

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Assessment and Accountability **NO.:** AAC 10-33
COMMITTEE DATE: June 8, 2010
BOARD DATE: June 15, 2010

**CONTINUOUS QUALITY ASSURANCE OF STATE COLLEGE
BUSINESS PROGRAMS**

MOVED: The Board of Higher Education receives the report on the strategic plans for the improvement of state college business programs and calls upon the state colleges to provide a status report concerning their success in achieving the goals stated in their plans. The report, which shall include an update on progress toward professional accreditation of campus business programs or toward an alternative benchmark of quality, shall be submitted to the Commissioner by June 2013.

Authority: Massachusetts General Laws Chapter 15A, Section 9 (b)(c)(f) and (s)
Contact: Francesca B. Purcell, Ph.D., Associate Commissioner for Academic and P-16 Policy

Review of State College Business Programs

Background

In February 2006, on the recommendation of Board member Peter Alcock, the Board of Higher Education voted for a review of state college undergraduate and graduate programs in Business. The purpose was to determine the quality of business programs and the ability of those programs to meet state workforce needs and standards in the globally competitive 21st century environment.

State College presidents contracted with Dr. Richard Brandenburg, who during 2007 and 2008 examined and evaluated the status of undergraduate business programs at Bridgewater State College, Fitchburg State College, Framingham State College, Massachusetts College of Liberal Arts, Massachusetts Maritime Academy, Westfield State College, and Worcester State College, identified priority needs for improvement, and recommended near-term actions to strengthen and advance overall program quality.

Salem State College was exempt from the review because it was pursuing AACSB accreditation, which requires rigorous quality standards. AACSB accepted Salem State College into Pre-Accreditation status eligibility application in September 2006. The College is on track for completing the accreditation process in the customary seven years.

Massachusetts College of Art and Design does not offer business programs.

The Board received the summary report of the Review of State College Business Programs from the State College Council of Presidents in April 2008. The Board called upon each campus reviewed to report to the Board one year later (in April 2009) its progress in addressing the recommendations of the evaluator's report and in implementing the action plans and next steps outlined in the institution's response. In spring 2009 staff received brief reports on the progress of the state colleges in addressing recommendations contained in the 2007-08 external review of state college business programs conducted by Dr. Richard Brandenburg. These reports indicated some progress in addressing some of the reviewer recommendations, with the description of college intentions to act on recommendations in the coming months as a common theme.

As an essential step in responding to the challenges and opportunities identified in the review report, Dr. Brandenburg recommended that each institution develop a multi-year (three- to five-year) strategic plan for improvement of its business programs. As part of his summative report, Dr. Brandenburg also provided a template incorporating key quality attributes for use in evaluating undergraduate business programs that campuses should follow in framing their strategic plans. The Board called upon each participating campus to submit such a plan to the Board by January 30, 2010. The major intent was for campuses to provide a strategic plan focused on the respective business programs' aspirational goals three to five years out, with clear, measurable objectives backed up by systematic plans to achieve them.

A brief summary of accreditation aspirations and goals for improvement put forth by each campus follows. After reviewing the plans, staff concluded that the campuses participating in the review of business programs have submitted acceptable plans that generally met expectations with respect to recommended components. Staff endorses the identified goals and plans to contact campuses to inquire about how the Department can be of assistance in achieving them. Each campus will also be asked to submit to the Commissioner in three years (April 2013)

progress reports on the implementation of the strategic plan to strengthen its business programs.

At a future date the Board may undertake an external quality review of undergraduate and graduate business programs in accordance with its authority [15A, Section 9 (b)(c)(f) and (s)].

Common Plan Elements

Each campus undertook an analysis of the strengths and challenges related to its business program. Comprehensive and coherent plans incorporated many of the following key quality attributes of a business program, including strategic goals and specific objectives, implementation strategies with assigned lead staff, timelines and resource implications.

- Mission and planning
- Program evaluation
- Academic program
- Faculty
- Program administration
- Student services and admission
- Library, information technology, physical and financial resources
- Measurable milestones and objectives
- Quality aspirations

Several plans also reported actions already taken to address campus-specific recommendations outlined in the original program review, such as additional faculty hires and curriculum modifications.

