

CHEA Recognized Accreditors

The CHEA Committee on Recognition has been hard at work since June 1999 reviewing accrediting organizations seeking CHEA recognition. The CHEA process has two major steps: review for eligibility for CHEA recognition and review for recognition. Action by the CHEA board of directors is required both to be declared eligible and to be recognized.

To date, the CHEA board of directors has declared 49 organizations eligible for CHEA recognition and has recognized 27 organizations.

Organizations Recognized January 2001

1. Accrediting Association of Bible Colleges Commission on Accreditation
2. Accrediting Commission of the Distance Education and Training Council
3. American Council for Construction Education
4. Association of Collegiate Business Schools and Programs
5. Association of Theological Schools in the United States and Canada Commission on Accreditation
6. Association of Advanced Rabbinical and Talmudic Schools Accreditation Commission
7. Commission on Accreditation of Allied Health Education Programs
8. Council on Accreditation of Nurse Anesthesia Educational Programs
American Association of Nurse Anesthetists
9. National Association of Schools of Art and Design Commission on Accreditation
10. National Association of Schools of Dance Commission on Accreditation
11. National Association of Schools of Music Commission on Accreditation, Commission on Non-Degree Granting Accreditation and Commission on Community/Junior College Accreditation
12. National Association of Schools of Theatre Commission on Accreditation
13. National League for Nursing Accrediting Commission
14. New England Association of Schools and Colleges Commission on Technical and Career Institutions

Organizations Recognized May 2001

1. Accrediting Council for Independent Colleges and Schools
2. American Association of Family and Consumer Sciences Council for Accreditation
3. American Board of Funeral Service Education Committee on Accreditation
4. American Dietetic Association Commission on Accreditation for Dietetics Education
5. American Library Association Committee on Accreditation
6. American Optometric Association Council on Optometric Education
7. American Veterinary Medical Association Council on Education
8. Council on Rehabilitation Education Commission on Standards and Accreditation
9. Northwest Association of Schools, Colleges and Universities Commission on Colleges and Universities
10. Planning Accreditation Board
11. Society of American Foresters Committee on Accreditation
12. Teacher Education Accreditation Council
13. Transnational Association of Christian Colleges and Schools Accreditation Commission

CHEA Direct Billing Transition Successful

Thank you one and all! The CHEA transition to the direct billing of our regionally accredited member institutions for 2000–2001 dues has been an enormous success. CHEA has received 95 percent of the dues that were billed to colleges and universities in our first year of this effort.

As you may recall, regionally accredited institutions had been paying CHEA annual dues through their respective regional commissions since 1996–97.

CHEA is especially grateful for the strong support from the directors of the regional accrediting commissions and the presidents of our member institutions during this transition.

Thanks to your continued support, CHEA remains the largest U.S. institutional membership organization in higher education. To be able to tell members of Congress and the executive branch that the largest institutional membership organization in higher education is devoted to accreditation and quality assurance is a powerful message about our commitment to quality education for students. ■

Join Us for the 2001
Enhancing Usefulness
Conference V!
Improving Accreditation:
When To Change?
When To Stay the Same?

June 28-29, 2001 • Chicago, IL
Conference and hotel registration
materials are available on the CHEA
website at www.chea.org.

CHEA Update: Government Relations

With the establishment of the new administration in Washington and new committees in the Congress, CHEA has been seeking out new appointees in the executive and legislative branches to assure that they are familiar with the important role of accreditation and the centrality of self-regulation in assuring quality in higher education.

Issues that CHEA is monitoring on behalf of our member institutions and participating organizations include **distance learning** and the potential for additional regulation of higher education institutions and programs resulting from federal concerns about assuring quality and protecting students in these new technology-based environments. Related to this, CHEA is monitoring discussions on **changes in student aid availability and delivery**. As site-based education—where the government is essentially comfortable with quality assurance—is accompanied by more and more distance delivery—where there is less comfort that quality is assured—the net impact could be to create additional regulation for accreditors and institutions. Additional areas requiring CHEA's attention include **transfer of credit** (see related article, page 2) and how the United States Department of Education (USDE) and the National Advisory Committee on Institutional Quality and Integrity (NACIQI) will address **student learning outcomes** in the future. CHEA is also working with other Washington-based associations as the United States Trade Representative's office moves forward with **World Trade Organization (WTO) proposals** that can affect higher education. ■

The CHEA Chronicle

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Accreditation and Student Learning Outcomes

CHEA held a small invitational conference on accreditation and student learning outcomes in December 2000. Chaired by Robert Glidden, president of Ohio University and past chair of the CHEA Board of Directors, the one-day meeting focused on the relationship between evidence of student learning and judgments about quality. Approximately 25 participants discussed ways to develop evidence of student learning; ways to identify the structure, operation, and resources that higher education institutions needed to assure student learning, and how to articulate the relationship between student learning outcomes and judgments about the quality of institutional performance.

