examination, it must provide in its Self-Evaluation Report (SER) both a formal written plan (“outcomes assessment plan”) for regularly conducting student learning outcomes assessments for all of its courses/programs and documentation that it follows the plan. This plan must also include documentation as to how data regarding student learning outcomes is used to assess institutional outcomes and/or goals and objectives. Each accredited institution must confirm that it meets this requirement by initialing the appropriate statements in “Section II. Certification of Compliance with Commission Requirements” in its Annual Report to the Commission and by providing a narrative on its continuous improvement results.

The institution must demonstrate and document in its SER through results of learning outcome assessments that students achieve learning outcomes that are appropriate to its mission and to the rigor and depth of the degrees or certificates offered. The institution must also describe how its outcomes assessment plan has contributed to the improvement of the institution over time and explain how the plan demonstrates that the institution is fulfilling its stated mission. This is referred to as “closing the loop.” It is an important step in the cycle of outcomes assessment. It is the process by which the institution uses evidence of student learning to gauge the effectiveness of the educational practices and methodologies, and to identify and implement strategies for improving student learning. It is not enough to just collect data. The data must be analyzed and put to use.

“Assessment” is an ongoing process aimed at understanding and improving student learning. When developing an outcomes assessment plan, an institution should consider: 1) what it wants students to be able to do or know, 2) how it knows they can do it or know it, and 3) how it will use the information received to improve teaching and learning. The plan should begin with a solid set of learning goals and outcomes that are quantifiable, realistic, and measurable.

The institution’s outcomes assessment plan should describe the different areas assessed, the methods of assessment and when they are used, and how it interprets and uses the results. The tables found at the end of this document are provided to suggest some possible resources for methods of assessment and when they can be used. Institutions should tailor the data shown in the sample tables to fit their method of assessment and interpretations for their institution’s courses and/or programs and institutional outcomes and/or goals and objectives.

The institution must use both direct and indirect measures of outcome learning assessments to show achievement of course and program outcomes, and provide documented evidence that shows that the results are used to improve programs, curricula, instruction, faculty development, and services. The following is a listing of currently accepted direct and indirect measures learning outcomes assessment that may be used to satisfy the outcomes requirement:

Direct measures require students to demonstrate knowledge and skills and provide data that directly measure achievement of expected outcomes. Examples may include but are not limited to:

A. **Capstone Course (or experience):** A capstone course, project, or practical experience integrates the knowledge, concepts and skills associated with an entire sequence of study within a discipline or program. The structure and

content of a capstone experience is linked to a discipline/program's goals and objectives for student learning. Capstone experiences provide students with a forum to combine various aspects of their program/discipline experiences. Capstone experiences provide faculty and programs/disciplines with a forum to assess student academic achievement in a variety of knowledge and skills based areas by integrating their educational experiences.

- B. **Embedded Assessments:** Assessment practices embedded within courses generate information about what and how students are learning within the programs/disciplines. This form of assessment takes advantage of existing curricular strategies. Common embedded assessments include student projects, papers, and questions placed in course assignments. These projects, papers or questions are intended to assess student outcomes. Embedded assessments are incorporated into all sections of the particular course or discipline whether taught by full-time faculty or part-time instructors. Best Practices recommend that the student work and/or responses are evaluated by faculty other than the course faculty member or outside reviewers to determine if students are achieving the academic goals established by programs.
- C. **Internship Performance:** Performance in a real-world setting is assessed through the use of a rubric. Students are assessed in their program/discipline specific job skills, knowledge, and in their ability to interact professionally.
- D. **National Licensure, Certification, or Professional Examination:** These standardized tests are developed by outside, professional organization to assess general knowledge in a discipline. Examples include the Bar Exam, State Medical related exams, Certified Safety Professional (CSP), CISCO Certified Network Associate exam, and Law Enforcement Academy exam (POST: Peace Officer Standard and Training). In any case where the outcome of a course or programs is demonstrable through performance on outside assessments, such as those required for employment in a profession for which the program trains graduates, institutions will be expected to provide any data available to them that shows this outcome.
- E. **Portfolio Assessment:** Portfolios are collections of student work that exhibit, to the faculty and student, the student's progress and achievement in a program or discipline of study. A portfolio used for assessment purposes can include research papers and reports, examples of student work, projects, self-evaluations, journals, case studies, as well as others.
- F. **Pre/Post Testing:** This form of assessment is used to determine what a student has learned. A test or similar assignment is given at the beginning of a course or program and a similar test or assignment is given at the end. This form of assessment is helpful in measuring both cognitive and attitudinal development.
- G. **Standardized Examinations:** There are two types of standardized tests: norm-referenced and criterion-referenced examinations. Norm-referenced exams describe performance in comparison to others, while criterion-referenced exams describe student performance directly and judges that performance by some preset standard.
- H. **Outside Assessors:** Assessments of student pre and post work completed by outside assessors who rate student attainment of outcomes as compared to students at other institutions that have completed similar programs.
- I. **Approved Thesis or Dissertation:** This category would include approved theses, research projects or dissertations that have been judged and approved by a committee.

Indirect Measures are an indirect assessment of student learning since they measure student, graduate or stakeholders' satisfaction and impressions of educational experiences, rather than knowledge and skills acquired. However, when combined with direct measures of learning, indirect assessments can provide a comprehensive

pathway to enhance student academic achievement. Evidence should be available to demonstrate that it actively seeks student feedback (and/or stakeholder feedback, when applicable) on its courses and programs. Indirect measures may include but are not limited to:

- A. **Student Learning Assessments:** End-of-course student surveys is an example of the indirect measures that can be used to show that learning outcomes are being achieved.
- B. **Graduate and Alumni Surveys:** Graduate surveys have assisted in understanding the educational needs of the students. Former students can provide important information about both the curriculum and co-curricular activities. Information can include student insights on educational experiences, what they like or dislike about different instructional approaches, impressions about the online environment, program equipment and technology levels, perceived benefits from student and instructional support services, and value of education to their work experiences and career goals.
- C. **Employer Surveys:** Employer surveys provide useful information about the curriculum, programs, and students that other forms of assessment cannot provide. Employers provide information about skill levels of recent graduates, abilities to communicate effectively verbally and in writing, specific program competencies, and abilities to utilize current program-specific technology. Employer surveys help us determine the relevance of educational experiences and programs.
- D. **Advisory Board Feedback:** Information from advisory board meetings such as recommendations on program improvement, current practices or curriculum updates may be used as an indirect measure.
- E. **Benchmarking Against Other Institutions:** Results of standardized test, licensure pass rates or any number of other measures can be compared to other schools' performance on the same measures.

