Outcomes Assessment and Analysis: A Reference Document for Accrediting Bodies.

This report provides data received from postsecondary education/professional accrediting bodies regarding the extent to which outcomes and institutional or program effectiveness are reflected in each of the following: (1) accreditation standards, (2) accreditation guidelines; (3) policy statements; (4) accreditation practices (self-study, visiting teams, accrediting body actions, training programs for institutional or program representatives or site visitors); and (5) other relevant publications, research, pieces or speeches of or by the accrediting body or its representatives. Accrediting bodies may be national, regional, or specialized. In all, responses are reported from 68 agencies in addition to the inclusion of an assessment bibliography for each agency. Finally, a Council on Postsecondary Accreditation Assessment Project summary chart of the response items received by accrediting bodies is included. (GLR)
OUTCOMES ASSESSMENT AND ANALYSIS:
A REFERENCE DOCUMENT FOR ACCREDITING BODIES

PART I: Areas and Types of Agency Involvement

PART II: Bibliography of Relevant Document by Accrediting Bodies

Council on Postsecondary Accreditation
Project on "Accreditation for Educational Effectiveness: Assessment Tools for Improvement."

Partially funded by a grant from the Fund for the Improvement of Postsecondary Education.

June 1991
# Table of Contents

Introduction .................................................................................................................. 5

Chart of Response Items by Accrediting Bodies ............................................................. 7

Part I: Areas and Type of Agency Involvement ................................................................. 11

National Institutional Accrediting Bodies ......................................................................... 13
Regional Institutional Accrediting Bodies ......................................................................... 19
Specialized Accrediting Bodies ....................................................................................... 28
Review Committees of the Committee on Allied Health Education and Accreditation .... 69

Part II: Bibliography of Relevant Documents by Accrediting Bodies .............................. 83

National Institutional Accrediting Bodies ......................................................................... 85
Regional Institutional Accrediting Bodies ......................................................................... 87
Specialized Accrediting Bodies ....................................................................................... 91
Review Committees of the Committee on Allied Health Education and Accreditation .... 105
Introduction

The Council on Postsecondary Accreditation received a grant from the Fund for the Improvement of Postsecondary Education to carry out a project on "Accreditation for Educational Effectiveness: Assessment Tools for Improvement" beginning in October of 1990. As a first step it was critical to develop a body of information on what accrediting bodies are doing and expecting from their institutions or programs in the area of outcomes assessment and analysis. To obtain this information, questionnaires were sent to each COPA recognized accrediting body. The accrediting bodies were asked to provide information about the extent to which outcomes and institutional or program effectiveness are reflected in each or any of the following:

1. Accrediting Standards
2. Accreditation Guidelines
3. Policy Statements
4. Accrediting Practices
   a. Self-Study
   b. Visiting Teams
   c. Accrediting Body Actions
   d. Training Programs for Institutional or Program Representatives or Site Visitors
5. Other Relevant Publications, Research, Pieces or Speeches of or by the Accrediting Body or its Representatives

In the case of specialized or program accreditation, the questionnaire included an additional category:

6. In relation to your specialized accrediting field, are there formal means other than accreditation for determining the competency of practitioners within the field?

The questionnaires were sent to the six national institutional accrediting bodies; the nine regional institutional accrediting bodies; and the forty-two specialized or programmatic accrediting bodies. In addition, the questionnaire was also sent to the nineteen review committees under the Committee on Allied Health Education and Accreditation of the American Medical Association. COPA recognizes the Committee on Allied Health Education and Accreditation (CAHEA) as the umbrella organization for the review committees rather than each review committee separately. However, since each review committee has its own standards and procedures, it seemed appropriate to include them as well as CAHEA. Thus, the questionnaire was sent to seventy-six agencies. In addition to answering the questionnaire, the agencies were requested to send any pertinent related documents. As a result we have received both answers to the categories and documents to develop an assessment bibliography for each agency.

After the initial responses were received, both questionnaire returns and the bibliographies were returned to the accrediting bodies for review, additions and verification. The documents as reported by the agencies are complete as of May 1991. All but three of the recognized accrediting bodies provided data. Fourteen of the CAHEA review committees responded. The bibliography contains some 444 items.
A few comments are in order:

a. The responses and the bibliography are information source documents as reported by the agencies. No attempt has been made to evaluate the adequacy or degree of relevance of the answers or of the bibliographical items in question. The degree of relevance of the bibliography items clearly varies and relatively few of them are devoted solely or primarily to outcomes. However, all of them have some bearing on the agencies' positions and actions and their conceptions of what outcomes utilization and analysis mean.

b. While the degree of involvement of accrediting agencies in outcomes analysis varies considerably, what is striking is that almost all of the accrediting bodies utilize outcomes and outcomes analysis in the accrediting process to a greater or lesser degree. For most of the agencies, institutional or program effectiveness is the central focus of the accreditation process.

c. Although most of the accrediting bodies are extensively involved in the outcomes utilization and analysis in the accrediting process, many agencies have not been aware of what other agencies are doing in this area. As one of the activities of the project, making available the results of the questionnaire and the bibliography should help to overcome this isolation and increase opportunity for sharing of information among accrediting bodies.

d. The questionnaire results and bibliography should clearly dispel any lingering doubts on the part of the publics of accreditation that accrediting bodies are not taking assessment and outcomes utilization seriously.

Marjorie Peace Lenn
Project Director

R. M. Millard
Project Coordinator
## COPA Assessment Project

### July 1991

Request for Information Responses

<table>
<thead>
<tr>
<th>Accrediting Bodies</th>
<th>Standards</th>
<th>Outlines</th>
<th>Policy Statements</th>
<th>Self-Study</th>
<th>Visiting Teams</th>
<th>Accrediting Body Activities</th>
<th>Training Programs</th>
<th>Other Publications</th>
<th>Field Competency Determination</th>
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<td>Surgical Technology (ARC EPSS)</td>
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Part I: Areas and Type of Agency Involvement

National Institutional Accrediting Bodies

American Association of Bible Colleges ........................................ 13
Association of Independent Colleges & Schools .............................. 14
National Home Study Council .................................................... 15
Association of Advanced Rabbinical and Talmudic Schools .............. 16
Association of Theological Schools ............................................. 17
National Association of Trade and Technical Schools ..................... 18

Regional Institutional Accrediting Bodies

Middle States Association of Colleges and Schools
   Commission on Higher Education ........................................... 19
New England Association of Schools and Colleges
   Commission on Vocational, Technical, Career Institutions ........... 20
North Central Association of Colleges and Schools
   Commission on Institutions of Higher Education ....................... 21
Northwest Association of Schools and Colleges
   Commission on Colleges .................................................... 22
Southern Association of Colleges and Schools
   Commission on Colleges .................................................... 23
   Commission on Occupational Education Institutions ................. 24
Western Association of Schools and Colleges
   Accrediting Commission for Community and Junior Colleges ........ 25
   Accrediting Commission for Senior Colleges and Universities ...... 27

Specialized Accrediting Bodies

National Accrediting Commission for Schools and Colleges of Acupuncture and Oriental Medicine ........................................ 28
Committee on Allied Health Education and Accreditation ............... 29
National Architectural Accrediting Board .................................... 30
National Association of Schools of Art and Design ......................... 31
American Assembly of Collegiate Schools of Business .................... 32
Council on Chiropractic Education ........................................... 33
Computer Science Accreditation Commission ................................. 34
American Council for Construction Education .............................. 35
Council for Accreditation of Counseling and Related Educational Programs .................................................... 36
American Dental Association .................................................... 37
American Dietetic Association ................................................... 38
Society of American Foresters .................................................. 39
American Board of Funeral Service Education ........................................ 40
Accrediting Commission on Education for Health Services Administration .... 41
American Home Economics Association .................................................. 42
Foundation for Interior Design Education Research .................................. 43
Accrediting Council on Education in Journalism and Mass Communication ...... 44
American Society of Landscape Architects .............................................. 45
American Bar Association ...................................................................... 46
Association of American Law Schools ..................................................... 47
American Library Association .................................................................. 48
Accrediting Bureau of Health Education Schools ....................................... 49
Liaison Committee on Medical Education (AMA, AAMC) ........................ 51
National Association of Schools of Music ............................................... 52
Council on Accreditation of Nurse Anesthesia Educational Programs .......... 53
National League for Nursing .................................................................. 54
American Optometric Association ........................................................... 55
American Osteopathic Association ........................................................... 56
American Council on Pharmaceutical Education ...................................... 57
American Physical Therapy Association ................................................... 58
Planning Accreditation Board .................................................................. 59
American Podiatric Medical Association .................................................. 60
American Psychological Association ........................................................ 61
National Association of Schools of Public Affairs - Administration .......... 62
Council on Education for Public Health .................................................... 63
National Recreation and Park Association ................................................. 64
Council on Rehabilitation Education ....................................................... 65
Council on Social Work Education .......................................................... 66
National Council for Accreditation of Teacher Education ......................... 67
American Veterinary Medical Association .............................................. 68

Review Committees of the Committee on Allied Health Education and Accreditation

Accreditation Review Committee for Education of Anesthesiologist Assistant ... 69
Joint Review Committee on Education in Cardiovascular Technology ............ 70
Joint Review Committee on Education in Diagnostic Medical Sonography .. 71
Joint Review Committee on Educational Programs for the EMT-Paramedic .... 72
National Accrediting Agency for Clinical Laboratory Sciences ................... 73
Curriculum Review Board - Medical Assistants ........................................ 74
Accreditation Review Committee for the Medical Illustrator ....................... 75
American Medical Records Association .................................................. 76
Joint Review Committee on Educational Programs in Nuclear Medicine Technology 77
American Occupational Therapy Association .......................................... 78
Joint Review Committee for Perfusion Education ....................................... 79
Accreditation Review Committee on Education for the Physician Assistant ..... 80
Joint Review Committee on Education in Radiologic Technology ............... 81
Joint Review Committee for Respiratory Therapy Education ....................... 82
1. Accrediting Standards:
   Manual "Criteria for Accreditation"
   A.4.1. Outcomes relating to objectives.
   Standard D. Criteria D.1.0. Curricular outcomes.
   D.2.5. Evaluation of christian-service program.