Common Themes

Several strategic plans reported:

- Competitive disadvantages in recruiting new full-time, doctorate-qualified or highly professionally qualified faculty members.
- Inadequate facilities for department faculty, staff, classroom and office space in need of renovation and/or unification.
- Funding constraints.
- Need to enhance support for faculty professional development.
- Intent to establish industry advisory boards.
- Aspiration to quality as informed by professional accreditation. Most campuses will review International Assembly for Collegiate Business Education (IACBE), The Association to Advance Collegiate Schools of Business (AACSB), and/or Association of Collegiate Business Schools and Programs (ACBSP) agency standards to determine fit with their business program mission and outcomes.

According to the Council for Higher Education Accreditation (CHEA), accreditation is about both quality assurance—assuring threshold quality in higher education—and quality improvement—assuring that institutions and programs have processes to try to do what they do better. CHEA is a private (nongovernmental) institutional membership organization that scrutinizes the capacity of accrediting bodies to assure and improve the academic quality of institutions and programs, based on CHEA standards. AACSB and ACBSP are currently recognized by the Council for Higher Education Accreditation (CHEA). IACBE has applied for CHEA recognition. CHEA will make a determination on IACBE following an extensive review process. (See Appendix A.)

Accreditation by a CHEA-recognized business accreditation body would provide state colleges the systematic opportunity for continuous improvement of business programs based upon standards designed to enhance academic quality, accountability, and student achievement.

Staff encourages professional accreditation of academic programs as a valuable method for the pursuit of excellence in Massachusetts public higher education. Staff also recognizes the potential value of alternative assessment of quality through designation of appropriate comparison institutions and utilization of relevant benchmark data.

Bridgewater State College

The School of Business (originally the School of Management and Aviation Science) serves approximately 1,500 undergraduate students. It was founded in 1997 as the School of Management and Aviation Science. In April 2006 the name of the school was officially changed to the School of Business to more accurately reflect the departmental structure and academic concentrations. Students can choose among the undergraduate majors of Accounting and Finance (410 students), Management (854), Aviation Science (211), and Economics (43). The School also has approximately 55 students enrolled in a Master of Science in Management degree program.

Accreditation, Quality Aspirations

Until fall 2009 the School of Business was a member of, and accredited by, IACBE (International Assembly for Collegiate Business Education). In October 2009 the President and the Provost supported a faculty recommendation to withdraw from membership in IACBE and to begin preparations for seeking accreditation by the AACSB (Association to Advance Collegiate Schools of Business).

The School of Business aspires to, within the five-year planning period, strengthen the undergraduate program, seek AACSB accreditation, seek AABI (Aviation Accreditation Board International) accreditation for its Aviation program, and explore the advisability and feasibility of phasing in additional masters programs that meet the needs of the region. The plan identifies implementation strategies and the resources needed to achieve those aspirations.

Significant Challenges

Challenges identified included:

- Lack of a viable graduate program, resulting in inability to offer high-demand programs, including an MBA and specialized business concentrations and inability to serve the region's growth industries requiring post-secondary education.
- Competitive disadvantage in recruiting full-time doctorally qualified or professionally qualified faculty primarily due to non-competitive compensation, resulting in insufficient staffing levels and overreliance on visiting lecturers and faculty teaching overloads and/or teaching at other institutions in order to increase their income.

Strategic Goals

The College established the following strategic goals for its School of Business for academic years 2010–2014.

Goal 1: Strengthen connections between the School of Business and business leaders and organizations in Southeastern Massachusetts.

Goal 2: Broaden students' global and cultural learning experiences. Offer learning opportunities that enable students to understand and excel in a culturally diverse business environment.

Goal 3: Recruit, develop, and retain faculty who are excellent in teaching, advising, continuing scholarship, and other professional activities.

Goal 4: Provide students with relevant knowledge and skills necessary for successful entry to and advancement in their professional careers.

Goal 5: Strengthen external funding and support of the School of Business.

Goal 6: Enhance the image of the School of Business in the immediate and larger academic communities.

Each goal was accompanied by specific objectives, implementation strategies, timelines, and resource implications. A lead person or office was identified for each objective.

Fitchburg State College

Fitchburg State College's Business Administration program seeks to create a strong competitive position in the academic market throughout its region and beyond through new programs, the use of the latest technology, increased faculty and staff, and a focus on scholarship as the foundation of teaching. In formulating its improvement plan, Fitchburg State College focused discussion on the importance of continued improvement in curriculum development, student learning outcomes and assessment, internship requirements, faculty professional development and recruitment, and the necessary administrative structure to support the business programs.