2. Perceived Student Satisfaction: The institution documents that students are satisfied with the instructional and educational services provided. A standard part of DETC accreditation has been an evaluation of student responses to survey questions designed by the Commission. Students in DETC-accredited institutions fit a profile, and most are older and perform roles other than that of student. They are adequate judges of whether the program delivered what it promised.

The following are guidelines for completing the student satisfaction assessment. First, questions designed to elicit the measure of satisfaction are asked of some annually. Second, a baseline has been established. The Commission has developed three questions to be asked of randomly selected students. For each course or program offered by an institution, three of every four students responding to a random survey must answer positively about their experiences. (1/13)

3. Progress Through the Course/Program: The institution documents that students complete their studies at rates that compare favorably to those of courses/programs offered by similar DETC accredited institutions *or benchmarks set by the Commission* (6/13).

Although these rates have long been included in DETC accreditation decisions, the nature of distance education and its students make them a less useful indicator of course outcomes than they may be in traditional education. Where adult students are responsible for their educational choices, they may decide that their personal goals have been reached before completing the course. Open enrollments, and “study anytime” opportunities result in noticeably lower completion rates for distance education. Institutions offering identical courses in both resident and distance

modes report consistently lower graduation rates from the distance education offerings, and over the years many fine institutions of unquestioned effectiveness have demonstrated that high student success can exist alongside low course/program completion/graduation rates.

These rates will now have benchmarks designed to identify areas in need of Commission attention. DETC members will be assigned to one of several peer groups, dependent upon whether the courses are educational, vocational, or avocational, the level of degree or credential offered, and other factors. In order to make it statistically valid, there must be at least five institutions in a peer group. A benchmark completion rate representing the average completion rate of all programs in the peer group will be determined for each peer group. *Vocational programs* with completion rates within 15 percentage points of the mean for the group will be considered to meet the benchmark. Graduation rates within 15 percentage points of the mean for the assigned degree level will be considered to meet the benchmark.

If the Commission's analysis does not show that the institution's data compare favorably with those of similar DETC-accredited institutions, the institution must provide a written explanation, and the Commission will review the institution's explanation and take whatever follow-up action it deems appropriate. Such action may include (1) accepting the institution's explanations and taking no further action; (2) determining that the institution may no longer offer the course/program in its present form, and/or (3) ordering the institution to undergo a full accreditation review if the institution does not make the appropriate changes.

Definitions of Standard V. Terms

Outcomes are specified knowledge, skills, abilities, or attitudes a student has achieved as a result of completing a course or program. A "student learning outcome" is a particular/specified level of knowledge, skill, and ability a student has achieved as a result of his/her engagement in a particular/specific instructional experience or set of instructional experiences.

Completion refers to completing a *vocational (non-credit bearing) program*; **graduation** refers to completing an entire program consisting of several courses, such as Associate's, Bachelor's, Master's, First Professional degree or Professional Doctorate. (6/13)

Benefits are anything that contributes to the improvement of the graduate or his or her status. Benefits from completing a program can include such items as increased knowledge, career promotion, salary increase, improving a skill, qualifying for a new job, or personal satisfaction.

Student Satisfaction

The Commission defines "**student satisfaction**" as evidence presented by an institution that shows that the students and graduates of the institution have expressed their overall satisfaction with the *lessons/courses* and services as they have experienced them. (6/13)

Student satisfaction can range from whether the course/*lesson* materials were current and comprehensive to whether grading services were prompt and fair and if faculty members have performed adequately. Student expressions of satisfaction are normally attained through institution surveys, but an institution can also gather and present data such as unsolicited testimonials, referrals of other students, and repeat enrollments in new or subsequent courses. (6/13)

The students' expression of their own satisfaction is another form of evidence used to document outcome achievement. The institution must provide evidence that demonstrates that students are satisfied with the instructional and educational services provided. It must provide evidence in its Annual Report by reporting the required data. In

addition, an institution undergoing initial or re-accreditation must also provide evidence in its Self-Evaluation Report.

To measure student satisfaction, the institution must survey the students in each of its *vocational programs or courses/degree programs*. When reporting information to the Commission in its Annual Report, an institution will be asked to report the number and percentage of “Yes” responses to the three questions below from 10 of its most popular *vocational programs and/or courses* (as defined by number of enrollments). If an institution has more than one division, e.g., vocational and/or degree granting, it must choose 10 courses/programs from each division. *The institution should aim for at least a 30% response rate to its surveys. (1/13)*

Degree-granting: A “**course**” is defined as units of learning that result with the award of a certificate, or academic credit when completed. Examples of course titles are, “American History,” or “Business Management.”

Vocational: A “*program*” is defined as units of learning that result with the award of a diploma or certificate (non-academic credit). Examples of program titles are “Medical Billing,” or “Interior Design.” (6/13)

The institution **must** include in its surveys the following **three questions** and use the “Yes-No” response. The questions are worded so that they apply to students who have dropped out, are still studying, or who have completed the course/program:

1. Did you achieve, or will you have achieved upon completing your studies, the goals you had when you started this course or program?
2. Would you recommend these studies to a friend?
3. All things considered, were you satisfied with your studies with us?

The minimum acceptable “Yes” response rate is that three of four responders (or 75%) must answer “Yes” to **each** of the three mandatory questions. If the institution receives less than 75% for those who answered “yes” to the three questions, the institution must provide a written explanation, and the Commission will review the institution’s explanation and take whatever follow-up action it deems appropriate. Such action may include (1) accepting the institution’s explanations and taking no further action; (2) determining that the institution may no longer offer the course/program in its present form, and/or (3) ordering the institution to undergo a full accreditation review if the institution does not make the appropriate changes.