2. Guidelines:
   See below 4.a.

3. Policy Statements:

4. Accrediting Practices:

      Sequence for completing self-study process - (1) Mission, Goals, Objectives p. 7. (4)
      Documenting goal achievement pp. 9-10.
      Appendix I. A. Staging Assessment p. 37.


   c. Accrediting body actions: Outcomes assessment of student services - memo from John M.
      Lowe.

   d. Training programs:
      Seminar for Evaluating Team Chairs.

5. Other publications, research pieces, speeches:
   "Assessment of Effectiveness in Bible Colleges," Cecil May, Jr. AABC Newsletter, September
Association of Independent Colleges and Schools

Respondent: James Phillips, Executive Director

1. Accrediting Standards:
   Criteria adopted 1989- effective 1991 (Memo on Criteria and Policy Changes) Section 3-1-10 Institutional Effectiveness.

2. Guidelines:
   See above.

3. Policy Statements:
   Require retention improvement plans and placement improvement plans from some institutions.

4. Accrediting Practices:
   b. Visiting Teams:
   c. Accrediting body actions:
   d. Training programs:
      Educational seminars: Technical assistance to institutions (3 in 1990).
      See seminar program (October 24, 1990).

5. Other publications, research pieces, speeches:
   Harris, Hillenmeyer and Foran, Quality Assurance for Private Career Schools, 1989.
1. Accrediting Standards:
   *Home Study School Accreditation*
   Standard V. Student success and satisfaction pp. 104-105.

2. Guidelines:
   *Outcomes Assessment Handbook*

3. Policy Statements:

4. Accrediting Practices:
   a. Self-Study: *Home Study School Accreditation*
      Self Evaluation Report #34 p. 60 Student Evaluation courses.
      #37-39 pp. 61-62 Counseling assistance and student success and satisfaction.

   b. Visiting Teams:

   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:
Association of Advanced Rabbinical and Talmudic Schools (AARTS)

Respondent: Bernard Fryshman, Executive Vice-President

1. Accrediting Standards:
   A. Purpose - Evaluation of role of purpose in decision making p. 25.
   F. Educational Programs - continuing effort to evaluate outcomes, p. 29.
   L. Evaluation of Outcome - continuous evaluation of educational output - graduate classes etc. p. 33.

2. Guidelines:

3. Policy Statements:
   *Handbook* p. 21 qualitative assessment as called for in federal regulations

4. Accrediting Practices:
   c. Accrediting body actions: Accrediting actions in the light of relation of outcomes to schools mission statement.
   d. Training programs: Training program for new visitors.

5. Other publications, research pieces, speeches:
   In preparation: Overview Statement on Assessment in relation to Rabbinic and Talmudic Education (Fryshman)
The Association of Theological Schools

Respondent: Daniel O. Aleshire, Associate Director

1. Accrediting Standards:
   * Bulletin 39 Part 3 Standards
     - Standard 8 - Evaluation.
     - Specific goals and outcomes for particular programs - e.g. Master of Divinity pp. 36-39 and Doctor of Ministry pp. 42-44.

2. Guidelines:
   * Handbook for Accreditation

3. Policy Statements:
   Application assessment procedures primarily in graduate level programs.
   Expectations of Theological Education - in testimony before DOE National Advisory Committee p. 10.

4. Accrediting Practices:
   a. Self-Study: See 2 above.
   c. Accrediting body actions: Policy statement and additional Standards now being drafted by Committee on Standards, Policies, and Procedures.
   d. Training programs: Self-study workshops - Section on review of outcomes and effectiveness.

5. Other publications, research pieces, speeches:
Respondent: Dorothy Fenwick, Executive Director, Accrediting Commission

1. Accrediting Standards:
   *Standards of Accreditation*
   Standard III Programs and curricula. C. qualification for employment, p. 2.
   Standard VI Student services. e. placement, p. 5.

2. Guidelines:
   Standards also used as guidelines.

3. Policy Statements:
   See report to Department of Education on Section 602, 17 Focus on educational effectiveness.
   Provides examples of failure to provide adequate information.

4. Accrediting Practices:
      See self-evaluation report in professional development workshops program, pp. 48-51, follows standards.
   b. Visiting Teams: Visit information forms and commission representative evaluation forms.
   c. Accrediting body actions: Use of evaluation process involving staff, students, graduates and employers.
   d. Training programs: Professional Development Workshop Program. "Seeking Accreditation: Standards of Excellence" format follows students - see above.

5. Other publications, research pieces, speeches:
Regional Institutional Accrediting Bodies

Middle States Association of Colleges and Schools/
Commission on Higher Education

Respondent: Howard Simmons, Executive Director

1. Accrediting Standards:
   * Characteristics of Excellence
     Mission, Goals, and Objectives pp. 9-12.
     Outcomes and Institutional Effectiveness pp 17-19.

2. Guidelines:
   * Framework for Outcomes Assessment (Draft)

3. Policy Statements:
   * Framework

4. Accrediting Practices:
   a. Self Study: Framework; Handbook of Institutional Self-Study (Draft) p. 33 Outcome and Educational Effectiveness.
   b. Visiting Teams: See below
   c. Accrediting body actions: Task Force on Outcomes Assessment.
   d. Training programs: Special session on outcomes assessment. Workshop for evaluation of team chairs "Evaluation Outcomes Assessment."

5. Other publications, research pieces, speeches:
   Mayhew and Simmons, Outcomes Assessment in the Middle States Region.
New England Association of Schools and Colleges/
Commission on Vocational, Technical, and Career Institutions

Respondent: Daniel Maloney, Director

1. Accrediting Standards:
   Standard adopted 1987 (per statement to NC).

2. Guidelines:
   Interpretive guideline adopted 1987 (per statement to NC).

3. Policy Statements:

4. Accrediting Practices:
   b. Visiting Teams: Must document evidence that goals are realized.
   c. Accrediting body actions:
   d. Training programs: Session on Assessment at annual meeting (1988).

5. Other publications, research pieces, speeches:
   "Commission on Vocational Career Institutions, New England Association of Schools and Colleges," Daniel Maloney (to NC).
North Central Association of Colleges and Schools/
Commission on Institutions of Higher Education

Respondent: Patricia A. Thrash, Executive Director

1. Accrediting Standards:
   *Handbook of Accreditation*

2. Guidelines:
   *A Guide to Self Study for Commission Evaluation*

3. Policy Statements:
   "Commission Statement on Assessment and Student Academic Achievement" *Handbook* p. 17.

4. Accrediting Practices:
   d. Training programs: Comprehensive educational program - annual meetings, publications, etc. Regional meeting for institutional representatives and consultant evaluations. Self-study institutes and Professional Development program for consultant-evaluators and Team Chairs.

5. Other publications, research pieces, speeches:
   *Briefing* - March, July, and November 1990.
   Memo from Commission Chair to members.
   Assessment Workbook scheduled for Spring 1991 publication.
Northwest Association of Colleges and Schools/
Commission on Colleges

Respondent: Joseph A. Malik, Executive Director

1. Accrediting Standards:
   Under special committee study - Possible separate standard on assessment.
   Standard II. Finance p. 32 and 33.
   Standard V. Educational Program p. 47-50. V.B. particularly.
   Standard VII. Instructional Staff p. 57-61.

2. Guidelines:
   Accreditation Handbook, Eligibility requirements pp. 8-11.
   Handbook for Committee Chair, Instructions for members of Evaluation Committees.

3. Policy Statements:

4. Accrediting Practices:
   a. Self-Study: Self study workshops.
      Staff visits two years prior to full scale evaluation - institutional orientation.
   b. Visiting Teams: Handbook for Committee Chair, Instruction to members of Evaluation Committees.
   c. Accrediting body actions:
      Work of Standing Committee on Standards - Focus on outcomes.
      Required focused visitations for six institutions based on inadequate demonstration of effectiveness.
   d. Training programs: Preliminary Visits guide institutions in accreditation process.
      Self Study workshops annually for institutions.
      Accreditation Liaison Officers workshop in conjunction with annual meetings focused on outcomes focus on Evaluators workshops - Training for new evaluators.

5. Other publications, research pieces, speeches:
   Memo to accreditation liaison officers on assessment outcomes and institutional effectiveness.
Respondent: James Rogers, Executive Director

1. Accrediting Standards:
   - Section III, Institutional Effectiveness 3.1, 3.2 pp. 13-15 (see also Section IV Educational Program).

2. Guidelines:

3. Policy Statements:

4. Accrediting Practices:
   c. Accrediting body actions:
   d. Training programs:
      - Developing printed and video materials with University of Georgia to use with visiting team as a whole.
      - Rogers letter 20 November 1990.

5. Other publications, research pieces, speeches:
Southern Association of Colleges and Schools/ Commission on Occupational Education Institutions

Respondent: Kenneth W. Tidwell, Executive Director

1. Accrediting Standards:
   Standard IV. Educational Programs pp. 32-34.
   Standard XI. Placement and Follow Up pp. 41-45.

2. Guidelines:

3. Policy Statements:
   "Policy & Standards, 1990."
   X Steps towards initial accreditation pp. 14-16.
   XI Continuation of Candidate Membership Status pp. 17-23.

4. Accrediting Practices:
   c. Accrediting body actions:
      Annual report (1990) emphasis on Performance Assessment (p. 10)
      Annual workshops emphasizing assessment of school performance.
   d. Training programs:
      Workshops for institutions on self-study
      Visiting Team Member workshops

5. Other publications, research pieces, speeches:
   Robb, F.C. "America's Urgent Agenda; The Twenty-First Century Challenge to Vocational Educators." COEI, 1990.
   Vocational - Technical Education Consortium of the States (V-TECS) Products.
Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges

Respondent: Judith Watkins, Associate Director

1. Accrediting Standards:
   *Handbook on Accreditation and Policy Manual*, 1990:
   - Standard 1D Institutional Effectiveness p. 15.
   - Standard 2C4 General Education p. 17.
   - Standard 4C2 Faculty/Staff Education p. 28.