Accreditation, Quality Aspirations

The College is reviewing its current accreditation under IACBE. Recognition of IACBE by CHEA would have a major impact on Fitchburg's accreditation activities. If recognition is not granted to IACBE, the College will pursue ACBSP accreditation; if recognition is granted, the College will continue to consider adding ACBSP accreditation. The College is in the process of reviewing the structure and requirements of ACBSP accreditation and will continue this work over the first six months of the 2010–2015 business program strategic plan.

Significant Challenge

Fitchburg's business programs are served by a dedicated but small faculty. The business programs lack visibility within the College, and their physical location apart from the main campus may prevent students and faculty from fully engaging in campus life.

Strategic Goals

The College's overarching aim for its business programs is to achieve new growth and development over the next five years.

Goal 1. The College plans to establish a Deanship for the School of Business. The position is critically needed to advance the stature of the business administration department and advance its programming.

Goal 2. Develop an enrollment management plan for undergraduate business concentrations. Undergraduate enrollment increased from 384 to 462 during fall 2005 to fall 2008 but decreased slightly in fall 2009. The College plans to cap enrollment at 425 to align with the new College Strategic Plan approved by the trustees in 2010.

Goal 3. Complete curriculum modifications and program development designed to integrate international business concepts and entrepreneurial studies throughout all concentrations. Implement a mandatory internship requirement.

Goal 4. Evaluate the feasibility of combining business-related departments in order to create a critical mass of faculty to more effectively deliver business education.

Goal 5. Support Department objectives and curriculum modifications by hiring new terminally qualified faculty in priority areas (accounting, management/small business and entrepreneurial studies, and marketing and communications).

All plan goals were accompanied by timetables for completion.

Framingham State College

The business programs at Framingham State College are provided through or under the aegis of the Department of Economics and Business Administration. The Department offers three undergraduate majors in Economics, Business Administration, and Information Technology and Business and two minors, all available in both the day division and the Division of Graduate and Continuing Education (DGCE). There are two graduate programs, an MBA and an MA in Human Resources available through DGCE. In addition, DGCE offers five certificate programs using Department courses.

Accreditation, Quality Aspirations

The Department will review accreditation agencies. Depending on the outcome of the review, which is scheduled to be completed by fall 2011, a plan will be put in place to formalize the analysis of capabilities and resources required in the accreditation standards compared to the existing situation in the Department. Based on the results of the comparative analysis, new priorities for improvements, and related new action plans will be established.

Significant Challenge

Between 1996 and 2007 the number of Department majors in the daytime programs grew by 32 percent, eight times the rate for the College overall. The number of majors increased from 367 to 484, and the number of undergraduate day programs grew from two to three, while there was no corresponding increase in Department faculty. Over the same time period the ratio of majors to tenure-track faculty grew by 40 percent, from 23 to 32 students per faculty. The Department must operate under a collective bargaining agreement that governs the parties, the evaluation (and other) procedures that are in place, and the distinctions between day and evening programs, graduate and undergraduate programs, part-time and full-time faculty, and tenure/tenure track and temporary full-time faculty. Heavy current workloads constrain the ability of faculty to engage in serious program improvement activities, and for the next three to five years, an emphasis on significant improvement in faculty adequacy is needed.

Strategic Goals

The College's plan identified several strategic improvement goals.

Goal 1. Deliver superior learning experiences for all undergraduate business students.

Goal 2. Develop a full-time and part-time faculty that achieves high-quality performance in teaching undergraduates, producing scholarly work, and engaging in professional, institutional and community service.

Goal 3. Continue current work on assessment, increase focus on development of a system for assessing learning outcomes, and focus on "closing the loop" by using assessment results to guide course/curriculum improvement.

Goal 4. Increase the visibility and recognition of the Undergraduate Business Programs among key internal and external constituencies.

Goal 5. Anticipate and evaluate future challenges to achieving accreditation that can increase national recognition for the high quality of the undergraduate business program.

For each goal, the plan provided detailed action steps, responsible parties, timelines and resource requirements.

Massachusetts Maritime Academy

The International Maritime Business (IMB) Department was created in fall 2004 in support of the International Maritime Business major. Industry advisors assisted with the development of the program, and an industry advisory board provides feedback on the relevance of the curriculum and on the desired skill sets of graduates. The Academy reported that the planning exercise associated with developing the business major's strategic plan for 2010–2015 provided the opportunity to evaluate the Academy's business major at a critical point in the life of the program's development.

