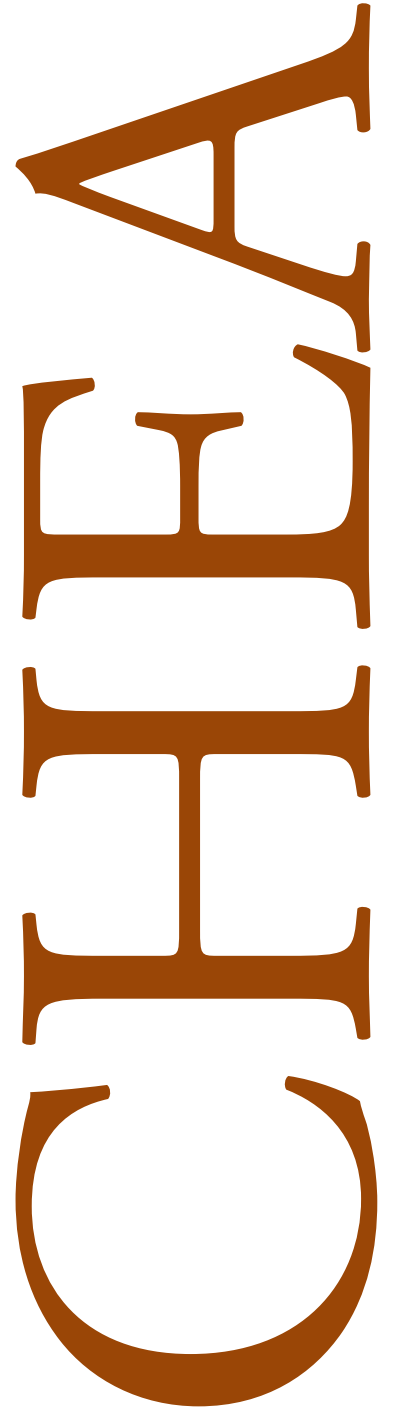


**CHEA Survey of Recognized  
Accrediting Organizations:  
Providing Information  
to the Public**



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*May-June 2005***

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**CHEA**  
Council for Higher Education Accreditation

*A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations.*

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# Executive Summary: Major Findings

The recognized accrediting organizations (66) responding to this survey:

- Provide a significant amount of information to the public about the accreditation process, activities and operation, as well as the accredited status of their institutions and programs. This is done in print and electronic form.
- Are less likely to provide the public with summary information about the institutions and programs they accredit, information related to individual accreditation reviews beyond accreditation status or institution or program performance and student academic achievement.
- Indicate that they plan to expand the amount of information they will provide to the public in the future.
- Use a broad array of information formats and approaches to inform the public.

## **Information about the Accreditation Process**

All accrediting organizations responding to the survey provide information to the public about how the accreditation process works. This is done either in print (90 percent) or on organizational Websites (95 percent) or both. Ten percent of accreditors distribute this information upon request.

## **Information about Current Accredited Status of Institutions and Programs**

All accrediting organizations responding to the survey provide information to the public about the current accredited status of the institutions and programs they review. This is done either in print (80 percent) or on an organizational Website (95 percent) or both. Ninety-five percent of accreditors distribute this information upon request. Twenty-seven percent of accreditors provide an accreditation history.

When asked about future plans, 37.8 percent of responding accreditors indicated that they may expand the information they provide by adding additional detail to their reporting, e.g., reasons for adverse actions, topics of special visits and duration of accredited status.

## **Information about Accreditation Operations and Activities**

Two-thirds of accrediting organizations responding to this survey prepare an annual report or similar document that describes their activities for a given year. Fifty percent place this report on their Websites and 50 percent provide this in print form. These reports include information on

the number and types of visits as well as aggregate data on the types of actions that are taken.

When asked about future plans, approximately one-third of responding accreditors indicated that they planned to develop more formal annual reporting.

## **Summary Information about Institutions and Programs that are Accredited**

One-third of accrediting organizations responding to this survey provide descriptive information about the institutions and programs they accredit. Data in these reports include enrollments, faculty size, degrees earned and descriptions of degrees or program offerings. Eighty percent of those providing the information make it available on Websites and include contact information or Web links to the institutions or programs.

When asked about future plans, approximately 20 percent of responding accreditors indicated that they would provide more statistical and descriptive information about institutions and programs.

## **Information on the Results of Individual Accreditation Reviews Beyond Accredited Status**

Eighteen percent of the accrediting organizations responding to this survey provide information to the public about the results of individual reviews beyond reporting on formal actions. The information may include descriptions of the results of a review with reference to specific accreditation standards, summaries of strengths or good practices, summaries of weaknesses and deficiencies, extracts of team reports or action letters, full team reports or action letters and institutional or program responses.