The institution may determine the time frame for collecting the survey data. The institution will be asked annually to provide a sample of the surveys used and a description of how they were conducted. The description should include the name of all 10 courses/programs, the time frame used to collect the data, and the number and percentage of “Yes” answers to questions 1, 2, and 3 above. The institution should aim for at least a 30% response rate to its surveys. Evidence should be available to demonstrate that it actively seeks student feedback on its courses and programs

Example of Survey Data

An institution offers a course in Business Management. During the calendar year 2012, the institution sends a survey that includes the three mandatory questions to the 700 students who enrolled in the course that year including those students who dropped out (110), those who complete the course (400), and those still studying (190). The institution received 10 surveys stamped as undeliverable, which makes the Survey Sampling 690 (110 + 400 + 190 = 700 – 10 =

690). The institution received 210 completed surveys, which makes the Return Rate 30% (210 divided by 690 = .304 or 30%). Of the 210 completed surveys received, 200 answered “Yes” to question 1; 189 answered “yes” to question 2; and 205 answered “yes” to question 3. Along with a sample of the survey, and a description of the survey method, the institution would send the following information to the Commission in its Annual Report:

Name of Course: Business Management	
Time Frame of Survey Sample: 1 year (2012)	# and % Answering “Yes” to question 1: 200 or 95%
Survey Sampling: 690	# and % Answering “Yes” to question 2: 189 or 90%
Number of Completed Surveys Received: 210	# and % Answering “Yes” to question 3: 205 or 98%

If the percentages of those answering “Yes” to any of these questions are below 75%, the institution must provide a written explanation, and the Commission will review the institution’s explanation and take whatever follow-up action it deems appropriate. Such action may include (1) accepting the institution’s explanations and taking no further action; (2) determining that the institution may no longer offer the course/program in its present form, and/or (3) ordering the institution to undergo a full accreditation review.

Progress Through the Course/Program

Please Note: Beginning with the 2013 Annual Report, degree-granting institutions are no longer required to report course completion rates in their Annual Reports as evidence of progressing through a degree program. However, tracking and reporting course completion rates is still a requirement of an institution’s initial or reaccreditation process and as an element of an institution’s outcomes assessment plan. (6/13)

The institution must demonstrate that students complete their studies at rates that compare favorably to the rates of students enrolled in similar programs offered by similar DETC-accredited institutions. The Commission defines “compare favorably” as meaning completion (*for vocational programs*) or graduation rates (*for degree programs*) that do not fall below 15 percentage points of the mean completion or graduation rate for similar courses or programs at similar DETC institutions. Groups must be made up of at least five institutions. A benchmark completion or graduation rate representing the mean completion/graduation rate of all programs in the peer group is determined for each peer group. *Vocational programs* with completion rates within 15 percentage points of the mean for the group will be considered to meet the benchmark. Graduation rates within 15 percentage points of the mean for the assigned degree level will be considered to meet the benchmark. The Commission will collect, analyze and compare the data from the institution’s Annual Report or Self-Evaluation Report, and notify the institution if it falls below the 15 point limit. *The Commission will set the mean completion rate annually. The Commission will review the reported institutional data for accuracy and consider other available relevant industry data and studies. (6/13)*

For an institution undergoing initial or re-accreditation, the Commission staff will provide the on-site evaluators with the data from similar programs offered by similar DETC-accredited institutions in order to help them determine if it meets Standard V.C. The evaluators will also consider the data provided in the institution’s Self-Evaluation Report when making their determination.

For the purposes of calculating the program completion and graduation rates, the term “**completion**” indicates that a student completed a *vocational or non-credit bearing program*, while the term “**graduation**” means that a student completed the entire degree program. (6/13)

The institution must collect completion data on each *vocational or non-credit bearing program* and graduation data on each degree program. *For the purpose of the Annual Report, an institution will be asked to report the following: (6/13)*

- Vocational or non-credit bearing programs: Completion data on each program, such as “Medical Billing” or “Interior Design.” (6/13)
- Degree Program Graduation Rates: If the institution offers degree programs, it must supply graduation data for each degree program. (6/13)

Completion Data for Vocational (non-credit bearing) Programs:

The institution must collect and report the following data:

Name of Program
 Number of Lessons in Program
 Date Range of Cohort
 Number of Students in Cohort
 Number of Exclusions (as defined below)
 Number of Active Students in Net Cohort
 Students Completing
 Completion Rate

To determine the “Unit of Measurement,” an institution should consider how a student enrolls in a program. The unit of measurement should be based on the segment of curricula a student is contracted to pay for (what he or she signed up for and are financially committed to according to the contract).

The institution should select a *cohort* of students *by a date range* that started the program, i.e., submitted at least one lesson/assignment, and track them for a determined time. The institution should select *a cohort using a large enough date range* so that it ends up with at least 100 students who would have had sufficient time to complete the program. *If less than 100 students are enrolled in the program, use all instead of a sampling.* To determine the time frame, the institution should allow enough time so that the last student who enrolled in that program has had enough time to complete it. For example, if it normally takes a student one year to complete the program, then go back one year and select a cohort of at 100 students prior to that date. *Institutions may elect to use the same reporting period that is used when submitting completion rate data to state and/or federal agencies, if applicable.* (1/13)

To calculate the “Completion Rate,” take the number of students *in the cohort*, subtract the *exclusions* (see following definition), giving you the total *net cohort*. Take the number of students who completed the course and divide it by the number in *the net cohort*. **Exclusions** are defined as those who dropped during the 5-day (or the amount of time specified) cancellation period, those who never submitted any required assignments/ examinations, those who were cancelled by the institution for non-payment, those who never provided the required information to be enrolled in the program, such as *not submitting a high school diploma if it is required (non-compliance)*, and those who were granted extensions or may still be studying (active). The difference between the number of active students and the number of those who completed are the “drop-outs” (those students who are not active - see definition below). *An Active Student is an enrolled student who has submitted at least one examination/lesson to an institution for grading/servicing during the designated period of time established as the criteria for making satisfactory progress.* (6/13)