Accreditation, Quality Aspirations

The Academy investigated AACSB accreditation for the International Maritime Business (IMB) major in fall 2007 and concluded that, with only three faculty members, the program needs to grow for some time prior to being deemed eligible for AACSB accreditation. The Academy plans to examine accreditation options for IACBE accreditation. If possible, Mass Maritime's goal is to apply for accreditation in the fall of 2011.

Significant Challenge

Students seek out and benefit from programs supported by faculty with strong industry experience, but hiring properly credentialed and experienced faculty for the business program at a reasonable salary is extremely difficult.

Strategic Goals

The following strategic goals and objectives create the framework for the IMB Department's five-year plan.

Goal 1. Grow student enrollment in the IMB undergraduate program major and minor, initiate a master's degree and add faculty.

Goal 2. Improve the four-year graduation rate.

Goal 3. Improve the assessment system.

Goal 4. Develop articulation agreements and international student exchange programs.

Goal 5. Develop an International Maritime Business Center for greater education-business partnerships and advisory board involvement.

The strategic plan provided action steps, responsible parties, resource implications and timelines for each goal.

Massachusetts College of Liberal Arts

Approximately 260 majors are enrolled in a Bachelor of Science in Business Administration program that is currently housed in the Department of Business Administration and Economics. The program offers seven concentration areas; students may also pursue one of three minors. In 1998, following the College's mission shift from that of a comprehensive state college to a public liberal arts college, the Department revised its program (using ACBSP standards as a guide) to allow more flexibility in major course selection and to open some courses to non-major students. This approach has worked to enrich the education experience of business majors who now take more courses in the liberal arts and who enjoy a more diverse mix of students within courses.

Significant Challenges

The business program faces lack of state and other funding resources and increased competition from growing online educational programs. A very senior, long-serving faculty (which has advantages) has left little room to hire new tenure-track faculty.

Accreditation, Quality Aspirations

MCLA plans to review the business program accreditation organizations, IACBE and ACBSP, to determine which best aligns with the College's mission. The College plans to make a decision regarding the accreditation of its business programs during AY2011–12. In the meantime, the College is working to identify a set of comparable institutions, primarily among its Council of Public Liberal Arts (COPLAC) peers, to benchmark against as it determines which accreditation standards are appropriate.

Strategic Goals

The College's strategic action plan identified goals in four major areas during the next five years (2010–2015).

Goal 1. Program review and revision to enhance student experience.

Goal 2. Assess and enhance student achievement of learning outcomes.

Goal 3. Enhance faculty professional development.

Goal 4. Enhance connections with local educational and business communities and the College's ability to meet area workforce needs.

For each goal the plan outlined action items, strategies to advance them, responsible parties, milestones, targets and outcomes.

Westfield State College

Westfield State College's business programs are housed within the Department of Economics and Management. As the functional areas of business have become more complex and the size of the Department has grown, the current single chair structure may no longer be sufficient. The strategic plan recommended that current concentrations be changed to majors and that new departments should be created, each with its own chair. The plan also recommended the creation of a School of Business headed by a Dean. The Department enrolls about 750.

Accreditation, Quality Aspirations

Westfield State, and specifically the Department of Economics and Management, aspires to many standards dictated by AACSB. The College has concluded that, in light of the system's emphasis on teaching, areas of instruction, and salary realities, seeking AACSB accreditation is not feasible; the current faculty are dedicated to teaching and, subsequently, do not devote the professional time to research that AACSB requires. A research-based faculty, rather than a teaching-focused faculty, does not align with the mission of the institution. The College is open to investigating other accreditation alternatives. Westfield is also willing to adopt applicable AACSB standards that can improve the present program if resources are provided to allow such accommodation.

In the late 1980s Westfield State was a member of AACSB and obtained a mentor to help move the College toward accreditation. State spending was reduced because of a recession, and the College's annual membership and support for accreditation was eliminated.

The College believes that AACSB accreditation has many advantages and seeks to adopt and deploy many of its recommendations without the heavy emphasis on research. Faculty will be encouraged to stay current in their fields, through a variety of means in addition to reasonable requirements of formal scholarship. Westfield intends that faculty should be actively engaged with organizations related to their areas of expertise. Further, the College seeks to emphasize that research and education needs to be directed to encourage entrepreneurship and innovation in a global marketplace.

Significant Challenge

The Department structure with one chair is challenging due to the number of majors served, quantity of academic programs provided by the Department, and number of responsibilities demanded of the chair. The conversion of concentrations to majors and creation of new departments are required to align more closely to the structure found in Schools of Business and institutions that are accredited by AACSB.