2. Guidelines:
   *Guide to Institutional Self-Study and Reports to the Commission*, 1990:
   - Purposes and Scope p. 1
   - Comprehensive Self-Study p. 6-14.
   - Regular Report p. 20.
   - Special Reports p. 21.

3. Policy Statements:
   *Handbook 1990*:
   - The College Commission Relationship p. 3.
   - Purpose of Institutional Accreditation p. 43.
   - General education in specialized programs and institutions p. 48.

4. Accrediting Practices:
      - Participation in self-study pp. 11-12.
      - Institutional self-evaluation pp. 15-16.
   c. Accrediting body actions:
      - Membership, California Community College Chancellor’s Task Force on Accountability.
      - Formal presentations before major community college organizations including trustees, CEOs, instructional and student services deans, academic senates - typically 10-15 per year.
   d. Training programs:
Team training workshops material.
Team chair training materials.
Training Videotapes: (1) Preparing the Self-Study, (2) Site visits and institutional evaluation.
Individualized college self-study orientation and training - typically 12-15 per year.

5. Other publications, research pieces, speeches:
   Final report, *Improving Community College Educational Planning Process*; FIPSE
   Accreditation Survey
   *Criteria and Measures of Institutional Effectiveness*
   *Item Bank: Student and College Outcomes*
   *Learner Outcomes Handbook*
Western Association of Schools and Colleges/
Accrediting Commission for Senior Colleges and Universities

Respondent: Ralph Wolff, Associate Executive Director

1. Accrediting Standards:
   Handbook on Accreditation, 1988:
   Standard 2.C. Institutional Effectiveness p. 16.
   Standard 2.A. Clarity of Purposes p. 15.
   Supporting Documentation for Standard Two p. 17.

2. Guidelines:
   Implementing Guidelines on Institutional Effectiveness - see 3 below pp. 6-18.

3. Policy Statements:
   "Achieving Effectiveness Through Assessment: The Approach of the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges."

4. Accrediting Practices:
   a. Self-Study: See 3 above: Assessment as a theme in comprehensive self studies.
   c. Accrediting body actions: Focuses on assessment as basis for progress reports.
   d. Training programs:
      Workshops for Liaison Officers. See 3 above, p. 5.
      Special pre-, mid-, and post-session workshops at 1991 AAHE assessment forum.

5. Other publications, research pieces, speeches:
   Ralph A. Wolff. "Assessment and Accreditation: A Shotgun Marriage?"
SPECIALIZED ACCREDITING BODIES

National Accreditation Commission for Schools and Colleges of Acupuncture and Oriental Medicine

Respondent: Dolores Llanso, Associate Director/Accreditation Consultant

1. Accrediting Standards: Handbook of Accreditation
   Essential Requirement
   7 Evaluation (Evaluation system) p. 12
   7.1 Organized process evaluating effectiveness.
   7.2 Student academic progress.
   7.3 Acquisition of Knowledge, Skills and Attitudes.
   7.4 Professional Career Development.

2. Guidelines:
   See Handbook under appropriate essential requirements.

3. Policy Statements:
   Policy Statement: A Guide to Encourage Programs to Evaluate Their Performance and Educational Outcomes and to Suggest Measure for so Doing.

4. Accrediting Practices:
   a. Self-Study: Handbook
      Self-study requirement. Evaluation pp. 54-55.
      Supportive document to be included in all study document student practices, competencies to be achieved, information on graduates.
      Supportive documents to be available to site team. Reports of grade distribution, samples of methods to measure outcomes.


   c. Accrediting body actions: See 3 and 4.6 above. Annual report form Items 8: Methods used to Measure Outcomes. Item 9: Students taking and passing NCCA exam.

   d. Training programs:
      Outcomes Assessment Workshop (April 1990)
      Site Visitor Briefing and Training Session p. 17 item 8B.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   National Commission for the Certification of Acupuncture - certification process used by 18 states.
1. Accrediting Standards:
   Recommended Format for Essentials with Suggestions for Guidelines (to all 20 JRC's)
   Section I
   B. Resources, d. Institutional Development
   C. Students, 2. Evaluation of students
   * E. Program Evaluation, 1. Outcomes 2. Results of ongoing evaluation.

2. Guidelines:
   Recommended Format for Essentials. See above.

3. Policy Statements:
   Recommended Format for Essentials.
   See Parks letter re: breadth of assessment technique.

4. Accrediting Practices:
   a. Self-Study:
   b. Visiting Teams:
   c. Accrediting body actions:
   d. Training programs:

5. Other publications, research pieces, speeches:
   Reliability and validity in Allied Health Newsletter 18.6 (Nov/Dec 1987).

6. Determining competency in the field:

*See page 69 for Committee on Allied Health Education and Accreditation Review Committees.
Respondent: John M. Maudlin-Jeronimo, Executive Director

1. Accrediting Standards:
   71 Criteria: "Achievement-Oriented Performance Criteria" pp. 11-21 under: Context, 3.3.1, Design 3.3.2., Technology 3.3.3, and Practice 3.3.4.

2. Guidelines:
   See APR below (4.a.) and Guidelines for Team Room (4.G.).

3. Policy Statements:

4. Accrediting Practices:
   a. Self-Study: "Architectural Program Report" (APR)
      Developed by school outlined in *Criteria and Procedures* section 4.2 pp. 23-26, more particularly 4.2.5 Program Assessment and Development and 4.2.8 Student Progress Evaluation. 1991 Draft: Section 5.2 pp. 42-45. See also Sec. 3.5, Self Assessment, p. 11.
   b. Visiting Teams:
      "Team Room" with examples of student work required of school.
      Visiting Team Report Format.
   c. Accrediting body actions:
   d. Training programs: Visiting Team Member Training/Briefing Sessions (1 hour) - VI Conformance with achievement oriented performance criteria pp. 4-9, VII A. Accreditation and entry into professional practice, and IX Program Assessment and Development.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
National Association of Schools of Art and Design

Respondent: Samuel Hope, Executive Director

1. Accrediting Standards:
   Standards develop lists of competencies to be attained in each of 21 professional areas plus 4 liberal arts degree programs, art education, graduate programs etc. and require assessment of competency attainment (means of assessment to be determined by program or institution).

2. Guidelines:
   Components of outcomes assessment procedures (Briefings, 4.6); Procedures for Institutional Membership.

3. Policy Statements:
   Assessment and Arts programs - Direct relevance of competence to assessment, e.g., pp. 24, 32, 33, 59, 60.

4. Accrediting Practices:
   a. Self-Study: Procedures Part II - Self-study format
      Assessment of Achievement of Competencies.
      I Operational Standards. II Instructional programs.

      Institutional activities, p. 67.

      Procedures: Evaluation of student’s work.

   d. Training programs: Workshop materials (various documents).

5. Other publications, research pieces, speeches:
   A Philosophy for Accreditation in the Arts Disciplines
   Briefing Paper: Outcomes Assessment and Arts Programs in Higher Education (1990)

6. Determining competency in the field:
American Assembly of Collegiate Schools of Business

Respondent: Karen S. Martinez, Director of Accreditation Projects

1. Accrediting Standards:
   Accreditation Council Policies, Procedures, and Standards
   Major revision of standards under way, primarily focused on outcomes and program effectiveness. Draft document to be considered for final adoption, Spring 1991. Current standards do not directly address outcomes assessment. However, current statement on "Outcomes Addressed in Accreditation" is derived by inference from current standards - e.g. Standard I. Mission and Objectives p. 24.

2. Guidelines:
   See "Outcomes Addressed In Accreditation."

3. Policy Statements:
   "Outcomes Addressed In Accreditation."

4. Accrediting Practices:
   a. Self-Study: Self-study report forms for Business Administration and for accounting - See sections on mission and objectives.
   c. Accrediting body actions: Special Task Force to explore non-test measures of academic and school quality (See 5 below) but not to be linked to accreditation.
   d. Training programs: Visitation seminars at annual meeting for new visitors. Preliminary Analysis checklist.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
Council on Chiropractic Education

Respondent: Ralph Miller, Executive Vice President

1. Accrediting Standards:
   
   *Standards for Chiropractic Institutions*
   
   Standards: Introduction model of institutional effectiveness, p. 3.
   
   Standard: D. Program Objectives 1.a (1) curriculum design, 1.a (1) (e) competencies
   
   
   Standard: G. Planning - self evaluation. Also see *Clinical Competency Document* (Section H in *Standards*, p. 50 ff.)

2. Guidelines:
   
   

3. Policy Statements:
   
   Model of institutional effectiveness, pp. vi-viii.
   
   Institutional effectiveness for CCE, p. xi.
   

4. Accrediting Practices:
   
   a. Self-Study: *Manual of Operations* - Developed in relation to each standard and what is necessary to achieve it - e.g., Mission and goals, pp. 10-11; Program objectives, pp. 22-26; Institutional outcomes, pp. 58-64.


5. Other publications, research pieces, speeches:
   
   *Procedures Manual: Commission* (Draft)

6. Determining competency in the field:
   
   National and State Board examinations required to become a licensed chiropractor.
Computer Sciences Accrediting Board

Respondent: Patrick M. LaMalva, Executive Director

1. Accrediting Standards:
   Criteria in Manual of Procedure for Team Chair Persons.
   F. Students - insure students have requisite qualifications as computer service professionals.
   (Criteria see p. 11 Appendix A)

2. Guidelines:
   "Provisions for Accreditation Policy and Operations" p. 3 calls for sufficient outcomes
   assessment to assure program's purpose is being met.