When asked about future plans, approximately 20 percent of responding accreditors indicate that they may develop a standard report format for this information.

Accrediting organizations may wish to consider the following when addressing the issue of providing information to the public in the future.

- Explore whether the students and the public would benefit from accrediting organizations developing similar formats or common approaches when providing information about institutions and programs.
- Continue to develop current plans to expand information to the public for the future, especially information about the results of institutional and programmatic review.
- Continue the dialogue about effective information to the public within and among accrediting organizations: what works and what may be effective in the future, especially as this relates to institutional or performance and student achievement.

# Survey Of Recognized Accrediting Organizations: Providing Information To The Public

## BACKGROUND

In the fall of 2004, following a series of conversations with the accreditation community on the topic of providing additional information to the public, the Council for Higher Education Accreditation (CHEA) contracted with the National Center for Higher Education Management Systems (NCHEMS) to conduct a survey of accrediting organizations on this matter. The purpose of this survey was to identify practices used by accrediting organizations to inform the public about what they do: How these organizations operate, their decision-making practices and the results of their scrutiny of higher education institutions and programs.

Providing information to the public is a topic of considerable importance within the accreditation community. Constituents ranging from public officials to prospective students to parents, as well as the media, are increasingly calling upon accrediting organizations to provide information about institutional or program quality. Some of these constituents have said they think the accreditation process is “mysterious” or “secretive” (CHEA 2005). The topic is also of growing salience because of ongoing conversations about accreditation’s role in public accountability stimulated especially by the current reauthorization of the Higher Education Act.

CHEA’s explicit engagement with this topic began with an *Occasional Paper* entitled “Accreditation and the Provision of Additional Information to the Public about Institution and Program Performance” that explored various approaches accrediting organizations might employ to provide the public with additional useful information about institutions and programs beyond accredited status (Ewell 2004). This paper concluded that accrediting organizations might be especially suited to providing information about academic quality and the student experience, should they choose to do so. The paper was followed in March 2004 by a CHEA *Letter from the President* entitled “Balancing Competing Goods: Accreditation and Information to the Public about Quality,” describing the accountability climate in which the accreditation process currently operates and offering three examples of public reports for discussion with the community. These three examples included a baseline accreditation narrative providing information about how the accreditation process works, an example of one way to summarize the results of an individual accreditation review and an illustrative information profile describing performance and student outcomes that an individual institution or program might develop.

### Of the 66 accreditors responding to the survey...

**66 accreditors** provide information about the accreditation process and the accredited status of institutions and programs

**44 accreditors** provide an annual report or other operations summary

**31 accreditors** provide descriptive summaries of institutions or programs

**12 accreditors** provide information on results of individual reviews beyond accredited status

**11 accreditors** provide information about institution or program performance or student academic achievement

**15 accreditors** require institutions or programs to make public the information they compile about the institutional and program performance or student academic achievement

These topics were the centerpiece of a day-long workshop on the topic held in November 2004, attended by many members of the accreditation community. Discussion at the workshop made it clear that accrediting organizations held widely varying opinions about the practice of disclosing additional information about institutions or programs beyond reporting accredited status. It was also clear from the discussion that the current range of practice with respect to additional information disclosure was unknown and that it would be a good first step for CHEA to try to document what accrediting organizations are doing (and plan to do) in this area. The meeting also reaffirmed the conviction that each organization should make its own decisions about how to proceed.

## **METHODOLOGY**

A questionnaire was developed by NCHEMS in consultation with CHEA staff to address information to the public about five main topics: a) the accreditation process and how it works, b) activities undertaken by accrediting organizations (e.g. numbers of visits, types of actions, etc.), c) characteristics of accredited institutions and programs, d) results of individual reviews beyond accredited status and e) institutional and program performance and student academic achievement. At the November 2004 meeting, a sixth topic arose, and it was also included in the survey: The role that public members of decision-making commissions have in the accrediting process. In addition to asking about current practices in each of these areas, the survey also asked respondents to provide examples and to describe future plans. After initial drafting, the survey was reviewed by two representatives of accrediting organizations, one individual from a programmatic accreditor and one from an institutional accreditor. After revision and further testing, the survey was formatted for electronic administration over the Internet.<sup>1</sup>

The target population for the survey were the 81 CHEA- or United States Department of Education (USDE)-recognized accrediting organizations. In May 2005, CHEA staff developed an invitation letter describing the project and providing a URL for respondents to access the survey online. The survey launched on May 15 and was closed on June 30, with a total response rate of 81.5 percent or 66 of 81 organizations. Respondents included the 8 regional (institutional) accreditors, the 11 national (institutional) accreditors, and 47 of 62 programmatic accreditors. Many respondents provided additional verbal comments or links to documents or Websites describing current practices.