Strategic Goals

Westfield has used the University of Massachusetts as well as the other universities within the state for direction regarding improvements or changes within the Department of Economics and Management. The Department has also relied on using published guidelines contained within AACSB as a source for specific recommendations to determine the quality of its program. The Department plans to continue to aspire to both of these sources and continue to examine other schools for indications of directions that work well. Following are its strategic priorities for the next three academic years.

Goal 1. Complete departmental structural assessment and appropriate changes

Goal 2. Maintain appropriate freshmen enrollments

Goal 3. Improve academic advising and tracking methods

Goal 4. Increase alumni monitoring and connectivity

Goal 5. Increase external advisory capacity

Goal 6. Develop program-based outcomes and assessment plan

Goal 7. Maintain appropriate staffing levels

Goal 8. Improve physical space, including offices and classrooms

The strategic plan delineated goals and action plans associated with these priorities for each of the plans for three academic years. For each goal, action plans identified responsible parties, implementation milestones, resource requirements, and indicators of progress.

Worcester State College

The College's business programs are housed within the Department of Business Administration and Economics. The major in Business Administration offers three concentrations: Management, Accounting/Finance, and Marketing. The Department also offers a major in Economics. A 2004 self-study of the Economics major resulted in some changes to the curriculum and the hiring of additional faculty.

Accreditation, Quality Aspirations

The College seeks to be recognized within higher education as an institution of academic excellence. The strategic plan targets accreditation by AACSB, although it is recognized that additional resources will be needed to achieve the Department's accreditation goals.

Significant Challenge

The Department of Business Administration and Economics has been impacted by a small departmental budget, expectations for faculty compensation that are unsatisfied, loss of full-time faculty services due to administrative duties and leaves, and increasing competition from other colleges in the region.

Strategic Goals

The College identified teaching and learning, student success, professional development, accreditation, technology, and funding as strategic priority areas. Multiple goals and action items were provided for each area.

Goal 1. Enhance the quality of teaching and learning in response to new and changing demands in education.

Goal 2. Develop and improve courses and curriculum.

Goal 3. Strengthen the enrollment process and retention.

Goal 4. Advance professional development.

Goal 6. Enhance the use of technology for improving the teaching and learning process.

Goal 7. Seek sufficient funding for the business department.

Goal 8. Assess the effectiveness of the strategic plan.

Each goal was accompanied by an action plan.

Appendix A - Accreditation

Information contained in this Appendix was provided by CHEA, AACSB, ACBSP and IACBE, respectively.

According to the Council for Higher Education Accreditation (CHEA), accreditation is about both quality assurance: assuring threshold quality in higher education; and quality improvement: assuring that institutions and programs have processes to try to do what they do better.

CHEA recognition of accrediting organizations has three basic purposes:

- To advance academic quality. To confirm that accrediting organizations have standards that advance academic quality in higher education; that those standards emphasize student achievement and high expectations of teaching and learning, research, and service; and that those standards are developed within the framework of institutional mission.
- To demonstrate accountability. To confirm that accrediting organizations have standards that assure accountability through consistent, clear, and coherent communication to the public and the higher education community about the results of educational efforts. Accountability also includes a commitment by the accrediting organization to involve the public in accreditation decision making.
- To encourage, where appropriate, scrutiny and planning for change and for needed improvement. To confirm that accrediting organizations have standards that encourage institutions to plan, where appropriate, for change and for needed improvement; to develop and sustain activities that anticipate and address needed change; and to stress student achievement.

CHEA is a private, (nongovernmental) institutional membership organization that scrutinizes the capacity of accrediting bodies to assure and improve the academic quality of institutions and programs, based on CHEA standards.

United States Department of Education is a federal government agency that scrutinizes the capacity of accrediting organizations to assure the soundness of institutions and programs that are eligible for federal funds including student aid, based on federal standards.

CHEA's primary purpose is to assure and strengthen academic quality and ongoing quality improvement in institutions and programs. USDE's primary purpose is to assure that federal student aid and other federal funds are purchasing quality programs and degrees.

The Association to Advance Collegiate Schools of Business International (AACSB) was founded in 1916 and began its accreditation function with the adoption of the first standards in 1919. Additional standards for programs in accountancy were adopted in 1980. AACSB International members approved mission-linked accreditation standards and the peer review process in 1991. In 2003 members approved a revised set of standards that are relevant and applicable to all business programs globally and which support and encourage excellence in management education worldwide.