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: Vol. 1 Questionnaire for Review p. 20 VII B.
      Record of graduates - opinions of graduate about programs and how these are taken into
      account.

   b. Visiting Teams: Visit Report Form p. 13 Mechanisms for determining performance of
      graduates.
      Student interview form.

   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
1. Accrediting Standards:
   *Standards and Criteria* for Baccalaureate (Form 103) and Associate (Form 103A) Programs.
   Sec. VIII Program Planning and Outcome Assessment

2. Guidelines:
   Committee (see below 4.c) developing program assessment guidelines.

3. Policy Statements:

4. Accrediting Practices:
   a. Self Study
   b. Visiting Teams:
   c. Accrediting body actions: Outcomes Assessment Committee.
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
Council for Accreditation of Counseling and Related Educational Programs

Respondent: Carol L. Bobby, Executive Director

1. Accrediting Standards:
   Manual Standards,
   Sec. VI Evaluations in the Program. A-F.
   Sec. III Clinical Instruction Assessment of Performance in the Field.
   H. 3, 4, 6, 8; I.2, 3, 5, 7; I. Evaluation of Clinical Instructors by Students.

2. Guidelines:

3. Policy Statements:

4. Accrediting Practices:
   b. Visiting Teams: Visiting team reports on Standards III and VI.
   c. Accrediting body actions: Limitation on accreditation of new or revised programs (2 years)
      if not enough graduates to provide effectiveness data.
   d. Training programs: Site visitors training to covering criteria.

5. Other publications, research pieces, speeches:
   Two studies under way: (1) Degree to which specific standards hinder ability of programs to
   achieve accreditation; (2) Assessment of perceived relevance of standards.
   Reference list of articles related to CACREP accreditation.

6. Determining competency in the field:
   35 states - Professional Counselor Licensure and/or Certification laws.
   National Board of Certified Counselors.
   National Academy of Certified Clinical Health Counselors.
American Dental Association

Respondent: Cynthia A. Davenport, Manager, Program Development

1. Accrediting Standards:
   * Accreditation Standards for Dental Education Programs (DE); also Standards for Advanced Ed Programs (A); Accreditation Standards for Dental Hygiene (H)
   
   DE Standard 8 Outcomes p. 25
   A Standard 6.4 Outcomes p. 14
   DH Standard 11 Outcomes p. 22
   
   The outcomes standard with applicable wording is included in the eleven additional areas accredited by the ADA. These include: Dental Public Health Std. 12, p. 17; Endodontics Std 12, p. 22; Oral Pathology Std. 12, p. 18; Oral and Maxillofacial surgery Std. 12, p. 20; Orthodontics Std. 12, p. 18; Pediatric Dentistry Std. 12, p. 22; Periodontics Std 12, p. 19; Prosthodontics Std. 12, p. 25; General Practice Residency Std. 12, p. 18; Dental Laboratory Technology Std. 12 (insert); Dental Assisting Programs Std. 12 (insert).

2. Guidelines:
   "Assessing Educational Outcomes" Guidelines with bibliography.

3. Policy Statements:
   cf. "Assessing Educational Outcomes"

4. Accrediting Practices:
   a. Self-Study: Self-study documents organized to follow standards - e.g. DH Self-study Guide pp. 47-48. 3 types of questions in all dental programs: 1) Discipline, 2) Appraisal and Analysis, 3) Supportive Documentation.

   b. Visiting Teams: see below d.

   c. Accrediting body actions: Outcome recommendations in the light of site-visit reports.

   d. Training programs: Training workshop for site visitor teams; Orientation sessions for programs.

5. Other publications, research pieces, speeches:
   Continuing information in editions of Communication Update.

6. Determining competency in the field: Dentists and Dental Hygienists licensed by Board of Dentistry All State Boards require graduation from an accredited dental or dental hygiene program. All certification boards in the eight recognized dental specialties require graduation from an accredited specialty education program in order to be eligible for certification examinations. Graduation from an accredited education program is one eligibility pathway for dental assistants and dental laboratory technicians.
American Dietetic Association

Respondent:  Bar ara J. Bobeng, Assistant Executive Director, Division of Education and Research

1. Accrediting Standards:
   Manual
   Standard Five pp. 28-30. Achievement of intended outcomes: Crit. 5.6, 5.7, 5.8 in particular.
   P. 17 Competency and Professionalism in Statement of Philosophy.
   Standard One. Philosophy, goals and intended outcomes p. 21.

2. Guidelines:
   Manual
   Standard Five Guidelines. pp. 28-30. c.f. particularly criteria 5.7 competence and 5.8 continuing program evaluation - 5.6 use of registration examination scores.

3. Policy Statements:
   "Program Evaluation in Dietetic Education" - report (D.D. Canter)
   History, methods, checklists, instruments, etc.
   Types of evaluation and assessment.

4. Accrediting Practices:
   a. Self-Study: Manual Self-study report forms; Form 8a Knowledge Requirements p. 83; Form 8b Professional Requirements p. 84.
   c. Accrediting body actions:
   d. Training programs: Annual workshop for reviewers and site visitors.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Commission on Dietetic Registration (CDR): Certification through registration examination for dietitians, and dietetic technicians. Continuing education for maintenance of registration.
Society of American Foresters

Respondent: P. Gregory Smith, Associate Director, Educational and Professional Standards

1. Accrediting Standards:
   Current Standards under revision to be completed in 1991-92.

2. Guidelines:
   Primary emphasis on outcomes and assessment in Visiting Team Manual, pp. 3-5. Educational Outcomes Assessment.

3. Policy Statements:
   See Visiting Team Manual
   Interpretation of Standard I. Program Goals, Objectives 8 Policies - p. 11.
   Interpretation of Standard II. Curriculum, p. 12 including review of outcomes assessment methods.

4. Accrediting Practices:
   b. Visiting Teams: Emphasis on outcomes in Visiting Team Manual (pp. 3-5, 11, 12).
   c. Accrediting body actions: Revision of Standards in process.
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   13 states register or license foresters. SAE investigating establishing a national forester certification program.
American Board of Funeral Service Education

Respondent: Gordon Bigelow, Executive Director

1. Accrediting Standards:
   ABFSE Accreditation Manual
   Standard III Program Planning and Evaluation p. 39 (new)

2. Guidelines:

3. Policy Statements: See above

4. Accrediting Practices:
   b. Visiting Teams: See d. below
   c. Accrediting body actions:
   d. Training programs: Evaluator Training Sessions (one in 1989).

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
Accrediting Commission on Education for Health Services Administration

Respondent: Sherril B. Gelmon, Executive Director

1. Accrediting Standards:
   Criteria for Accreditation. Criteria I. Program, Mission, Goals, Objectives, and Evaluation p. 3; Criteria V. The Student and the Graduate. pp. 9-10, particularly VG; Criteria VI Resources and Academic Relationships. D. Evidence of student benefit from relations, p. 11.

2. Guidelines:
   See 4a below. Also Accreditation Policies and Procedures Handbook include guidelines for programs about self-evaluation and outcomes measurement; Fellows Manual pp. 9-10 outcomes related to site visits.

3. Policy Statements:
   "Roles and Responsibilities of Commissioners" (Draft statement)

4. Accrediting Practices:
   a. Self-Study: Self-study Guide for Graduate Program - see "Outcomes Assessment" under criteria VG p. 37. See also p. 4 IB.
   c. Accrediting body actions: Continuing assessment of accrediting body effectiveness.
   d. Training programs. Two annual Training Sessions - one for Fellows and one for site visitors.

5. Other publications, research pieces, speeches:

6. Determining competency in the field: The following organizations involved:
   American College of Health Care Executives
   American College of Medical Group Administrators
   American college of Health Care Administrators
   Canadian College of Health Service Executives
   American Public Health Association
   Association of University Programs in Health Administration
   Association of Mental Health Administration
American Home Economics Association

Respondent: Karl G. Weddle, Director of Accreditation

1. Accrediting Standards:
   *Accreditation Documents*
   Standard 4. Professional programs. 4.1. Curricular goals - educational outcomes, learning experiences, student competencies essential to practice, the professional fields (each program defines outcomes and means for assessing and attaining them). 4.4 Program evaluation and assessment of outcomes - Multiple internal and external data for assessment.

   Standard 1. Mission and Goals

2. Guidelines:
   Provided with standards under "support data."

3. Policy Statements:

4. Accrediting Practices:
      No outcomes mention in self-study guide, but faculty expected to describe specific procedures of gathering data related to student outcomes.
   b. Visiting Teams:
   c. Accrediting body actions:
   d. Training programs: Outcomes approaches included in "Training Events."

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
Respondent: Katherine Srb, Director of Accreditation

1. Accrediting Standards:
   Accreditation Manual Standards and Guidelines for First Professional Degree
   Purpose of FIDER Accreditation 1.3.2 and 1.3.3 achieving educational goals. 1.3.5
   Improvement p. 2.
   Standard 1.1 Goals and objectives
   Standard 2 Educational Programs: List of competencies.
   (FIDER also accredits pre-professional assistant level and post-professional master's degrees.)

2. Guidelines:
   Standards and Guidelines for First Professional Degree. Standard 2. Educational Program.
   Information 2.9. Evaluation.

3. Policy Statements:
   Statement on common body of knowledge - skills and knowledge of interior designer.

4. Accrediting Practices:
   a. Self-Study: Self-study guidelines provided as separate publications at each level of
      accreditation. Self-study includes asking the program to submit its own estimation of
      student achievement.
   b. Visiting Teams: Spend one full day of 2 1/2 day visit reviewing student work to determine
      achievement levels. Review of student work covered in training sessions. Alumni of
      program interviewed.
   c. Accrediting body actions: Standing Committees: Research Committee and Standards
      Committee both involved in shift of standards to student achievement emphasis.
   d. Training programs: July 1989 training session for all members of Board of Visitors and
      Accreditation Committee on new standards including sessions on evaluation of student
      work. Smaller training session with same content now given to new members.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Qualifying examinations given by: (1) National Council for Interior Design; (2) The
   Governing Board for Contract Interior Design Qualification (NCIDQ) (both independent of
   FIDER)
Accrediting Council on Education in Journalism
and Mass Communications

Respondent: Susanne Shaw, Executive Director

1. Accrediting Standards:
   Accredited Journalism and Mass Communication Education, 1990-91
   Standard 3 Curriculum. Demonstration of learning and skills pp. 7-8.
   Standard 5 Instruction/Evaluation pp. 9-10.
   Standard 7 Internship and Work Experience p. 10.
   Standard 11 Graduates/Alumni.