Example for Completion Rates

An institution offers a course in “Medical Billing.” It normally takes a student 12 months to complete this course. *Students have the option to extend the course up to 30 days.* If today’s date were January 2013, the institution would select the first 150 students who enrolled in the course before December 2011. Tracking the 150 people selected showed that 10 people dropped the course during the 5-day cancellation period, 15 people never submitted any assignments or examinations (non-starts), 10 people were cancelled for not paying, 5 people were disenrolled for never providing *required documentation* and 10 *students are still studying on a special military extensions.* This leaves 100 students *in the net cohort.* Of the 100 students *in the net cohort,* 30 are still enrolled but not active or officially dropped and 70 completed the course. To calculate the completion rate, take the number of student who completed the course (70) and divide it by the number *in the net cohort* (100), which gives you a completion rate of 70%. (6/13)

Students who enrolled:		150
Exclusions:		
Students who cancelled before 5-days:	- 10	
Students who never submitted exams:	- 15	
Students who institution cancelled for non-payment:	- 10	
Students who were in non-compliance:	- 5	
Students granted extensions *:	<u>- 10</u>	
Total Exclusions:	-50	
Net Cohort:		100
Students who completed course:	70	
Divided by 100 (net cohort) =	70%	

* Extension may be for stop out, leave of absence, active duty, etc. or still studying

For this course, the institution would provide the following information:

Name of course: Medical Billing	Number of Exclusions: 50
Unit of Measurement: 13 months	Number in Net Cohort: 100
Date of Sample: January 1, 2011 – November 2011	Students Completing: 70
	Net Cohort: 70%

Graduation Rate for Degree Programs: (6/13)

Each institution must collect and report graduation rates at 150% of Normal Time for its academic degree programs as defined below:

- **Normal Completion Time:** DETC has adopted the definition developed by the Joint Commission on Accountability Reporting (JCAR) as a definition of normal time. Normal time is defined as “the time necessary for a student to complete all requirements for a degree according to an institution’s catalog.” This is typically 4 years for a Bachelor’s degree, 2-3 years for an Associate’s degree, 2-3 years for Master’s and 4 years for First Professional and Doctoral programs.
- **Date Range of Cohort to be Measured:** Normally the date range is an academic year as defined by the institution but may be an enrollment period within an academic year (i.e. Fall Semester). Select the most recent academic year in which new students enrolling in that period would have had time to complete as determined by calculating 150% of Normal Time.

- **Number of Students in Cohort:** The cohort should include **all new** students (not a random sampling) enrolled in the program in the academic year or enrollment period.
- **Exclusions:** Determine the students in the cohort that should be excluded. Excluded students are those who never completed three semester credits or equivalent, dropped in the 5-day cancellation period, were cancelled for non-payment, are still studying (enrolled in a course or submitted coursework within the last six months) or were not fully accepted into the program.
- **Net Cohort:** “Number of Students in Cohort” minus “Exclusions.” The net cohort includes students who have graduated, withdrawn, stopped out, or are still attending.
- **Students Graduating:** Number of students in the cohort who earned their degree by completing all program requirements.
- **Graduation Rate:** Number of “Students Graduating” divided by number of students in the “Net Cohort.”

Example of Graduation Rate for a Degree Program

An institution has 600 students in its MBA program since it began 5 years ago. *The institution indicates that normal time for students to complete all requirements of the program is four years and therefore 150% of normal time is six years ($1.5 \times 4 = 6$).* The institution therefore reports on the cohort of new MBA students enrolled in the academic year six years in the past. Of the 150 new students enrolled, the institution determines that 5 students cancelled within 5 days, 15 students never completed three academic credits, 5 students are still actively studying, and 10 students were dropped due to lack of payments. *To calculate the Net Cohort, the institution takes 150 and subtracts 35 students to equal 115. Within the Net Cohort, 74 students graduated with an MBA degree.* To calculate the graduation rate, take the number of students who completed the entire program (74) and divide it by the number of active students (115), which gives you a graduation rate of 64%.

For the example, this is how the number of active students was determined:

Students in the cohort:	150
Exclusions:	
Students who cancelled before 5-days:	-5
Students who never completed three credits:	-15
Students who were cancelled for non-payment:	-10
Students never fully accepted:	-0
Students or still studying:	<u>-5</u>
Total Exclusions:	<u>-35</u>
Net Cohort:	115
Total Students who completed degree:	74
Graduation Rate:	$74/115 = .64$ or 64%

The institution would provide the following information:

Name of Degree: MBA Program	Exclusions (per above): 35
Average Time to Complete Program: 3 years	Net Cohort: 115
Date of Sample: January 1, 2008 – December 31, 2008	Students Graduating: 74
Number of Students in Sample: 150	Graduation Rate: 64%

Other Information Considered

In determining whether an institution undergoing its initial or re-accreditation meets Standard V, the Commission also considers the direct evidence of the results of its own mail survey of students using the “DETC Student Survey Form.” An institution must submit 100 names/labels with their application form. If an institution has more than one division, e.g., vocational programs and academic degrees, it must submit 100 names for each division.

The on-site evaluators and the Commission will review the student surveys to evaluate the institution’s performance. The survey results from the Commission-administered student survey will be compared to those of institution-administered surveys to establish the validity of the institution’s survey results.

The Commission will also consider evidence from: (1) analysis of student complaints received about the institution, (2) information solicited in a survey that the Commission sends to state and federal agencies, consumer agencies, and Better Business Bureaus, and (3) any other data or information it encounters about the institution, regardless of its source.

If an institution feels that it cannot adequately and fairly fulfill the reporting requirements as described in this Guide, it may suggest other ways of providing evidence that it meets Standard V. The Commission will make a determination on a case-by-case basis if the institution’s methods of providing evidence are acceptable for meeting Standard V.

For institutions undergoing initial or re-accreditation, the Commission will also consider the results of the Commission’s survey of students using the “DETC Student Survey Form” when determining whether an institution meets Standard V. The on-site evaluators and the Commission will review the student surveys to evaluate the institution’s performance. The survey results from the Commission-administered student survey will be compared to institution-administered surveys to establish the validity of the institution’s survey results.

The Commission will also consider evidence from: (1) analysis of student complaints received about the institution, (2) information solicited in a survey that the Commission sends to state and federal agencies, consumer agencies, and Better Business Bureaus, and (3) any other data or information it encounters about the institution, regardless of its source.

Commission’s Review

The Commission will review the data supplied in the institution’s Annual Report and will compare the completion and graduation rates with similar institutions offering similar courses/programs and degree levels. To make the comparison, the Commission staff will determine which institutions and programs are similar. For institutions undergoing initial or re-accreditation, the on-site evaluators and subject specialists will review the information in the Self-Evaluation Report and make the comparison with Commission-supplied data.