## **RESULTS OF THE SURVEY**

Results of the survey were compiled by NCHEMS, with statistical responses broken down by the three major types of accreditation organizations. Because the number of cases was limited, no further cross-tabulations were undertaken. Results are reported by main topic in the sections that follow.

### ***Information about the Accreditation Process***

As expected, all of the accrediting organizations that responded reported that they provide the public with information about the accreditation process and how it works. Ninety-five percent of these reports are available to the public through the organization's Website and 90 percent are available in printed form. The remaining accreditors did not indicate how they provide this information. Ten percent of the organizations responding report that they distribute this information regularly to members of the public, although more than 80 percent provide it in response to individual requests.

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<sup>1</sup>A copy of the survey instrument is provided as Appendix A.

**Information about Current Accredited Status of Institutions and Programs**

Similarly, all responding accrediting organizations reported that they provide the public with information about the current accredited status of the institutions and programs that they review. Ninety-five percent make this available through the organization’s Website, and 80 percent provide this in printed form. The remaining accreditors did not indicate how they provide this information. Ninety-five percent of the organizations responding report that they also distribute this information in response to individual requests. About a quarter of all responding accreditors (27.2 percent) show an accreditation history for institutions or programs, noting past accreditation actions, while the remainder show only the current accreditation status of an institution or program.

More than a third of responding accrediting organizations (37.8 percent) report that within the next three years, they are likely to make changes in the way this information is reported. Verbal comments suggested a trend toward disclosing more information of various kinds. Several national accreditors, for instance, were considering posting the reasons for adverse actions taken (e.g., denial, termination of accreditation). One regional accreditor indicated an intent to provide more information about the topics of special visit reports, while another intends to provide more information about distance education. Programmatic accreditor comments covered a wide range of topics, including providing more information about the duration of accredited status and information about programs applying for accredited status. Many respondents of all types indicated that they were reviewing their overall accreditation practices, and the provision of information to the public was one of the issues under review. Many also intended to make more use of the Web to provide a greater range of information. Others indicated that they were waiting for the outcome of reauthorization of the Higher Education Act to make any changes in their procedures.

**Information about Accreditation Operations and Activities**

About two-thirds of the accrediting organizations responding prepare an annual report or similar document that describes their activities for a given year. This includes 5 of 8 regional, 7 of 11 national, and 32 of 47 programmatic accreditors. Approximately half of those providing such reports include them on the organization’s Website, with the balance supplying them in printed form. Chart 1 provides a breakdown on what is included in these reports by type of accreditor.

Approximately two thirds of these reports (36 percent of accreditors responding) provide information on the numbers and types of visits they conduct during the year. About a third of these reports (24 percent of accreditors responding) provide information on the distribution of visits by type of institution or program. Finally, just under half of these reports (42 percent of accreditors responding) provide aggregate information on actions by the type of action taken. This information is only provided in summary form. Practices in this area are similar across types of accrediting organizations.

Chart 1

**Reporting on Operations and Activities**

*"What kind of information does the annual report or other summary of your organization's operations contain?"*

	National		Regional		Programmatic	
	#	%	#	%	#	%
Distribution of visits by type of institution or program	4	36.4%	0	0.0%	12	25.5%
Number and types of visits	4	36.4%	2	25.0%	18	38.3%
Distribution of actions taken by type of action	4	36.4%	4	50.0%	20	42.6%



Chart 2

**Summary Information About Institutions and Programs**

*"What kind of information is contained in the descriptive summary of the institutions or programs that your organization accredits?"*

	National		Regional		Programmatic	
	#	%	#	%	#	%
Quantitative data on institutions or programs (e.g., enrollment, size of faculty, etc.)	2	18.2%	3	37.5%	6	12.8%
Short descriptions of degrees or programs offered	5	45.5%	4	25.0%	12	25.5%
Institutional or program contact information (e.g., phone, address, etc.)	7	63.6%	3	37.5%	15	31.9%
Web links to individual institutions or programs	5	45.5%	2	25.0%	14	29.8%

Approximately one-third of accrediting organizations responding to the survey report that, within the next three years, they plan to make changes in the way this information is reported. Verbal comments to the survey indicate plans to develop more formal annual reporting processes and migrating current published information onto the Web.