2. Guidelines:
   See below 4.a.

3. Policy Statements:

4. Accrediting Practices:
      D. Guidelines for conducting the self-study.
         3. Organizing the self-study (e) general objectives p. 7.
   b. Visiting Teams:
   c. Accrediting body actions:
   d. Training programs: Accreditation workshops

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
1. Accrediting Standards:

Accreditation Standards

Objective of the accreditation process: Quality Education p. 2.
Standard 6 Faculty Evaluation, p. 12.
Standard 8 Alumni. Evidence of professional competence.

2. Guidelines:

3. Policy Statements:

4. Accrediting Practices:


   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
American Bar Association

Respondent: James P. White, Consultant on Legal Education to the American Bar Association

1. Accrediting Standards:
   - Standard 201: Provide re-evaluation, self study, and articulation of objectives.
   - Standard 301: Program designed to prepare for admission to bar.
   - Standard 312: Development of professional skills.

2. Guidelines:
   - Interpretations
     201 - Achievement of stated objectives.

3. Policy Statements:

4. Accrediting Practices:
      Refers to Department of Education criteria and standards 301 (c) and 214.
   b. Visiting Teams: Memo on Instructions to Site Visiting Teams September 1990.
      Review educational "outputs" in relation to stated educational goals p.3.
      See also memo on suggested format at site evaluation report pp. 3-5, September 1990.
   c. Accrediting body actions: Memo on format of site evaluation report. See XII - See above.
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   - Bar examination
1. Accrediting Standards:
   *Association Handbook* - under by-laws.
   Section 6-9 Curriculum, p. 25. Comprehensive Curriculum - student participation.
   Executive Committee Regulation 2 & 10. Examinations.
   Section 6-5a Faculty competence.

2. Guidelines:

3. Policy Statements:
   Utilization of bar exam results and employment records.

4. Accrediting Practices:
   a. Self-Study: Outcomes assessment require as part of self-study - membership application Questionnaire and Site Evaluation Questionnaire (See ABA)
   b. Visiting Teams: Joint visit with ABA. Special instructions for AALS member- See "Additional Information" sec. 2, p. 4.
   c. Accrediting body actions:
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Bar examination.
American Library Association

Respondent: June Lester, Accreditation Officer

1. Accrediting Standards:
   Standards for Accreditation (draft) and Standards for Accreditation (1972)
   Standard I Goals and Objectives
   Standard II Curriculum
   Standard III Faculty
   Standard IV Students
   Standard V Governing, Administration and Financial Support.
   Standard VI Physical Resources
   Note: Revised standards considerably more outcomes oriented.

2. Guidelines:
   Standard I Goals and Objectives
   Standard II Curriculum
   Standard III Faculty

3. Policy Statements:

4. Accrediting Practices:
   a. Self-Study: Self-Study Guide
      Focusses on evidence of program effectiveness, e.g., pp. 10, 25, 39.
   
   b. Visiting Teams:
      Evidence to be considered specified with each standard.
   
   c. Accrediting body actions:
      Decisions related to evidence of achievement of objectives and educational results.
   
   d. Training programs:
      Orientation for new members of accreditation committee.
      Training program for site visitors (emphasis on whether objectives of program are being achieved).

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   No general competency examination Certification for some specialties.
Accrediting Bureau of Health Education Schools

Respondent: Jeanne Glankler, Administrator

1. Accrediting Standards:
   Manuals for: (AH) Allied Health Education Schools; (MA) Medical Assistant Education Programs; (MT) Medical Laboratory Technician Education Programs

   Eligibility Requirements:
   Crit. 5. Two years for assessment record (AH), (MA), (MT).
   Crit. 10. Evaluation of graduates in work situations (AH), (MH), (MT).
   Crit. 13. Longitudinal record of certification examination passage (MA), (MT).

   Standards:
   3a Examinations adequately assess achievement of objectives (AH), (MA), (MT).
   3f Student evaluation of courses (NH), (MA), (MT).
   3g Guidelines for internship (AH).
   3h Progress of graduates (AH).
   4d Employment Assistance (AH), (MA), (MT).
   5b Student success and satisfaction (AH), (MA), (MT).
   12 Assessment of Educational Outcomes (AH), (MA), (MT).

2. Guidelines:
   See above.

3. Policy Statements:
   Embodies in Manuals, etc.

4. Accrediting Practices:
      II-3 Program assessment and development.
      IV-1 a. Relation to Medical Community.
      V-1 j. Examination and Institutional objectives.
      V-h Faculty and student reactions as a basis for changes in courses.
      VI Student evaluations.
      XI 3d., e., f. Graduation rates, placement and failures or dropouts j, J, K, l, m. Progress reports.
      XII Student Satisfaction.
      XX Research and self-improvement.
      XXI Student Assessment of learning experience.


   c. Accrediting body actions: Review of annual reports on enrollment, graduation, retention, and placement rates.
d. Training programs: Annual workshops for programs and institutional representatives - guidance on outcomes assessment. Training seminars for site-visitors

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
Liaison Committee on Medical Education

Respondent: Dr. Donald G. Kassebaum

1. Accrediting Standards:
   Functions and Structure of a Medical School (and proposed revisions)
   Educational Program: Evaluation of Student Achievement p. 14. See addition to Design and Management p. 13 Paragraph 2 and additional paragraph on student evaluation.
   Proposed changes: To foster more effective use of outcomes measures in assessing program effectiveness.

2. Guidelines:
   See role of students below.

3. Policy Statements:
   The role of students in the accreditation process, pp. 4-6.

4. Accrediting Practices:
   a. Self-Study: Guidelines to Institutional Self-Study
      p. 1 General steps - questions 3 & 4.
      Components of the self-study report p. 7 Objectives. p. 9 Educational program. p. 10 Medical students.
      Data Base - questions related to standards - Objectives, question 5.
      IV Education programs - clinical proficiency. Evaluation (IV 26).
      Directions for schools and visitors.
   d. Training programs: Dual workshops for survey team and schools (3 times a year).

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   National Board of Medical Examiners, Federation of State Boards of Medical Licensure.
National Association of Schools of Music

Respondent: Samuel Hope, Executive Director

1. Accrediting Standards:
   *Handbook* 1989-90
   - Competencies for Liberal Arts and Professional Music degrees pp. 54, 56.
   - Competencies in specific music fields (baccalaureate) pp. 57-69.
   - Graduate programs, pp. 69-81.

2. Guidelines:
   - Components of outcomes assessment procedures (*Briefings* 4-6).
   - *Procedures for Institutional Membership*

3. Policy Statements:
   - Assessment and Art Programs - assessment related to development of student competence.

4. Accrediting Practices:
   a. Self-Study: *Procedures*
      - Self-study document Part II
        2. Instructional Programs - Determining competencies and results e.g. pp. 24, 31, 32.
   b. Visiting Teams: *Procedures*
      - Visit and Visitors Report p. 51 Instructional Activities.
      - Evaluation of Student Workshops.
   c. Accrediting body actions: Formulation of and voting on standards. *Procedures:*
      - Evaluation of students work.
   d. Training programs: Workshop materials (various documents).

5. Other publications, research pieces, speeches:
   - *A Philosophy for Accreditation in the Arts Disciplines*

6. Determining competency in the field:
Council on Accreditation of Nurse Anesthesia Educational Programs

Respondent: Betty J. Horton, Director of Accreditation

1. Accrediting Standards:
   Analysis from Horton
   Standard II Curriculum and Instruction: Must reflect achievement of educational objectives.
   Standard IV Administrative support: Adequate to support effective operation.
   Standard V Evaluation: Continuous self-evaluation to assure achievement of educational objectives.
   Graduate evaluations at 1 and 2 year.
   Employee evaluations at 1 and 2 years.
   Ongoing faculty evaluation.

2. Guidelines:

3. Policy Statements:

4. Accrediting Practices:
   a. Self-Study:
      Sec. B, Part 2, #3, p. 9 Use of outcomes criteria measures.
      Sec. D, Part 2, #2.3, p. 15 Relation of course content to achieving objectives.
      Sec. D, Part 2, #5.4, p. 17 Program demonstrate that faculty is capable of presenting a curriculum that insures effective learning.
      Internalization of evaluative results to enhance student outcomes.

   b. Visiting Teams: Must verify that program complies with standards and guidelines relating to outcomes use of variety of indicators of student achievement.

   c. Accrediting body actions: Use of outcomes in accreditation decisions.

   d. Training programs:
      (a) For institution or program representatives
      - telephone counseling by staff; periodic workshops; list of consultants
      (b) site visitors - training workshops (bi-annual)

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   National certification examination. Mandatory continuing education examination.
Respondent: Joyce P. Murray, Director of Accreditation

1. Accrediting Standards:
   All four Councils in process of revising standards to include emphasis on outcomes. Will be
   available June 1991.
   Extensive background material from the Helene Fuld Health Trust Project on Accreditation
   Outcomes - see 5 below.

2. Guidelines:
   See above

3. Policy Statements:
   NLN Board has mandated educational outcome criteria by June 1991.

4. Accrediting Practices:
   b. Visiting Teams: See below.
   c. Accrediting body actions: Draft criteria (associate degree and practical nursing) under
      consideration by councils. Questionnaires related to draft criteria: Diploma Programs and
      Baccalaureate programs outcomes structures.
   d. Training programs:
      Two day workshops for site visitors
      One day accreditation workshops for program representatives.