To be considered a “favorable comparison,” a course or program must not fall below 15 points of the mean completion rate for similar courses or programs for the institution’s assigned peer group. The graduation rates for

degree programs will be compared with graduation rates for similar degree levels, e.g., Associate, Bachelor's, Master's, First Professional, and Professional Doctorate.

If the Commission's analysis does not show that the institution's data compare favorably with those of similar DETC-accredited institutions, the institution must provide a written explanation of its data and how they were gathered and the Commission will review the institution's explanation and take whatever follow-up action it deems appropriate. Such action may include (1) accepting the institution's explanations and taking no further action; (2) determining that the institution may no longer offer the course/program in its present form, and/or (3) ordering the institution to undergo a full reaccreditation review if the institution does not make the appropriate changes.

Annual Reporting of Continuous Improvement Results *(added 1/13)*

Starting with the 2013 DETC Annual Report (E.6 or E.7) the CEO will be asked to initial that his or her institution has "formal written plans for regularly conducting student learning outcomes assessments and *institution self-improvements*."

The 2013 Annual Report will also require an institution to provide a narrative on its activities or improvements which were made during the reporting year based directly on the results of its outcomes assessment efforts. These institutional changes or improvements can be minor or major, depending on the data collected.

Conclusion

The Accrediting Commission will judge the acceptability of the case an institution makes for meeting Standard V by looking at all of the evidence and the thoroughness, clarity, and adequacy of the documentation presented in the Self-Evaluation Report and Annual Report.

When an institution is undergoing its initial accreditation or re-accreditation review, the on-site evaluators will review and evaluate the information provided by the Commission and by the institution against the minimum levels of acceptance described above. They will also determine if there are any extenuating circumstances that should be considered in the case of an institution whose performance falls below minimum acceptable levels.

If the Commission's analysis shows that the institution's outcomes data do not meet the prescribed minimum acceptable levels, the institution must provide a written explanation and the Commission will review the institution's explanation and take whatever follow-up action it deems appropriate. Such action may include (1) accepting the institution's explanations and taking no further action; (2) determining that the institution may no longer offer the course/program in its present form, and/or (3) ordering the institution to undergo a full accreditation review if the institution does not make the appropriate changes.

Evidence provided by the institution must be relevant, verifiable, representative, and cumulative. It may not be modified to produce a desired outcome. Hence, the **burden of proof is always on the institution** to show how its evidence meets Standard V.

When an institution believes that it operates under conditions where assessing outcomes can be achieved more accurately by using standards other than those listed in this Policy, it may petition the Commission for a variance. Where the Commission believes that any such variance or reinforcement of the established standard will improve the assessment of objectives and outcomes, it will grant a variance.

Sample Contents of an Outcomes Assessment Plan

Item	Elements
Overview	Why the plan is written; what it seeks to accomplish or its purpose; who is responsible for implementing plan; principles of learning assessment; implementation timeline; review of plan
Assessing Student Achievement	
Introduction	Overview
Identifying Program and Course Objectives	Define and identify the learning goals and outcomes; identify what the students will be able to do or know; and identify how this is determined
Outcomes Measurement Tools	Course Completion Rates; Capstone course; Embedded Assessments; Internship Performance; National licensure, certification or Professional Exam; Portfolio Assessment; Pre/Post Testing; Standardized Exam; Outside Assessors; and Committee Approved thesis or research project.
Review of Student Achievement Results	Data that demonstrates that students are achieving learning outcomes that are appropriate to the institution's mission; data demonstrates as to the rigor and depth of the degrees, diplomas, or certificates offered
Reporting Student Achievement Results to DETC	Report any third-party assessment results, such as test scores on industry examinations or certifications as compared to national average scores, etc.
Using Student Achievement Results to Improve the Institution	Revise as needed to improve outcomes.
Assessing Student Satisfaction	
Introduction	Overview
Student Satisfaction Measurement Tools	Student surveys, unsolicited testimonials; referrals; repeat enrollments; few student complaints; end of course evaluation; graduation survey
Review of Student Satisfaction Results	How often tools are reviewed; who is responsible; what are the benchmarks?
Reporting Student Satisfaction to DETC and Other Agencies	Surveys of 3 mandatory questions must be reported to DETC in Annual Report each year due January 31
Using Student Satisfaction Results to Improve the Institution	What happens when the percentage of "yes" to the 3 questions falls below 75%?
Assessing Progress Through the Course/Program	
Introduction	Overview
Collecting Data Related to Progress through the Course/Program	Course completion data, program graduation data, time to complete a course, credentialing
Review of Progress Data	What happens when a completion rates falls below a certain percent?
Reporting Data to DETC	Report completion and graduation rates to DETC in Annual Report each year due January 31.
Using Progress Data to Improve Institution	Revise or terminate courses with low completion rates.
Improving the Institution through Outcomes Assessment	
Evidence that shows how data is analyzed and considered in the institution's quality improvement efforts at the course, program and institutional levels.	Develop and review a program outcomes table for each degree program and/or vocational program (see sample Table B in DETC's C.14.)
Instructional and Educational Support Services	Review and revise as needed. Including, but not limited to admissions requirements, admissions practices, progress through program expectations, counseling services, and advisory services.
Program Objectives and Curriculum	Review and revise as needed.
Course Objectives, Content, Instructional Materials, and Assessments	Review and revise as needed.
Institutional Policies and Procedures	Review and revise as needed.
Institutional Mission, Goals, and Objectives	Review and revise as needed.
Attachments:	

Areas Assessed and Methods of Assessment and When it is used	See sample of Table A below.
Program Outcomes Table for each degree program and vocational program	See Table B below.