**Summary Information about Institutions and Programs**

Just over a third of responding accreditors provide descriptive summary information about the characteristics of the institutions or programs they accredit. The provision of this kind of information varies substantially by type of accrediting organization, with 8 of 11 national (73 percent), 4 of 8 regional (50 percent), and 19 of 47 programmatic (40 percent) accreditors compiling such information. Four (4) out of 5 of these reports are posted online, when they are produced, with few differences in this practice by type of accrediting organization. Chart 2 provides results on the types of information included in such summary reports.

Approximately a third of these reports (17 percent of responding accreditors) provide quantitative data on institutions or programs such as enrollments, faculty size, degree counts, and so on. One-third of all accreditors responding to the survey also provide short descriptions of degrees or program offerings, with national and regional accreditors more likely to do this than programmatic accreditors. Finally, 4 of 5 of these reports (38 percent of responding accreditors) provide contact information or Web links for accredited institutions or programs.

One-fifth of those responding indicate that they plan to make changes in this area within the next three years. Overall, verbal comments on this topic indicated that more attention will be devoted to providing statistical and descriptive information to inform various constituent groups.

**Information on the Results of Individual Accreditation Reviews**

Less than a fifth of all accrediting organizations (18 percent) responding provide publicly available information about the results of individual reviews, beyond accreditation status. Three of 8 regional accreditors (37 percent) and 4 of 11 nationals (36 percent) report that they provide such information, while 5 of 47 programmatic accreditors (11 percent) do so. For those that provide such information, just over half (11 percent of accreditors responding) report this information for all institutions, with the balance (9 percent of accreditors responding) reporting this information only for institutions or programs affected by an adverse accreditation action.

Chart 3

**Types of Information Provided to the Public about Individual Review**

*"If you provide information to the public on the results of an individual review of an institution or program beyond its accredited status, what is its general form?"*

	National		Regional		Programmatic	
	#	%	#	%	#	%
Results in reference to specific accreditation standards or criteria are provided	3	27.3%	1	12.5%	2	4.3%
Descriptive summaries of strengths or good practices are provided	0	0.0%	0	0.0%	1	2.1%
Descriptive summaries of weaknesses or deficiencies are provided	2	18.2%	1	12.5%	2	4.3%
Descriptive summaries of substantive recommendations are provided	1	9.1%	0	0.0%	0	0.0%
Extracts of the team report are provided	1	9.1%	0	0.0%	0	0.0%
Extracts of the action letter are provided	1	9.1%	1	12.5%	0	0.0%
The full team report is provided	3	27.3%	0	0.0%	2	4.3%
The full action letter is provided	1	9.1%	0	0.0%	1	2.1%
An institutional or program response is provided	1	9.1%	0	0.0%	3	6.4%

As shown in Chart 3, the few accrediting organizations that report information about the results of individual reviews offer considerable variety.<sup>2</sup>

Three of 11 national accreditors responding (27 percent) provide results of a review in reference to specific accreditation standards or criteria, while 1 of 8 regional and 2 of 47 programmatic accreditors do so. Information related to individual reviews that at least some accrediting organizations report include<sup>3</sup> descriptive summaries of strengths or good practices (2), descriptive summaries of weaknesses or deficiencies (5), descriptive summaries of substantive recommendations (2), extracts of the team report (1) or extracts of the action letter (2), and the full team report (5) or the full action letter (2). In addition, five respondents noted that they provided “other” types of information, while four provide an institutional or program response to the review.

About a fifth of all accreditors responding report that they are likely to make changes in this area within the next three years. This includes 50 percent of the regional accrediting organizations, 18 percent of national accrediting organizations and 15 percent of programmatic accreditors.

**Information on Institutional or Program Performance or Student Academic Achievement**

Less than a fifth (17 percent) of all accreditors responding provide summary information on institutional or program performance or information about overall student academic achievement. National accreditors tend to provide such information more than other types of accrediting organizations, with

<sup>2</sup>Note: This is a multiple response question in which the respondent can choose all responses that apply. As a result, the chart may contain more than one response for a given accrediting organization.

<sup>3</sup>Number of responses included in parentheses.

2 of 11 doing so. No regional accreditors provide this kind of information. Two of eight regional accreditors expect institutions to collect and report this information. Eleven of 47 programmatic accreditors require programs to compile and report program performance and student academic achievement. Those few accrediting organizations that report such information provide a variety of data including<sup>4</sup> completion or persistence rates (5), employment or job placement rates (7), performance on licensure or certification examinations (8), student or alumni survey results (2) and student performance on direct assessments (3), with two reporting “other.”<sup>5</sup> National accrediting organizations provided the majority of these responses.