5. Other publications, research pieces, speeches:
   Publications of Accreditation Outcomes Project funded by the Helene Fuld Health Trust:
   Waltz, Educational Outcomes: Assessment Quality - A Prototype for Student Outcome
   Measurement in Nursing Programs, 1988.
   Hart (ed), Educational Outcomes: Assessment of Quality - A Directory of Student Outcome

6. Determining competency in the field:
   All beginning practitioners required to pass exam - N-CLEX-RN for diploma, associate
   degree, and baccalaureate nurses; N-CLEX-PN for licensed practical nurses.
American Optometric Association

Respondent: Joyce L. Urbeck, Manager

1. Accrediting Standards:
   Standards in process of revision:
   Second draft out for comment is August 1990.
   Draft Standard 10 Outcomes p. 29 (include reference to nationally administered examinations)
   10 1 Outcomes evaluation
   10 1.1 Use of outcomes analysis in program revision
   Standard I Mission and Objectives p. 4 ff.
   Standard II Administration - conducts outcomes assessment p. 6 ff.
   Standard VI Curriculum - plan for assessment p. 18 ff.

2. Guidelines:

3. Policy Statements:
   Policy statement of July 1, 1988 - see Urbeck letter - submission of five year record of National Board Examination Scores.
   Project to stimulate schools effectively to use outcomes including results of National Board Scores (see letter to Dr. Penna).

4. Accrediting Practices:
   a. Self-Study:

   b. Visiting Teams: See d. below.

   c. Accrediting body actions: Council meeting on outcomes assessment with representatives of University of Houston in January 1988 - questionnaire for assessment.

   d. Training programs: Chairs of visiting teams (council members) provide training sessions on outcomes.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Licensed by state agencies; National Board Examination - Medical Board of Examiners in Optometry National Paraoptometric Registry Examination; American Academy of Optometry F.A.A.O. diplomat status.
American Osteopathic Association

Respondent: Douglas Ward, Director, Department of Education

1. Accrediting Standards:
   *Accreditation of Colleges of Osteopathic Medicine*
   Standard IV.C. Each college shall develop and publicize a system to assess progress of each student in acquiring competencies.
   - Sec. 1. Procedure for evaluation
   - Sec. 2. Institutional record
   - Sec. 3. Assurance student has met all requirements for degree.
   Standard V.A. Curriculum - developed to meet specified objectives. Documented assurance that educational objectives are being met.

2. Guidelines:
   Guidelines describing changes in standards (1990) provided for use of site visitors.

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: Reports shall include long-term planning and design and implementation of outcomes assessment programs and program effectiveness.

   b. Visiting Teams:

   c. Accrediting body actions:

   d. Training programs:
      1. For institutions or program representatives.
      2. For site visitors.
      Accreditation training workshops to be inaugurated in 1991.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Entrance examinations satisfying requirements in each state.
American Council on Pharmaceutical Education

Respondent: Daniel A. Nona, Executive Director

1. Accrediting Standards:
   *Accreditation Manual*
   Standard 17. The professional curricula p. 47 - achievement of equivalent outcomes of various schools.

2. Guidelines:
   Guideline 8.4 Faculty effectiveness related to program effectiveness (8.44, 8.46, 8.48).
   Guideline 17.2 Equivalent outcomes.
   Guideline 21.2 Development of assessment mechanisms - document knowledge, skills and attitudes necessary to professional performance, p. 52.

3. Policy Statements:
   No. 9. Types of accreditation. 6.1 Accreditation - concerns with educational outcomes p. 24.

4. Accrediting Practices:
      Comment 16 visiting team report - key issue: Educational effectiveness.
   c. Accrediting body actions: Reinforcement of "systematic and on going process of evaluations."
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   NABPLEX standardized examination - includes competencies etc. National in scope.
Respondent: Virginia Nieland, Director, Department of Accreditation

1. Accrediting Standards:

2. Guidelines:
   See above. Evaluative Criteria (1990) and Standards and Criteria (1978) contain Guidelines as well as Standards.

3. Policy Statements:

4. Accrediting Practices:
   c. Accrediting body actions: Biennial Report required of all programs - p. 11.
   d. Training programs: Outcomes orientation in training sessions for site-visitors and program faculties.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   State licensure for practice-graduation from an accredited program condition for taking licensure examination - all states for physical therapists; physical therapy assistants in about half of states.
Planning Accreditation Board

Respondent: Thomas D. Galloway, Chair and Dean, College of Design, Iowa State University

1. Accrediting Standards:
   The Accreditation Document (1990)
   Accreditation Criteria:
   4. Curriculum: Expected Knowledge and Skills b. (3). (a) and (b) pp. 15-18.

2. Guidelines:
   See above - Guidelines included in criteria section under each criterion.

3. Policy Statements:

4. Accrediting Practices:
   a. Self-Study:
   b. Visiting Teams:
      Team responsibilities in site visit - Procedures: 3.d. p. 43.
   c. Accrediting body actions:
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
American Podiatric Medicine Association

Respondent: Jay Levrio, Director, Council on Podiatric Education

1. Accrediting Standards:
   *Standards Requirement*, etc. 1988
   - Standard II pp. 20, 21-24 Educational program correlation of objectives and curricular planning.
   - Standard VI p. 32 Students, A. Correlation of students attributes and success in field.
   - Standard VIII p. 40 G. Planning and assessment.

2. Guidelines:

3. Policy Statements:

4. Accrediting Practices:
   a. Self-Study:
   b. Visiting Teams:
   c. Accrediting body actions: Evaluating process of adapting to new standards.
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   - Standard national test for all podiatric medical students. National Board of Podiatric Medical Examinations.
   - Specialty certification by Specialty Board.
   - State Licensing laws and examinations - student must be graduate of accredited school.
American Psychological Association

Respondent: Paul D. Nelson, Director, Office of Accreditation

1. Accrediting Standards:
   Criteria.
   Major process of revision of procedures, criteria, and self-study - Major emphasis on assessment, effectiveness and outcomes. - New "draft" standards.
   Current Criteria i.
   II Cultural and individual differences - competency in pluralistic society.
   III Training models and curricula - Identification with the profession, student competencies and understandings, practice, skills and knowledge.
   IV Faculty. Faculty Outcomes - Professional development.
   V Students. Assessment of continuous progress toward educational goals.
   VII Practicum and Internship Training

2. Guidelines:
   See 4.a below

3. Policy Statements:
   * Accreditation Procedures, Sec. 5.f. of "Accrediting Procedures" p. 3, overall judgement of effectiveness.

4. Accrediting Practices:
      (1) for new programs - demonstrate compliance by section with criteria.
      (2) for already accredited programs - emphasis on quality enhancement.
   b. Visiting Teams: see 4.d below
   c. Accrediting body actions: Task forces on Scope and Criteria for Accreditation - Draft report June 7, 1989 - New standards (Introduction) based on needs assessment, goal setting, and articulation of program planning and evaluation and the utilization of such processes and outcomes for program improvement p. 6.
   d. Training programs: Site visitor training program focused on "Standards for the Assessment of Program Quality."

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Reviews of Practicum and Internship Training, Licensure.
National Association of Schools of Public Affairs and Administration

Respondent: Alma Beals, Secretariat, Commission on Peer Review and Accreditation

1. Accrediting Standards:

2. Guidelines:

3. Policy Statements:
   Committee on Outcomes Assessment policy recommendation on 1. Require outcomes assessment as part of accreditation process. 2. Emphasize utility of outcomes. 3. Implement a decentralized model of outcomes assessment.

4. Accrediting Practices:
   b. Visiting Teams:
   c. Accrediting body actions:
   d. Training programs: Proposed workshops on outcomes assessment.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
Council on Education for Public Health

Respondent: Patricia P. Evans, Executive Director

1. Accrediting Standards:
   *Accreditation Criteria*
   Introduction p.1 Definition of "excellence."
   Criteria IIIA Instructional programs p. 5 Learning Objectives.

2. Guidelines:

3. Policy Statements:

4. Accrediting Practices:
   a. Self-Study:
   b. Visiting Teams: Validation of program specific learning.
   c. Accrediting body actions: Require school to specify by program expected competencies and relate to means of assessment.
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   No national or across field certification.
National Recreation and Park Association

Respondent: Donald Henkel, Staff Liaison

1. Accrediting Standards:
   Standards and Evaluation Criteria
   Standard 8. Professional competencies, pp. 5-8. Including 8.20 Assessment, planning, and evaluation - but relies primarily on ability of students to assess Recreation and Park issues.
   9.01 Purposes and goals of program options.
   No standard dealing specifically with assessment of attainment of educational objectives.

2. Guidelines:
   Definition: Levels of learning - Glossary of standards.

3. Policy Statements:

4. Accrediting Practices:
   b. Visiting Teams:
      Expected to assess professional compliance with written Standards.
   c. Accrediting body actions:
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Certified Licensure Professional Examination. Examination being developed by NRPA.
Council on Rehabilitation Education

Respondent: Emer D. Broadbent, Executive Director

1. Accrediting Standards:
   *Accreditation Manual*
   Note: Revised manual is in draft form (August 1990).
   Chapter IV Standards - Section C. RCE Graduate - Performance pp. 15-20.
   Section D.2.2 Assessment of students learning needs and professional potential.
   Section A.2 Periodic Assessment of program mission and objectives p. 12.

2. Guidelines:

3. Policy Statements:

4. Accrediting Practices:
      Program Description Packet (PDP) - Written evidence on community participation, graduate employment, and program encouragement, other wise evidence gathered by survey instruments to students, faculty, student placement supervisors, recent graduates, and employment supervisors. Computerized results checked for consistency, adequacy, etc. Three independently compiled reports evaluated by review committee and commission.

   b. Visiting Teams: Site visits only when data is conflicting, ambiguous, or inadequate. *Manual* - site visit procedures, pp. 10-11.

   c. Accrediting body actions: Actions usually taken on basis of PDP and date analysis.