Table A – Areas Assessed and Methods of Direct Assessment (Suggested Approach)

Areas Assessed:	Method of Direct Measure Assessment and When It is Used:
Basic Skills (<i>reading, writing, math computing</i>)	standardized tests; pre- and post-test; portfolio at end of course; thesis; pre and post examinations; Embedded assessments; outside assessments.
Competencies (<i>critical thinking, oral communication, quantitative reasoning, problem-solving, etc.</i>)	standardized tests; comprehensive examinations; thesis; internships; capstone projects; portfolio.
Disciplinary Knowledge	standardized examinations; evaluation by outside instructors; capstone project;; portfolio, thesis; performance on national, state-mandated, comprehensive, standardized, and/or graduate examinations; outside assessments; national licensure.
Technical/Professional Skills	national licensure or board examinations; practica, internships; capstone project; outside assessment; portfolios; comprehensive examination; Pre and post testing; Embedded Assessments.
General Education or Core	pre- and post-test; portfolio; review of student input form; capstone project; student survey; course embedded assessment; outside assessments.
Interdisciplinary Knowledge	competency examinations; portfolios; capstone project; graduate school admission; evaluation of performance; faculty assessment; outside assessment.
Values	assessed within context of internship; capstone project; embedded assessments; portfolio; final thesis; pre and post exams; outside assessments.

Table B – Sample Degree Program Outcomes Assessment Template (6/13)

Degree Level / Degree Level Guideline: Undergraduate/Associates					
Undergraduate/Associates					
Program					
College of Arts and Sciences			Associate of Arts in General Studies		
Program Mission					
The purpose of General Studies is to provide foundational knowledge and academic experiences in the humanities and fine arts; history, social, and behavioral sciences; natural sciences and mathematics responsive to the professional, civic and cultural needs of its diverse student population.					
Program Goals	Learning Outcomes	Direct Measures	Assessment Method: Rubric	Target	Results
			Competency Levels-1- Unsatisfactory 2-Satisfactory 3-Competent 4-Exemplary		
A. Students will demonstrate a college-level ability to read and to communicate effectively through speaking, writing, and listening.	1) Student will be able to employ basic writing skills in order to compose effective and grammatically correct paragraphs.	1) EH 1010 Unit VI Formal Writing Assignment	1) Formal Writing Assignment Rubric	At least 80% of students in the sample will achieve at or above competency level 3 for formal writing assignments.	88% of students scored in competency levels 3 or 4 on the rubric. (mean=3.5)
		2) SLS 1000 Unit VIII Reflection Paper	2) Reflection Paper Rubric – Organization and Grammar Criterion	At least 80% of students in the sample will achieve “competent” or “exemplary” on the Organization and Grammar Criterion Component of the rubric.	92% of students scored “competent” or “exemplary” on the Organization and Grammar Criterion Component of the rubric.
	2) Student will be able to apply effective research and writing techniques for preparing an APA formatted research paper.	1) EH 1020 Unit VIII Research Paper	1) Research Paper Rubric	At least 80% of students in the sample will achieve at or above competency level 3 on the rubric.	77% of students scored in competency levels 3 or 4 on the rubric. (mean=2.7)
		2) PS 1010 Unit I Article Critique	2) Article Critique Rubric – Application of Analysis Criterion	At least 80% of students who major in General Studies will achieve at or above competency level 3 on the Application of Analysis Criterion Component of the rubric.	75% of students scored in competency levels 3 or 4 on the Application of Analysis Criterion Component of the rubric.

3) Student will be able to relate the concepts of planning, writing and completing reports and/or oral presentations.	1) SP 1010 Informative Speech	1) Informative Speech Rubric	At least 80% of students in the sample will achieve at or above competency level 3 on the rubric.	85% of students scored in competency levels 3 or 4 on the rubric. (mean=3.4)
	2) SP 1010 Persuasive Speech	2) Persuasive Speech Rubric	At least 80% of students in the sample will achieve at or above competency level 3 on the rubric.	85% of students scored in competency levels 3 or 4 on the rubric. (mean=3.2)

Note: This is a sample outcome assessment plan of only one program goal. An actual plan would include two to four program goals and associated learning outcomes.

Actions for Improving Student Learning

For SLO’s 1 and 3, students performed at or above the competency level. However, results for SLO 2 indicate that additional activities should be implemented. The following improvements will be implemented:

- A Success Center specialist will be assigned to students with grades below 70% in formal writing assignments in EH1020 and PS1010.
- An APA manual will be provided for all students in the General Studies Program.
- An interactive tutorial on accessing the online library and conducting research will be available for students in the student portal.
- Additional APA activities will be incorporated into EH1020 and PS1010 before the formal writing assignments.
- In order to improve the Application of Analysis Criterion of the rubric, a persuasive paper will be added to the PS1010 course to promote higher level learning.

Review Cycle

One goal and corresponding outcomes to be accessed each year.

Indirect Measures (Instrument Used)	Criteria	Target	Results: 5-point Likert Scale ("Strongly Agree" = 5 to "Strongly Disagree" = 1)
1. Alumni and Employer Survey	Survey Question: As a result of my degree from XYZ, I have gained the skills and knowledge required to successfully lead and manage others.	Students will report a mean score of 4.0 for this survey question in 2012.	Mean = 3.8 (vs. 3.6 in 2011)
2. End of Program Survey	Survey Question: As a result of my degree from XYZ I possess the ability to think and act creatively both in my personal life and at the workplace.	Students will report a mean score of 4.0 for this survey question in 2012.	Mean = 3.5 (vs. 3.3 in 2011)
Actions for Improving Student Learning			
<p>1. After reviewing the Alumni and Employer Survey results, we are incorporating collaborative projects to develop characteristics of leadership into the SOC 1234 and PSC 1234 courses.</p> <p>2. After reviewing End of Program Survey results, we are adding reflection papers to promote student creativity in the EH 1100 and EH1200 courses.</p>			
Review Cycle-Indirect Measures			
Each of the above measures will be evaluated by faculty members and academic leadership annually to determine how well students are mastering the material.			

2013 Annual Report

Name of Institution: _____

Address: _____
 (Street Address) (City, State) (ZIP)

Telephone: _____ Fax: _____

E-Mail: _____ Website: _____

Is your institution: Private, For-Profit? Private, Non-Profit? Government?

This Annual Report covers the institution’s activities from January 1—December 31, 2013. Please list programs on forms at the end of this document (please note, you do not have to list the individual courses within the degree programs).