Accreditation is a process of voluntary, non-governmental review of educational institutions and programs. Institutional accreditation reviews entire colleges and universities. Specialized agencies award accreditation for professional programs and academic units in particular fields

of study. As a specialized agency, AACSB International grants accreditation for undergraduate and graduate business administration and accounting programs.

AACSB International accreditation assures stakeholders that business schools:

- Manage resources to achieve a vibrant and relevant mission.
- Advance business and management knowledge through faculty scholarship.
- Provide high-caliber teaching of quality and current curricula.
- Cultivate meaningful interaction between students and a qualified faculty.
- Produce graduates who have achieved specified learning goals.

593 institutions maintain AACSB accreditation.

The Association of Collegiate Business Schools and Programs (ACBSP) is the leading specialized accreditation association for business education supporting, celebrating, and rewarding teaching excellence. The Association embraces the virtues of teaching excellence and emphasizes to students that it is essential to learn how to learn. ACBSP acknowledges the importance of scholarly research and inquiry and believes that such activities facilitate improved teaching. Institutions are strongly encouraged to pursue a reasonable mutually beneficial balance between teaching and research. Further, ACBSP encourages faculty involvement within the contemporary business world to enhance the quality of classroom instruction and to contribute to student learning.

In contrast to the Association to Advance Collegiate Schools of Business (AACSB), which has a focus on research excellence, ACBSP is focused on what occurs in the classroom while encouraging scholarly research. ACBSP is the only accrediting body to offer business program accreditation to associate degree institutions.

ACBSP, founded in 1988 and located in Overland Park, Kansas, a suburb of Kansas City, was created by its members to fulfill a need for specialized accreditation by institutions of higher education with business schools and programs. Specifically, that need was for business education accreditation based on the mission of the institution and of the respective unit, an accreditation that acknowledged and emphasized quality in teaching and learning outcomes.

There are approximately 2,400 U.S. institutions of higher education that have business administration, finance, management and marketing. Economics is also often taught within a school or college of business, and is considered a sixth business-related field in such schools. Many institutions also have specialized areas of study such as human resource management, management information systems, and public administration that are part of a business academic unit and considered to be business-related curriculum.

In 1988 only 260 of those 2,400 institutions had their business schools and programs accredited, an accreditation administered by AACSB. Many of the remaining 2,140 institutions felt that an alternative organization with an accreditation philosophy more attuned to the missions of their institutions should be created to satisfy their business accreditation needs. Most of the 2,140 institutions had (and still have) as their primary, student-oriented objective, excellence in teaching, as opposed to a heavy emphasis on research. They wanted an accrediting organization that had this teaching emphasis reflected in its accreditation standards. Their response was the creation of ACBSP.

At its meeting on January 22, 2001, the CHEA Board of Directors reviewed the recommendations of the CHEA Committee on Recognition regarding the recommendation and recognized the Association of Collegiate Business Schools and Programs.

The International Assembly for Collegiate Business Education (IACBE) philosophy of accreditation is centered on student learning and operational outcomes. In promoting and fostering excellence in business education, the IACBE takes a mission-based and outcomes-driven approach to accreditation, in which the assurance of academic quality is based on the results of the assessment of educational outcomes rather than input standards.

For IACBE purposes, “academic quality” is defined to be the overall level of performance of the academic business unit in the context of its mission as measured by the extent of accomplishment of the unit’s intended student learning and operational outcomes and its mission and broad-based goals. The determination of the degree to which desired results are being achieved and the demonstration of academic quality are accomplished through a comprehensive program of outcomes assessment. The IACBE bases its accreditation reviews on principles rather than standards.

At its meeting on January 25, 2010, the CHEA Board of Directors reviewed the recommendation of the CHEA Committee on Recognition regarding the eligibility application submitted by the International Assembly for Collegiate Business Education (IACBE). The board of directors determined that the IACBE is eligible to undertake a recognition review. IACBE will complete a self-evaluation providing evidence that it meets the CHEA recognition standards. CHEA requires an observation visit to a decision-making meeting of the accrediting organization to observe decision-making activities as these relate to CHEA eligibility and recognition standards. The CHEA Committee on Recognition will review the self-evaluation, the report of the observation visit, and any third-party requests for comment and make a recommendation to the CHEA Board of Directors. The CHEA Board of Directors will make the final determination of recognition status.