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Commission on Rehabilitation Counselor Certification (CRCC).
Council on Social Work Education

Respondent: Nancy Randolph, Director, Division of Standards and Accreditation

1. Accrediting Standards:
   Baccalaureate Standard 2: Outcomes: 2.1 Consistent with objectives; 2.2 to be supported by total program p. 5. Masters: Same. p. 15R. Baccalaureate Standard 5.5 Faculty obligation on outcomes p. 7. Masters. Same p. 16 Handbook.

2. Guidelines:
   Handbook, pp. 45 & 55. Outcomes guidelines - completions, performance at time of graduation, and employment or post graduate activities.

3. Policy Statements:

4. Accrediting Practices:
   b. Visiting Teams:
   c. Accrediting body actions:
   d. Training programs:

5. Other publications, research pieces, speeches:
   Newcomb, "Outcomes Measures in Social Work Education" (Draft) 1990.

6. Determining competency in the field:
   National Assessment of Social Workers:
   Academy of Certified Social Workers
   Academy of Certified Baccalaureate Social Workers
   School Social Work Specialist Credential
   Qualified Clinical Social Work Credential
National Council for Accreditation of Teacher Education

Respondent: Judith Ann White, Director of Constituent Relations

1. Accrediting Standards:
   - Standards
     - Standard II.B. Relation with graduates criteria (33) p. 50. Standard IIID. Completion of Program. Assessment and Professional Competence (p. 54)
     - Standard IIIA. Admissions criteria (41) Comprehensive system of assessment of candidates.
     - Standard VA Governing Criteria (68) Mission.

2. Guidelines:

3. Policy Statements:
   - Precondition 4, p. 30 in Standards etc. Unit monitors and evaluates, operation, scope, and quality and effectiveness of graduates.

4. Accrediting Practices:
   c. Accrediting body actions: Joint Data System (with AACTE) - program completers.
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   - Certification by National Science Teachers Association and National Board for Professional Teaching Standards. Licensure in each state.
American Veterinary Medical Association

Respondent: Dr. E. R. Ames, Director, Division of Scientific Activities

1. Accrediting Standards:
   *Accreditation Policies and Procedures*
   No standards or guidelines directly related to outcomes or program effectiveness. However - see below 4.a.

2. Guidelines:

3. Policy Statements:

4. Accrediting Practices:
   a. Self-Study: Procedures include section on self evaluation of College pp. 21 ff.
      Calls for college objectives and ongoing evaluation in light of objectives (p.2) and measurement of "outputs" of the total program p. 22.
      Reports from Wisconsin and California include specifics sections on goals and objectives and on measure of outputs or extent to which objectives are being met.
   b. Visiting Teams:
   c. Accrediting body actions:
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   National Board Clinical Competency Test in Veterinary Medicine
   National Board Examination for Veterinary Medical Licensing
   AVMA National Board Examination Committee
Accreditation Review Committee for Education of Anesthesiologist Assistant

Respondent: L. M. Detmer, Secretary

1. Accrediting Standards:
   Essentials
   Standard III Curriculum. A. Objectives B. Competencies, p. 3. e. student evaluation, p. 5.
   Standard IV Students. C. Evaluation of students, p. 4.
   Standard VI Program Evaluation: Program Effectiveness, p. 5.

2. Guidelines:
   Essentials II A. Document each student's competence, p. 2.
   VI Program Effectiveness, p. 5.

3. Policy Statements:
   3.104; 3.106; 3.108 and "Focus of Program Review" (Results, outcomes, process).

4. Accrediting Practices:
   a. Self Study
   b. Visiting Teams:
   c. Accrediting body actions:
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Currently no national certifying agent.
Joint Review Committee on Education in Cardiovascular Technology

Respondent: David J. Field, Executive Director

1. Accrediting Standards:
   Essentials
   Standard III Resumes, B. Personal, C. Professional Development
   Standard IV Curriculum A. Performance Objectives
   Standard V Students, C. Evaluation

2. Guidelines:
   See above.

3. Policy Statements:

4. Accrediting Practices:
   a. Self-Study: Self-study guide largely traditional.
   b. Visiting Teams:
   c. Accrediting body actions:
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Certification/Registry
   Cardiovascular Credentialing International
   American Registry of Diagnostic Medical Sonographers
   JRC-CVT refers graduates to these.
Joint Review Committee on Education in Diagnostic Medical Sonography

Respondent: Marilyn Fay, Executive Director

1. Accrediting Standards:
   Essentials
   Standard II Resumes B. Personal 4. Professional Development
   Standard III Curriculum A. Structured Curriculum B. Learning Experiences C. Periodic Evaluation
   Standard IV Students D. Evaluation

2. Guidelines:
   See above.

3. Policy Statements:

4. Accrediting Practices:
   b. Visiting Teams: Site visit report - related to appropriate essentials.
   c. Accrediting body actions:
   d. Training programs:
      Annual Training Program
      Accreditation workshop

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   American Registry of Diagnostic Medical Sonographers
      Voluntary credentialling body - One option for taking examination - graduation from JRCDMS program.
Joint Review Committee on Educational Programs for the EMT-Paramedic

Respondent: Philip A. von der Heydt, Executive Secretary

1. Accrediting Standards:
   Essentials
   Standard I C Students 2. Evaluation
   Standard I E Program Evaluation
   Standard II A Description of the Profession - Competencies
   Standard II B Curriculum of Program Goals and Objectives

2. Guidelines:

3. Policy Statements:

4. Accrediting Practices:
   a. Self-Study: Self-study Guide - follows essentials. e.g. I.C.8.
      Validity and reliability of summative evaluation system.
      Part D. Program evaluation, p. 40.
   b. Visiting Teams:
      Report of site visit: Resources - Effectiveness of the educational program, p. 34.
      Program evaluation, p. 40.
   c. Accrediting body actions:
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   National Registry Examination.
National Accrediting Agency for Clinical Laboratory Sciences

Programs: Baccalaureate Medical Technology - Baccalaureate; Medical Technician - Associate degree and Certificate; Histotechnology

Respondent: Jacqueline Farochka, Executive Director

1. Accrediting Standards:
   Essentials
   Standard IV Students, 22 Evaluation p. 10.

2. Guidelines:
   See 1. Standards

3. Policy Statements:
   Chap. IV Establishing Competencies for new programs

4. Accrediting Practices:
      Histotechnology - p. 43. VI Program Evaluation.
   b. Visiting Teams: Site Visit Report Forms used in all three specialty areas.
   c. Accrediting body actions: Note quality assurance committee (primarily concerned with reliability of accrediting process)
   d. Training programs:
      Workshop Teleconferences - Developing and evaluating various objectives of programs.
      Workshop on curriculum - Behavioral objectives.
      Accreditation process workshop.

5. Other publications, research pieces, speeches:
   Clinical affiliation agreement workshop.

6. Determining competency in the field:
Curriculum Review Board - Medical Assistant

Respondent: Monique M. Buckner, Director of Accreditation, (American Association of Medical Assistants' Endowment)

1. Accrediting Standards:
   Essentials and Guidelines
   Standard I C. Students 2. Evaluation of Students
   Currently revising Essentials

2. Guidelines:
   See above. Entry level competencies

3. Policy Statements:
   1991 Essentials will be focused on "outcomes assessment."

4. Accrediting Practices:
   c. Accrediting body actions: Updating DACUM (see 5 below).
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
Accreditation Review Committee for the Medical Illustrator

Respondent: Wallace G. Clark Jr., Assistant Director, Accreditation Services, AMA

1. Accrediting Standards:
   Essentials and Guidelines
   Standard II Curriculum. C. Required competencies, p. 3.
   Standard VI Program Evaluation, p. 4.

2. Guidelines:
   Incorporated in essentials under standards.

3. Policy Statements:
   Portfolios judged by committee before graduation. Salon/exhibit of best work.

4. Accrediting Practices:
      Follows Essentials and Guidelines.
      See above. List suggested documentation.

   b. Visiting Teams:

   c. Accrediting body actions:

   d. Training programs: See CAHEA.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
American Medical Records Association

Respondent: Margaret K. Amatayakul, Assoc. Executive Director

1. Accrediting Standards:
   Essentials for Medical Record.
   Technician and Medical Record Administrator. Not supplied but referred to in information
   for self-study document
   Standard IV A. Professional Competency
   Standard IV C. Criteria for successful completion of curriculum.
   Standard III D. Entry level competencies achieved.

2. Guidelines:

3. Policy Statements:

4. Accrediting Practices:
   b. Visiting Teams:
   c. Accrediting body actions:
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
Joint Review Committee on Educational Programs in Nuclear Medicine Technology

Respondent: Elaine J. Cuklanz, Executive Director

1. Accrediting Standards:
   Competency based education and ongoing program evaluation.

2. Guidelines:

3. Policy Statements:
   Developing comprehensive document to assess outcomes - but is not currently available.

4. Accrediting Practices:
   a. Self-Study: Self-Study document requests information related to graduate achievement.
   b. Visiting Teams: Follow up interviews with graduates (?
   c. Accrediting body actions:
   d. Training programs: Periodic workshops for evaluators and educators.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Two recognized certifying agencies.
   Several states require licensing examinations - emphasis, however is on theory not practice.
American Occupational Therapy Association

Respondent: Brena Manoly, Director, Accreditation Division

1. Accrediting Standards: 1983 Essentials
   Standard II Educational Program, F. Evaluation of the Educational Program
   Standard VI Continuing Program Evaluation
   Draft of revised Essentials
   I.C. Students, 2. Evaluation of Students
   E. Program Evaluation

2. Guidelines:
   See above

3. Policy Statements:
   Current shift in orientation from process emphasis to a dual emphasis on process and outcomes orientation of accreditation.