I. Courses and Programs Offered

of Vocational/Avocational programs = _____ : # New students: _____ Total # of Students: _____

of Degree Programs = _____ : # New students: _____ Total # of Students: _____

of Certificate Programs = _____ : # New students: _____ Total # of Students: _____

High School Program: _____ : # New students: _____ Total # of Students: _____

TOTALS: _____ New Students in 2013: _____ Total # of Students

Please list each program and enrollments using the appropriate form(s) (Degrees, Certificates, Vocational) at the end of this document.

II. Certification of Compliance with Commission Requirements

To certify that your institution has complied with existing and new Accrediting Commission standards, policies, and procedures, PLEASE INITIAL each space below. For areas where it is not possible to certify compliance, please provide an explanation and corrected information as may be required. **Specific policies are noted where appropriate.**

I certify that this institution has:

Your Initials

_____ Formal written plans for regularly conducting student learning outcomes assessments and institution self-improvements (see C.14.)

_____ Collected data that demonstrates that students are achieving learning outcomes that are appropriate to the institution’s mission and to the rigor and depth of the degrees, diplomas, or certificates offered (see C.14.)

Your Initials

- _____ When specific benefits for a course or program are identified, collected evidence that documents that graduates have attained the benefits.
- _____ Reported significant changes to mission, goals, and objectives (see C.2.)
- _____ Reported changes of ownership, management, or control (see C.3.)
- _____ Submitted **significant** changes to courses/programs (see C.5.)
- _____ Reported changes in location (including training sites) (see C.4.)
- _____ Reported **significant** changes in financial condition (see C.18.)
- _____ Reported **significant** growth or decline in the number of new enrollments (see C.18.)
- _____ Reported **significant** growth or decline in the number of programs (see C.18.)
- _____ Complied with all required governmental licenses and approvals, and the CEO/President is unaware of any action to revoke or withdraw any such licenses or approvals
- _____ Developed accounting procedures to take into account or reserve prepaid tuition of students due future services
- _____ Reviewed enrollment agreements—including tuition refund language—for compliance with the DETC Business Standards
- _____ Reported significant changes in marketing tactics and promotional efforts (see C.11.)
- _____ Continuously monitored (and corrected when necessary) telephonic sales interactions with prospective students to ensure there exists only ethical conduct on the part of all recruiting personnel
- _____ Reported all lawsuits, investigations, audits, actions, or other formal inquiries by governmental bodies or legal authorities
- _____ Submitted for Accrediting Commission review all **new** courses/programs or courses/programs undergoing revisions and arranged for review of all new training sites (see C.5.)
- _____ Reviewed all advertising literature and promotional efforts, to include any significant changes in the practices of any third party advertising, marketing or lead generation firms for compliance with DETC’s Business Standards
- _____ Ensured that all telemarketing activities comply with FTC guides on telemarketing, including “do not call” restrictions for consumers
- _____ Ensured that tuition refund policies are in accord with the DETC Business Standards and paid all tuition refunds due within 30 days of the students’ requests
- _____ Reviewed and agreed to all the requirements set forth in DETC’s *Constitution and Bylaws*, April 2012 edition

Failure to initial any of the items above may be cause for a review by the Accrediting Commission and follow-up action.

Please respond to each item indicated with a number.

III. Report on Educational and Student Services

Since last year:

1. Report and explain the reason for any **significant** changes to the faculty at the supervisor/management level. Provide brief descriptions of the qualifications of any new faculty. Report other significant changes to faculty assignments, workload, in-house training conducted, etc.
2. Report and explain the reason for any **significant** growth or decline in enrollments and programs (see C.18. Policy on Annual Reports for definition). Explain in detail the reason(s) for the growth and what additional staff, faculty, administrators, educational and student support services, and financial resources and marketing plans have been employed to meet the needs for the new level of students to be served. Also specify which programs had the most growth (indicating the percent of growth since last year), the reasons for the growth, and how the institution is accommodating the growth.

If the institution is showing a **significant** decline in enrollments (a drop of 25% or more), explain the reason(s) for the decline and the impact it has had on staff, faculty, administrators, educational and student support services, and financial resources and marketing plans.

3. Report—and explain the reason for—any **significant** growth or decline in the number of programs offered (see C.18. Policy on Annual Reports for definition). Explain in detail what additional administrators, faculty, educational and student support services, and financial resources and marketing plans it has employed to meet the needs for the new level of programs to be served. If an institution reports a “significant decline in the number of programs,” it must explain in detail the reasons for the decline and the impact it has had on staff, faculty, administrators, educational and student support services, other course/programs offerings, and financial resources and marketing plans.
4. Report and explain the reason for any **significant** changes to tuition levels, payment options, collection techniques, or refund policies.
5. Report and explain the reason for any **significant** changes to course/program admissions policies made since the last Annual Report. What requirements have been added or dropped? Provide the rationale for any changes listed.
6. Report on any activities outside of the U.S., including any contractual relationships with non-U.S. institutions or agencies. Report the number of foreign students (non-U.S. students, not counting military).

IV. Report on Student Satisfaction

1. On the *DETC Outcomes Assessment Data Form* (at the end of this document), provide the data you collected from your student surveys on satisfaction of your 10 most popular courses as described in the “C.14. Policy on Student Achievement and Satisfaction.”
2. **Also include a sample of your survey.** (Military and international institutions and K-12 schools are exempted from annual reporting, but not from five year self-evaluation reporting.)

V. Report on Progress Through the Programs

1. On the *DETC Outcomes Assessment Data Form* (at the end of this document), provide the data on **all** of your degree programs and your completions for all of your vocational programs and as described in the “C.14. Policy on Student Achievement and Satisfaction.” If you have more than one division, e.g., vocational and/or degree-granting, you must report the data for each division. (Military and international institutions and K-12 schools are exempted.)
2. As stated in C.14., an institution must document its activities or improvements that were made during 2013 based directly on the results of its outcomes assessment efforts. Please provide a short narrative on any changes or improvements (major or minor) made as a result of the data collected and analyzed as part of your outcomes assessment efforts. Attach any documentation to the end of this report.

VI. Report on Financial Condition

Institutions are required to report and explain the reason for any significant changes in financial conditions. Provide the following summarized financial highlights for your distance education operations for the most recent two fiscal year periods. Complete the chart below (DO NOT just say “See Attached financial documents”).