About a quarter of responding accrediting organizations report that they plan to make changes in this area in the next three years. Most are awaiting the outcome of reauthorization of the federal Higher Education Act before proceeding further, but verbatim comments tended toward plans to report more summary information of this kind. A number of specialized accrediting organizations pointed out that much of this type of information, particularly performance on licensure examinations, was already publicly available through licensing boards. Several respondents also noted that their standards require institutions or programs to collect such information and make the results available publicly, and that ensuring institutional or program compliance is a part of the review.

### **Use of Public Members**

At almost all accrediting organizations that responded, public commission members participate fully in decisions about the accredited status of institutions or programs (98 percent) and help make policies about matters like the public disclosure of information (95 percent). Public members serve on review teams at about half (56 percent) of all accrediting organizations. Public member participation on review teams varies considerably by type of accrediting organization. Public members serve on review teams at 9 of 11 (82 percent) national accreditors and 25 of 47 (53 percent) programmatic accreditors, while 3 of 8 (37 percent) of regional accrediting organizations include public members on institutional review teams.

## **CONCLUSION**

Results of this survey suggest that accrediting organizations already provide a great deal of information to the public, particularly in the area of describing the accreditation process and reporting the scope of their own operations. They do so in a variety of venues and formats. While much information is provided, there is no “standard” approach that might make it easy for constituents, e.g., students and the public to access and understand what is provided. Further discussion is undoubtedly warranted about the benefits of providing such an approach for the entire accreditation community.

Results of the survey also make it clear that limited information is currently provided about the results of individual reviews or about institutional/program performance and student outcomes. Accrediting organizations are increasingly considering expanding the information they provide in these areas. Providing such information, should an accrediting organization choose to do so, will always involve a delicate balance. Public reporting about individual institutional or program performance always runs the risk of distorting the candor that is essential for the accreditation process to operate effectively. On the other hand, continuing to report only accredited status runs the risk of sidelining accreditation as a credible national accountability mechanism and of increasing public perceptions of the process as “secretive” or obscure. Further discussion of these issues is clearly warranted. Results of the survey will help inform this needed discussion.

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<sup>4</sup>Number of responses included in parentheses.

<sup>5</sup>Again, this item contains multiple responses.

# References

Ewell, Peter T. (2004). *Accreditation and the Provision of Additional Information to the Public about Institution and Program Performance*, Washington, DC: Council for Higher Education Accreditation (CHEA).

Eaton, Judith S. (2004). *Balancing Competing Goods: Accreditation and Information to the Public about Quality*, Washington, D.C.: Council for Higher Education Accreditation (CHEA).

# Appendix A: Survey Questionnaire

COUNCIL FOR HIGHER EDUCATION ACCREDITATION

## SURVEY ON PROVIDING INFORMATION TO THE PUBLIC

MAY - JUNE 2005

*Internet-based survey using the Zoomerang survey platform.*

### INFORMATION ABOUT THE ACCREDITATION PROCESS

*Information about the accreditation process might include descriptions of how reviews are accomplished, who comprises review teams and the kinds of standards that are applied.*

**1. Does your organization provide a general description of the accreditation process that is easily accessible to the public?**

- Yes
- No

**2. How is this description made available? (Check all that apply.)**

- Available on the Web
- Available in printed form
- Provided to inquirers upon request
- Regularly distributed to public (non-higher education) constituents
- None of the above

**3. Please provide the Web address for the general description of the accreditation process that you make available to the public. Be as specific as possible.**

*If the general description of the accreditation process is not available to the public on the Web, please send a copy to NCHEMS (National Center for Higher Education Management Systems) as indicated at the end of this survey. To continue to the next survey question, please click the "Submit" button below.*

**4. In what form(s) does your organization provide information about the current accredited status of the institutions or programs you accredit? (Check all that apply.)**

- Available on the Web
- Printed form
- In response to specific inquiries (phone, letter, email, etc.)

**5. Please provide the Web address for the information about the current accredited status of the institutions or programs your organization accredits. Be as specific as possible.**

**6. Do the descriptions of accredited status provided by your organization distinguish among different types of accreditation action, e.g., "warning," "denial," etc.?**

- Different accreditation actions are distinguished
- Institutions/programs are shown only as "accredited" or "not accredited"

**7. Does the information provided include the past accreditation history of an institution or program?**

- No, only the current status is shown
- Yes, within the past three years
- Yes, for more than a three-year period

8. Do you plan to make any changes in the way you provide information to the public about the accreditation process in the near future?
- No [Survey proceeds to question 11]
  - Probably [Survey proceeds to questions 9 and 10]
9. You indicated that your organization is likely to or plans to make changes in the way it provides information to the public about the accreditation process. When will you make this change?
- Within the next year
  - In one to three years
  - In three to five years
  - More than five years in the future
10. Please describe the change. Be as specific as possible.