Perhaps most important, partici-

pants affirmed the need to develop a conceptual framework for addressing the role of student learning outcomes in accreditation review, to create a clear common language about evidence of student learning and judgments about quality, and to assist colleagues through models of good practice in collecting and using evidence of student learning.

CHEA will build on the many thoughtful ideas offered at the meeting to offer publications and meetings on conceptualizing the role of student learning outcomes in accreditation review. A written summary of the conference may be obtained by calling (202) 955-6126 and asking for the December 15, 2000 Outcomes Meeting Report. ■

Transfer of Credit Statement Catalyst for Action

Following the publication of its *Statement to the Community: Transfer and the Public Interest* (November 2000), CHEA invited institutional accreditors who are CHEA-participating, CHEA-recognized, or USDE-recognized to a meeting in February 2001 to initiate additional discussion about accreditation and transfer. The purpose of the meeting was to consider how accrediting organizations and institutions might translate the general concepts contained in the CHEA statement (available at www.chea.org) into practical action that would make information about transfer more readily available to students and assist institutions in managing the transfer process.

The group identified several activities that can be helpful in implementing the four criteria in the CHEA statement. These activities involve establishing additional communication about transfer among accreditors, developing model language that accreditors and institutions might use in policy statements and catalogs to describe transfer expectations and creating tools that might be helpful as schools develop new approaches to making decisions about transfer. Meeting participants agreed to form task groups to work during summer 2001 to develop these ideas. CHEA will reconvene the group in the fall of 2001. ■

Online Resources Foster Greater Understanding of Accreditation and Quality Review

The following resources are available on CHEA's website, www.chea.org:

- Statement of Good Practices and Shared Responsibility in the Conduct of Specialized and Professional Accreditation Review
- Directories of U.S. Accrediting Organizations
- International Quality Review Data Base (includes information about agencies and organizations engaged

- in external quality review of higher education institutions and programs in over 40 countries and the U.S.)
- Statement on the Value of the Degree
- 12 Important Questions About External Quality Review
- A Statement to the Community: Transfer and the Public Interest
- CHEA Mediation Policy
- CHEA Recognition Policy and Procedures. ■

Highlights from CHEA Board of Directors' Meeting

May 1, 2001 • Washington, DC

Action on CHEA Eligibility and Recognition

At its May 1, 2001 meeting, the CHEA board of directors deemed these accrediting organizations eligible to be considered for CHEA recognition:

1. Accrediting Commission on Education for Health Services Administration
2. American Society of Landscape Architects
3. Commission on Accreditation in Physical Therapy Education
4. Commission on Accreditation for Marriage and Family Therapy Education
5. Commission on Collegiate Nursing Education
6. Foundation for Interior Design Research
7. Middle States Association of Colleges and Schools Commission on Higher Education
8. National Association of Industrial Technology
9. New England Association of Schools and Colleges Commission on Institutions of Higher Education
10. Southern Association of Colleges and Schools Commission on Colleges

The board of directors also recognized 13 accrediting organizations (see page 1 for listing).

Newly Elected CHEA Board Members and Officers

These individuals were appointed to serve on the CHEA board July 1, 2001 through June 30, 2004:

Eleanor Baum, dean, Engineering School, The Cooper Union

Robert Glidden, president, Ohio University

Karen W. Morse, president, Western Washington University

Piedad F. Robertson, superintendent/president, Santa Monica College

Charles R. Nash, vice chancellor for academic affairs, University of Alabama System

The board of directors approved the slate of officers for 2001–2002:

John T. Casteen III, chair

William DeLauder, vice chair

Eleanor Baum, secretary

Edward Donley, treasurer

Change in CHEA Bylaws

To encourage more participation in CHEA and to expand its national leadership in accreditation and quality assurance, the board of directors approved a change in the CHEA bylaws to increase the number of individuals that serve as members of the board of directors (Article V., Sections 2 and 3). The change in the bylaws will increase the number of board members from fifteen (15) to seventeen (17), adding one chief executive officer to the nine current chief executive officers of degree-granting colleges or universities and one public-at-large member to the

remaining directors composed of current or former trustees, faculty members, or academic administrators of higher education institutions or members of the public at large. This change is effective immediately.