If your institution shows a negative amount on lines 2, 4, or 5 for 2013, please submit the appropriate audited or reviewed financial statements no later than 90 days after the submission of the Annual Report. (Please refer to C.8. Policy on Annual Reports and C.10. Policy on Financial Statements.)

Fiscal Year Ended:	2013	2012
1. Revenues		
2. Net Income (Loss)	**	
3. Total Assets		
4. Working Capital (Deficit)*	**	
5. Total Equity/Fund Balance (Deficit)	**	

* Current Assets minus Current Liabilities

** An audited or reviewed financial statement is required to be submitted no later than 90 days after the submission of the Annual Report if amount is negative.

PLEASE NOTE: For every accredited institution, the Accrediting Commission reserves the right to require the submission of complete, audited financial statements as it deems necessary.

VII. Report on Institution’s Future Plans

Note: The reporting below *does not* constitute compliance with the various DETC policies that require notice and report submission prior to an event. Please review C.1. Policy on Substantive Change and Notification to make certain you have properly notified the Commission of any “substantive change” before implementing.

Please provide a brief summary of your plans for the coming year. Do you plan to:

1. Add new courses or programs? List new courses/programs you are preparing or considering and the estimated date of submission to the Accrediting Commission for review (see C.5. Policy on Course/Program Approval for instructions of submitting courses/programs).
2. Change in Location or Administrative Sites? Indicate any plans for changes in location of the institution or administrative site (see C.4. Policy on Change of Location or Administrative Site), or for any new training sites (see C.7. Policy on New Combination Programs/Training Sites).
3. Changes in Marketing? Indicate plans for any changes to your marketing approach and/or promotional tactics or procedures (see C.11. Policy on Change of Marketing Approach).
4. Changes in international activities? Indicate and describe any plans for new marketing or instructional activities conducted outside of the U.S. (see C.17. Policy on International Activities).
5. Changes in ownership, top management, or key staff? Indicate any plans for changes in ownership, top management, or key staff (see C.3. Policy on Change of Ownership/Management).

Date

Signature of Chief Executive Officer

Print Name

Print this document, **sign** this page, scan it and save as a pdf. Please send the following files:

1. Pdf of your Annual Report (up to and including this page)
2. Pdf of financials (if required and available send as a separate pdf)
3. WORD document of the Outcomes Assessment Data Form
4. Pdf of a sample survey
5. Pdf of the computation of dues and fees form

E-mail these files to sally@detc.org (type “Annual Report” in the subject line). If you do not get a confirmation that your e-mail and documents were received, please submit again. Please note that there is a **\$500 late fee** for reports **not** received by **January 31, 2014**.

DETC Outcomes Assessment Data Form *to be used with the 2013 Annual Report*

Name of Institution:

Contact Person:

Date:

Phone:

E-mail:

Please delete these instructions (down to “IV. Student Surveys”) and submit your outcomes assessment data using the tables below. Please reduce the size of your type to fit the data into the tables.

IV. Student Satisfaction Surveys (first table): Please deduct any N/A’s from your “# of students surveyed” and “# of Surveys Received” before calculating percentages. Please calculate the average for the top 10 courses/programs for each question for 2013. If you have more than one division, e.g., vocational and/or degree granting, you must report on the top 10 courses in your degree program and the top 10 vocational programs (see tables below).

V. Progress through the Program: When selecting your sample dates, you should allow enough time so that the last person who enrolled in that program has had sufficient time to complete it. Therefore, you should **not use** a calendar year. See C.14. Policy on Student Achievement and Satisfaction for instructions.

Send a copy of this form as a WORD document with your *2013 Annual Report* form. Please e-mail it to Sally Welch at sally@detc.org. Also, please include a sample of your survey (as a pdf) with your Annual Report.

IV. Student Satisfaction Surveys
Institution: _____

Degree Programs
Ten Most Popular Courses
 Time Frame of Survey: 1/1/2013 – 12/31/2013

Name of Course	# of students surveyed	# of Surveys Received	Yes to Q1 #/%	Yes to Q2 #/%	Yes to Q3 #/%
AVERAGES			??	??	

Vocational Programs
Ten Most Popular Programs
 Time Frame of Survey: 1/1/2013 – 12/31/2013

Name of Vocational Program	# of students surveyed	# of Surveys Received	Yes to Q1 #/%	Yes to Q2 #/%	Yes to Q3 #/%
AVERAGES			??	??	??

V. Progress Through the Program

Institution: _____

**Degree-Granting
Program Graduation Rates
(Associate Degree Programs)**

Name of Degree Program	Years to Complete	Date of Sample	# of Students in sample	# of Cancellations	# of Active students in sample	# of students graduating	Graduation Rate #/%
AVERAGE RATE							??

**Degree-Granting
Program Graduation Rates
(Bachelor Degree Programs)**

Name of Degree Program	Years to Complete	Date of Sample	# of Students in sample	# of Cancellations	# of Active students in sample	# of students graduating	Graduation Rate #/%
AVERAGE RATE							??

**Degree-Granting
Program Graduation Rates
(Master’s Degree Programs)**

Name of Degree Program	Years to Complete	Date of Sample	# of Students in sample	# of Cancellations	# of Active students in sample	# of students graduating	Graduation Rate #/%

AVERAGE RATE							??

**Degree-Granting
Program Graduation Rates**
(First Professional Degree Programs)

Name of Degree Program	Years to Complete	Date of Sample	# of Students in sample	# of Cancellations	# of Active students in sample	# of students graduating	Graduation Rate #/%
AVERAGE RATE							??

**Degree-Granting
Program Graduation Rates**
(Doctorate Degree Programs)

Name of Degree Program	Years to Complete	Date of Sample	# of Students in sample	# of Cancellations	# of Active students in sample	# of students graduating	Graduation Rate #/%
AVERAGE RATE							??

V. Progress Through the Course

Institution: _____

Vocational Programs Completion Rates (All Programs)

Name of Program	Years to Complete	Date of Sample	# of Students in sample	# of Cancellations	# of Active students in sample	# of students graduating	Graduation Rate #/%
AVERAGE RATE							??

Please save your Outcomes Assessment Data in a WORD file and e-mail it to Sally@detc.org, along with a sample of your survey and your 2013 Annual Report.

(Please Note: This page was left blank on purpose.)