### DESCRIPTIVE INFORMATION ABOUT ACCREDITING ORGANIZATIONS AND THEIR INSTITUTIONS OR PROGRAMS

*This kind of information might be included in an annual report or summary of operations and address such topics as the number of visits undertaken or accreditation actions taken each year by type of institution. Some accrediting organizations might also provide descriptive information about the institutions and programs they accredit, such as quantitative data on institutions and programs or short descriptions of the degrees or programs offered.*

11. Does your organization provide an annual report or other summary of its operations with respect to accreditation that you make available to the public?
- Yes
  - No
12. How is this annual report or summary of operations made available? (Check all that apply.)
- Available on the Web
  - Available in printed form
  - Provided to inquirers on request
  - Regularly distributed to public (non-higher education) constituents
  - None of the above
13. Please give the Web address for the annual report or other summary of your organization's operations with respect to accreditation. Be as specific as possible.
- If the annual report or other summary of your organization's operations with respect to accreditation is not available on the Web, please send a copy to NCHEMS (National Center for Higher Education Management Systems) as indicated at the end of the survey. To continue to the next survey question, please click the "Submit" button below.*
14. What kinds of information does the annual report or other summary of your organization's operations with respect to accreditation contain? (Check all that apply.)
- Numbers and types of visits
  - Distribution of actions by type of action
  - Distribution of visits/actions by type of institution or program
  - Distribution of visits by type of visit (e.g., focused, interim, etc.)
  - Other, please describe
15. Do you plan to make any changes in the way you report to the public on your organization's accreditation activities in the near future?
- No [Survey proceeds to question 18]
  - Yes or probably [Survey proceeds to questions 16 and 17]

**16. You indicated that your organization is likely to or plans to make changes in the way it reports to the public on your organization's accreditation activities. When will you make this change?**

- *Within the next year*
- *In one to three years*
- *In three to five years*
- *More than five years in the future*

**17. Please describe the proposed change. Be as specific as possible.**

**18. Does your organization provide a descriptive summary of the institutions or programs that it accredits that you make available to the public?**

- *Yes*
- *No*

**19. How is this descriptive summary made available? (Check all that apply.)**

- *Available on the Web*
- *Available in printed form*
- *Provided to inquirers upon request*
- *Regularly distributed to public (non-higher education) constituents*
- *None of the above*

**20. Please provide the Web address for the descriptive summary of the institutions or programs that your organization accredits that is made available to the public. Be as specific as possible.**

*If the descriptive summary of the institutions or programs that your organization accredits is not available to the public on the Web, please send a copy to NCHEMS (National Center for Higher Education Management Systems) as indicated at the end of this survey. To continue to the next survey question, please click the "Submit" button below.*

**21. What kinds of information are contained in the descriptive summary of the institutions or programs that your organization accredits? (Check all that apply.)**

- *Quantitative data on institutions or programs (e.g., enrollment, size of faculty, etc.)*
- *Short description of degrees or programs offered*
- *Institutional or program contact information (e.g., phone, address, etc.)*
- *Web links to individual institutions or programs*
- *Other, please specify*

**22. Do you plan to make any changes in the way you provide descriptive information to the public about accredited institutions or programs in the near future?**

- *No [Survey proceeds to question 25]*
- *Yes or probably [Survey proceeds to questions 23 and 24]*

**23. You indicated that your organization is likely to or plans to make changes in the way it provides descriptive information to the public about accredited institutions or programs. When will you make this change?**

- *Within the next year*
- *In one to three years*
- *In three to five years*
- *More than five years in the future*

**24. Please describe the proposed change. Be as specific as possible.**

## INFORMATION ON THE RESULTS OF INDIVIDUAL ACCREDITATION REVIEWS

*Information about the results of individual reviews might include summaries of strengths and weaknesses, specific recommendations, or summaries of team reports or action letters.*

**25. Does your organization make available information on the results of an individual review of an institution or program beyond its accredited status?**

- Yes
- No

**26. How is this additional information made available? (Check all that apply.)**

- Available on the Web
- Available in printed form
- Provided to inquirers on request
- Regularly distributed to public (non-higher education) constituents
- None of the above

**27. Please provide the Web address for any generally accessible information on the results of an individual review of an institution or program beyond its accredited status. Be as specific as possible.**

*If you provide information on the results of an individual review of an institution or program beyond its accredited status that is not available on the Web, please send a copy to NCHEMS (National Center for Higher Education Management Systems ) as indicated at the end of this survey. To continue to the next survey question, please click the "Submit" button below.*

**28. If you provide information on the results of an individual review of an institution or program beyond its accredited status, for which institutions or programs?**

- Additional information is provided for all institutions and programs regardless of current accreditation status
- Additional information is provided only for institutions or programs under warning, denial, etc.

