The New Accountability

Board of Trustees Retreat
Woodbury University
November 6, 2005
Educational effectiveness is the new accountability in higher education.

The way educational effectiveness is demonstrated is through a culture of evidence.
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Rising public and private tuition costs

Greater consumer access to performance information

Concern over U.S. graduates’ competitiveness in a global marketplace
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Accountability is not asserted, it is demonstrated

Answers are data-driven, evidence-based

Entire enterprise is aligned around the goal of educational effectiveness

Organizational structure and functions maximize capacity for educational effectiveness
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WASC Standard One:

Defining Institutional Purposes and Ensuring Educational Objectives
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To what extent has the institution developed and begun to use indicators and sources of evidence to determine whether its educational objectives have been achieved?
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In what ways does the institution ensure that its educational objectives are actively used as guides for decision-making, resource allocation and action?
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How does the institution ensure that its educational objectives and experiences are appropriate for its students, given their particular backgrounds and their intended objectives?
When we began this self-study, one of our first concerns was the mission. It seemed that the institution had assimilated neither the concept of a mission, nor many of the changes it has undergone in the last 30 years. The underlying message is addressed not only to Admissions but to the college as a whole, to sharpen a sense of itself, to help it see and articulate its strengths.
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Colgate University, 2002
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Questions for Woodbury in Reaccreditation

What is our educational identity as we move toward the future?

Are all departments able to show evidence they are aligned around our educational objectives?

What does student success mean for Woodbury and how can we demonstrate we are producing successful students?

What instructional methods are most effective and are we instructing students effectively?
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In-depth institutional research

Active benchmarking through Key Performance Indicators

Data drives responsible decision-making

Example:

http://www.iport.iupui./performance/
James Madison University
An Example of Collected Data

Extensive data regarding important trends is fundamental to sound decision-making:

Class of 2005

- Employed Full-time: 51%
- Employed Part-time: 21%
- Seeking employment: 30%
- Graduate School: 27%
- Student Teaching: 3%
WRSC and Accountability
An Open Process

http://web3.woodbury.edu/library/accred/accred.html

Agendas, Presentations, and Minutes

- Agenda for WRSC Meeting (3-14-2005)
  - WRSC Meeting Minutes (3-14-2005)
- Agenda for Department Chairs Meeting (3-14-2005)
  - Chairs Meeting Minutes (3-14-2005)
- Agenda for WRSC Meeting (3-21-2005)
  - WRSC Meeting Minutes (3-21-2005)
- Agenda for WRSC Meeting (3-28-2005)
  - WRSC Meeting Minutes (3-28-2005)
- Agenda for Department Chairs Meeting (3-28-2005)
  - Chairs Meeting Minutes (3-28-2005)
- Agenda for WRSC Meeting (4-4-2005)
  - WRSC Meeting Minutes (4-4-2005)
- Agenda for Department Chairs Meeting (4-12-2005)
  - Chairs Meeting Minutes (4-12-2005)
- Agenda for WRSC Meeting (4-19-2005)
  - WRSC Meeting Minutes (4-19-2005)
- Presentation to the Community (Town Hall) (Presented 4-19-2005)
  - Town Hall Meeting Minutes
- Presentation to the Board Committee on Academic and Student Affairs (Presented 4-19-2005)
  - Board Meeting Minutes (4-19-2005)
- Agenda for WRSC Meeting (5-2-2005)
  - WRSC Meeting Minutes (5-2-2005)
- Agenda for WRSC Meeting (5-16-2005)
  - WRSC Meeting Minutes (5-16-2005)