Board Approves CHEA Legislative Issues Agenda

The board of directors approved the following Legislative Issues Agenda for 2001–2002:

Distance Learning

Federal government interest in assuring quality in distance learning is strong. CHEA will work to sustain and enhance a leadership role for accreditation as the primary means to assure quality in distance learning and as a preferable alternative to additional legislation or regulation.

International Quality Review

International activity in higher education is expanding, whether in the form of institutions operating abroad, students attending higher education institutions abroad or foreign providers and students coming to the U.S. CHEA will work to assure that federal legislation and trade decisions acknowledge the importance of the autonomy of U.S. institutions and academic freedom of faculty as well as the independence of accrediting organizations.

Student Learning Outcomes

Federal and state calls for additional attention to student learning outcomes as key indicators of higher education quality remain constant. CHEA will work with accreditors and institutions to strengthen their roles in using student learning outcomes in the determination of institutional and programmatic quality as a viable alternative to additional government scrutiny.

Transfer of Credit

Transfer of credit concerns have heightened as a result of the increased diversity of higher education offerings and the growing number of higher education providers. CHEA will work to provide higher education community solutions to transfer of credit challenges emerging from this expansion and diversity.

Student Information and Protection

Access to higher education is expanding because more students are taking advantage of the increased numbers of higher education providers and because of the availability of distance delivery in higher education. These students need reliable information about the legitimacy and quality of higher education providers. CHEA will work with the federal government and states to improve the information about higher education providers made available through accreditation. ■

The next meeting of the CHEA Board of Directors is September 24–25, 2001 in Washington, D.C.

CHEANEWS

CHEA Publications

Coming Soon! The 2001 CHEA Almanac. CHEA's updated compendium of providers of external quality review and commentary on current quality review issues and challenges.

Statement to the Community: Transfer and the Public Interest.

This statement is addressed to institutions, accreditors, and national higher education associations seeking to maintain and enhance conditions of transfer for students. (Available as a pdf document at www.chea.org.)

The Common Data Project

An analysis of institutional and programmatic data required by accreditors and a resource list of data elements for which common definitions are available. Includes CHEA Principles and Good Practices for Accreditation Data Collection and CHEA Statement on the Use of IPEDS Conventions. Prepared by the National Center for Higher Education

Management Systems (NCHEMS) and the CHEA Task Force on Common Data. \$24.95

Distance Learning: Academic and Political Challenges for Higher Education Accreditation.

This monograph focuses on how distance learning challenges some fundamentals of the academic work and politics of American higher education. (Available as a pdf document at www.chea.org.)

Core Academic Values, Quality and Regional Accreditation: The Challenge of Distance Learning

This CHEA monograph explores the effect of distance learning on core academic values central to the history and tradition of higher education. (Available at www.chea.org.)

The Competency Standards Project

A detailed presentation of the design and conduct of a competency-based accreditation review. Includes accreditation standards for this alternative review as well. Prepared by the National Center for Higher Education Management Systems (NCHEMS). \$24.95

Tasks for Higher Education Accreditation

A discussion of the educational and social responsibilities of higher education accreditation by Milton Greenberg. \$19.95

Internationalizing Quality Assurance in Higher Education

An examination of international quality assurance practices by John Petersen. \$19.95

Calendar

CHEA Board of Directors Meetings

Sept. 24–25, 2001 • Washington, DC
Jan. 21, 2002 • San Francisco, CA

CHEA Conferences and Meetings

- **CHEA Enhancing Usefulness Conference V**
June 28–29, 2001 • Chicago, IL
- **CHEA 2002 Annual Conference**
Jan. 21–23, 2002 • San Francisco, CA
- **CHEA Committee on Recognition**
Nov. 27, 2001 • Washington, DC
March 17–19, 2002 • Washington, DC
(tentative)

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