**29. If you provide information on the results of an individual review of an institution or program beyond its accredited status, what is its general form?**

- Results in reference to specific accreditation standards or criteria are provided
- Descriptive summaries of strengths or good practices are provided
- Descriptive summaries of weaknesses or deficiencies are provided
- Descriptive summaries of substantive recommendations made are provided
- Extracts of the team report are provided
- Extracts of the action letter are provided
- The full team report is provided
- The full action letter is provided
- An institutional or program response is included
- Other, please specify

**30. Do you plan to make any changes in the way you provide information to the public about the results of individual accreditation reviews in the near future?**

- No [Survey proceeds to question 33]
- Yes or probably [Survey proceeds to questions 31 and 32]



**31. You indicated that your organization is likely to or plans to make changes in the way it provides information to the public about the results of individual accreditation reviews. When will you make this change?**

- *Within the next year*
- *In one to three years*
- *In three to five years*
- *More than five years in the future*

**32. Please describe the proposed change. Be as specific as possible.**

### **INFORMATION ABOUT PERFORMANCE OR STUDENT ACADEMIC ACHIEVEMENT**

*Information of this kind might include student learning outcomes such as examination scores or results of student assessments, or outcomes statistics like completion, employment or placement rates.*

**33. Does your organization provide information about institutional and program performance or student academic achievement for the institutions or programs you accredit?**

- *Yes*
- *No*

**34. How is this information made available? (Check all that apply.)**

- *Available on the Web*
- *Available in printed form*
- *Provided to inquirers on request*
- *Regularly distributed to public (non-higher education) constituents*
- *None of the above*

**35. Please provide the Web address for generally accessible information about institutional and program performance or student academic achievement for the institutions or programs that your organization accredits. Be as specific as possible.**

*If generally accessible information about institutional and program performance or student academic achievement for the institutions or programs that your organization accredits is not available on the Web, please send a copy to NCHEMS (National Center for Higher Education Management Systems) as indicated at the end of this survey. To continue to the next survey question, please click the "Submit" button below.*

**36. If you provide information about institutional or program performance or student academic achievement for the institutions or programs that your organization accredits, what specific items are reported? (Check all that apply.)**

- *Completion or persistence rates*
- *Employment or placement rates*
- *Student performance on licensure or certification examinations*
- *Student performance on other direct assessments of academic achievement*
- *Student survey results*
- *Alumni survey results*
- *Other, please specify*

**37. Do your accreditation standards or criteria require institutions or programs to make public the information that they compile about institutional or program performance or student academic achievement?**

- *Yes*
- *No*

38. Do you plan to make any changes in the way you provide information to the public about institutional and program performance or student academic achievement in the near future?

- No [Survey proceeds to question 41]
- Yes or probably [Survey proceeds to questions 39 and 40]

39. You indicated that your organization is likely to or plans to make changes in the way it provides information to the public about institutional and program performance or student academic achievement. When will you make this change?

- Within the next year
- In one to three years
- In three to five years
- More than five years in the future

40. Please describe the proposed change. Be as specific as possible.

### CONCLUDING QUESTIONS

41. Which of the following describes the role of public members of your Commission with respect to the accreditation process? (Check all that apply.)

- Public members participate in decisions about accredited status
- Public members serve on review teams
- Public members help make policies about matters like public disclosure.

42. Is there anything else that you would like CHEA to know about your organization's approach to providing information to the public?

43. We would like to gather some contact information from you; we will use this information only if we need to follow up with you for clarification.