4. Accrediting Practices:
   a. Self-Study
      Self-study workshops (see below)

   b. Visiting Teams:


   d. Training programs: Periodic Workshops

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Certification Examination - American Occupational Therapy Certification Board.
Joint Review Committee for Perfusion Education

Respondent: Robert Parks, Director, Accreditation Services

1. Accrediting Standards:
   Essentials and Guidelines
   Standard I C Students  2. Evaluation of Students
   Standard I E Program Evaluation
   Standard II B Curriculum, 14. Outcomes, 15. Use of results

2. Guidelines:

3. Policy Statements:

4. Accrediting Practices:
   a. Self-Study:
   b. Visiting Teams:
   c. Accrediting body actions:
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
Accreditation Review Committee on Education for the Physician Assistant

Respondent: L. M. Detmer, Secretary

1. Accrediting Standards:
   Essentials and Guidelines

   Section I
   B. Resources (1) Program Director (a) Responsible for planning and general effectiveness of program, p. 3.
   C. Students. (2) Evaluation of students progress as indication of effectiveness, p. 5.
   E. Program Evaluation. (1) Outcomes (2) Results of ongoing program evaluation p. 6.

   Section II
   B. Curriculum (2) Institution must follow plan including (a) appropriate learning experiences, (b) learning goals and competency objectives (c) documented student assessment, pp. 8-9.

2. Guidelines:
   Included with standards related to each standard, see above.

3. Policy Statements:
   3.104 Requires self-study to include strengths, weaknesses and improvements.
   3.106 Review committee encourages programs to use on-going program evaluation.
   3.108 Self-study should balance outcomes and process.
   Self-study as comprehensive yet succinct statements of self-analysis.

4. Accrediting Practices:


   c. Accrediting body actions: Sec. H Student and graduate performances, p. 13.

   d. Training programs: Annual workshops.

5. Other publications, research pieces, speeches:
   Denis Oliver, "Sixth Annual Report on Physician Assistant Educational Programs."

6. Determining competency in the field:
   Entry level national certifying examination.
Joint Review Committee on Education in Radiologic Technology

Respondent: Marilyn Fay, Executive Director

1. Accrediting Standards:
   Essentials (R & RTT)
   Standard II  C Professional Development
   Standard III  Curriculum: A Structured Curriculum B. Learning Experiences C. Periodic Evaluation of Students
   Standard IV  Students C. Evaluation

2. Guidelines:
   See above

3. Policy Statements:

4. Accrediting Practices:
   a. Self-Study: (R & RTT) Self study report suggestions - related to appropriate essentials. See above.
   b. Visiting Teams: Site visits informational brochure.
   c. Accrediting body actions:
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Examination by American Registry of Radiologic Technologists- voluntary credentialling agency - must graduate from JRCERT program to be eligible for examination.
Joint Review Committee for Respiratory Therapy Education

Respondent: Philip A. von der Heydt, Executive Director

1. Accrediting Standards:
   Essentials for Respiratory Therapy Technician and Respiratory Therapist.
   Standard II Outcomes Orientation, A. Program Goals and Standards, B. Minimum expectations.
   Standard V Instructional plan A. Curriculum, D. Student Evaluation.
   Standard VI Program Evaluation.
   Further developed in *The Blue Book*.

2. Guidelines:
   See above.

3. Policy Statements:

4. Accrediting Practices:
   b. Visiting Teams:
   c. Accrediting body actions:
   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
Part II: Bibliography of Relevant Documents by Accrediting Bodies

National Institutional Accrediting Bodies

American Association of Bible Colleges ........................................ 85
Association of Independent Colleges & Schools .......................... 85
National Home Study Council ...................................................... 85
Association of Advanced Rabbinical and Talmudic Schools .......... 85
Association of Theological Schools .............................................. 85
National Association of Trade and Technical Schools .................. 86

Regional Institutional Accrediting Bodies

Middle States Association of Colleges and Schools
Commission on Higher Education ................................................. 87
New England Association of Schools and Colleges
Commission on Vocational, Technical, Career Institutions .......... 88
North Central Association of Colleges and Schools
Commission on Institutions of Higher Education ......................... 88
Northwest Association of Schools and Colleges
Commission on Colleges ............................................................ 88
Southern Association of Colleges and Schools
Commission on Colleges ............................................................. 89
Commission on Occupational Education Institutions .................... 89
Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges ........ 90
Accrediting Commission for Senior Colleges and Universities ...... 90

Specialized Accrediting Bodies

National Accrediting Commission for Schools and Colleges of Acupuncture and Oriental Medicine .................................................. 91
Committee on Allied Health Education and Accreditation ............ 91
National Architectural Accrediting Board ..................................... 91
National Association of Schools of Art and Design ....................... 91
American Assembly of Collegiate Schools of Business ................. 92
Council on Chiropractic Education ............................................. 92
Computer Science Accreditation Commission ............................. 92
American Council for Construction Education ......................... 93
Council for Accreditation of Counseling and Related Educational Programs .................................................. 93
American Dental Association ..................................................... 93
American Dietetic Association ................................................... 94
Society of American Foresters ................................................... 95
American Board of Funeral Service Education .................................................. 95
Accrediting Commission on Education for Health Services Administration ........ 95
American Home Economics Association ........................................................ 95
Foundation for Interior Design Education Research ..................................... 95
Accrediting Council on Education in Journalism and Mass Communication ... 96
American Society of Landscape Architects ..................................................... 96
American Bar Association ............................................................................ 96
Association of American Law Schools ........................................................... 97
American Library Association ..................................................................... 97
Accrediting Bureau of Health Education Schools .......................................... 97
Liaison Committee on Medical Education (AMA, AAMC) ............................ 98
National Association of Schools of Music ...................................................... 98
Council on Accreditation of Nurse Anesthesia Educational Programs ........ 99
National League for Nursing ........................................................................ 99
American Optometric Association ................................................................. 99
American Osteopathic Association ............................................................... 100
American Council on Pharmaceutical Education ....................................... 100
American Physical Therapy Association ..................................................... 100
Planning Accreditation Board ..................................................................... 101
American Podiatric Medical Association ....................................................... 101
American Psychological Association ............................................................. 101
National Association of Schools of Public Affairs and Administration .... 101
Council on Education for Public Health ..................................................... 102
National Recreation and Park Association .................................................. 102
Council on Rehabilitation Education .......................................................... 102
Council on Social Work Education .............................................................. 102
National Council for Accreditation of Teacher Education ......................... 103
American Veterinary Medical Association .................................................... 103

Review Committees of the Committee on Allied Health Education and Accreditation

Accreditation Review Committee for Education of Anesthesiologist Assistants 105
Joint Review Committee on Education in Cardiovascular Technology ............. 105
Joint Review Committee on Education in Diagnostic Medical Sonography .... 105
Joint Review Committee on Educational Programs for the EMT-Paramedic .... 105
National Accrediting Agency for Clinical Laboratory Sciences .................... 105
Curriculum Review Board - Medical Assistants .......................................... 106
Accreditation Review Committee for the Medical Illustrator ....................... 106
American Medical Records Association ...................................................... 107
Joint Review Committee on Educational Programs in Nuclear Medicine Technology 107
American Occupational Therapy Association .............................................. 107
Joint Review Committee for Perfusion Education ......................................... 107
Accreditation Review Committee on Education for the Physician Assistant ... 107
Joint Review Committee on Education in Radiologic Technology ............... 107
Joint Review Committee for Respiratory Therapy Education ....................... 108
National Institutional Accrediting Bodies

American Association of Bible Colleges (AABC)


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Association of Independent Colleges and Schools (AICS)


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Association of Advanced Rabbinical and Talmudic Schools (AARTS)


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Schools/Commission on Higher Education
(MSA/CHE)

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**North Central Association of Colleges and Schools/Commission on Institutions of Higher Education (NCA/CIHE)**


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"Assessing Student Academic Achievement in the Context of the Criteria for Accreditation."


**Northwest Association of Schools and Colleges/Commission on Colleges (NW/COC)**


Southern Association of Colleges and Schools/Commission on Occupational Education Institutions (SASC/COEI)

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Coulton, William F. "Assessment in the Southern Commission on Occupational Education Institutions." NCA Quarterly 65.2 (Fall 1990):393-396.


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Committee on Allied Health Education and Accreditation (CAHEA)


(See page 105 for Committee on Allied Health Education and Accreditation Review Committees.)

National Architectural Accrediting Board (NAAB)


National Association of Schools of Art and Design (NASAD)

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Council for Accreditation of Counseling and Related Educational Programs (CACREP)


American Dental Association (ADA)


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Society of American Foresters (SAF)


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American Society of Landscape Architects (ASLA)


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American Osteopathic Association (AOA)


American Council on Pharmaceutical Education (ACPE)


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Planning Accreditation Board


Council on Podiatric Medical Education (CPME)


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Committee on Allied Health Education and Accreditation
Review Committees

(See Committee on Allied Health Education and Accreditation page 91.)

Accreditation Review Committee on Education for the Anesthesiologist's Assistant (ARC-AA)


Joint Review Committee on Education in Cardiovascular Technology (JRC-CVT)


Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDMS)


Joint Review Committee on Educational Programs for the EMT-Paramedic (JRC-EMT-Paramedic)


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American Medical Record Association (AMRA)


Joint Review Committee on Educational Programs in Nuclear Medicine (JRC-NMT)


American Occupational Therapy Association Certification Board (AOTA)


Joint Review Committee for Perfusion Education (JRC-PE)


Accreditation Review Committee on Education for the Physician Assistant (ARC-PA)


Joint Review Committee on Education in Radiologic Technology (JRCERT)


Joint Review Committee for Respiratory Therapy Education (JRC-RTE)


The Council on Postsecondary Accreditation
One Dupont Circle, N.W., Suite 305
Washington, D.C. 20036
Telephone: (202) 452-1433, Fax: (202) 331-9571