*Thank you very much.*

*Additional information or illustrations not available on your organization's Website should be sent to:*

*Marianne Boehke  
NCHEMS (National Center for Higher Education Management Systems)  
P. O. Box 9752  
Boulder, CO 80301-9752*

# Appendix B: Survey Participants

## ***Regional***

1. Middle States Association of Colleges and Schools (MSA), Middle States Commission on Higher Education
2. New England Association of Schools and Colleges (NEASC-CIHE), Commission on Institutions of Higher Education
3. New England Association of Schools and Colleges (NEASC-CTCI), Commission on Technical and Career Institutions
4. North Central Association of Colleges and Schools (NCA-HLC), The Higher Learning Commission
5. Northwest Commission on Colleges and Universities (NWCCU)
6. Southern Association of Colleges and Schools (SACS), Commission on Colleges
7. Western Association of Schools and Colleges (WASC-ACCJC), Accrediting Commission for Community and Junior Colleges
8. Western Association of Schools and Colleges (WASC-ACSCU), Accrediting Commission for Senior Colleges and Universities

## ***National***

9. Accrediting Bureau of Health Education Schools (ABHES)
10. Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT)
11. Accrediting Commission of the Distance Education and Training Council (DETC)
12. Accrediting Council for Continuing Education and Training (ACCET)
13. Accrediting Council for Independent Colleges and Schools (ACICS)
14. Association for Biblical Higher Education (ABHE), Commission on Accreditation
15. Association of Advanced Rabbinical and Talmudic Schools (AARTS)
16. The Association of Theological Schools in the United States and Canada (ATS) The Commission on Accrediting of the Association of Theological Schools
17. Council on Occupational Education (COE)
18. National Accrediting Commission of Cosmetology Arts and Sciences, Inc. (NACCAS)
19. Transnational Association of Christian Colleges and Schools Accreditation Commission (TRACS)

## ***Specialized***

20. AACSB International—The Association to Advance Collegiate Schools of Business (AACSB)
21. Accreditation Board for Engineering and Technology, Inc. (ABET)
22. Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)
23. Accreditation Council for Pharmacy Education (ACPE)
24. Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
25. Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)
26. American Association for Marriage and Family Therapy (AAMFT/COAMFTE), Commission on Accreditation for Marriage and Family Therapy Education
27. American Bar Association Council of the Section of Legal Education and Admissions to the Board
28. American Board of Funeral Service Education (ABFSE), Committee on Accreditation
29. American College of Nurse-Midwives, Division of Accreditation (ACNM)
30. American Council for Construction Education (ACCE) Board of Trustees
31. American Dental Association, Commission on Dental Accreditation (ADA)
32. American Dietetic Association, Commission on Accreditation for Dietetics Education (CADE-ADA)
33. American Library Association (ALA-CoA), Committee on Accreditation

34. American Occupational Therapy Association (AOTA), Accreditation Council for Occupational Therapy Education (ACOTE)
35. American Optometric Association (AOA), Accreditation Council on Optometric Education (ACOE)
36. American Osteopathic Association Bureau of Professional Education
37. American Podiatric Medical Association (APMA), Council on Podiatric Medical Education (CPME)
38. American Psychological Association (APA), Committee on Accreditation (CoA)
39. American Society of Landscape Architects (ASLA), Landscape Architectural Accreditation Board (LAAB)
40. American Speech-Language-Hearing Association (ASHA), Council on Academic Accreditation in Audiology and Speech- Language Pathology
41. American Veterinary Medical Association (AVMA), Division of Education and Research
42. Association for Clinical Pastoral Education, Inc., Accreditation Commission (ACPE)
43. Association of Collegiate Business Schools and Programs (ACBSP)
44. Aviation Accreditation Board International (AABI), Council on Aviation Accreditation (CAA)
45. Commission on Accreditation in Physical Therapy Education (CAPTE), American Physical Therapy Association (APTA)
46. Commission on Accreditation of Allied Health Education Programs (CAAHEP)
47. Commission on Collegiate Nursing Education (CCNE)
48. Commission on English Language Program Accreditation
49. Council for Accreditation of Counseling and Related Educational Programs (CACREP)
50. Council for Interior Design Accreditation (formerly Foundation for Interior Design Education Research)
51. Council on Education for Public Health (CEPH)
52. Council on Naturopathic Medical Education (CNME)
53. Council on Rehabilitation Education (CORE), Commission on Standards and Accreditation
54. Council on Social Work Education (CSWE), Office of Social Work Accreditation and Educational Excellence
55. Joint Review Committee on Education in Radiologic Technology (JRCERT)
56. Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)
57. Montessori Accreditation Council for Teacher Education (MACTE)
58. National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
59. National Association of Industrial Technology (NAIT)
60. National Association of Schools of Public Affairs and Administration (NASPAA), Commission on Peer Review and Accreditation (COPRA)
61. National Council for Accreditation of Teacher Education (NCATE)
62. National League for Nursing Accrediting Commission, Inc. (NLNAC)
63. National Recreation & Park Association/American Association for Leisure and Recreation (NRPA/AALR) Council on Accreditation
64. Planning Accreditation Board (PAB)
65. Society of American Foresters (SAF)
66. Teacher Education Accreditation Council (TEAC)

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