

National Association of State Administrators and Supervisors of Private Schools

Student Outcomes

April 24, 2006

Session Overview

- Introduction
- Setting the Context
 - Public Interest in Student Outcomes
- Using Student Outcomes
 - Basis for Accountability / Effectiveness
- The Accreditor Perspective
- Questions and Answers

Conference Theme

Promoting Integrity and
Accountability in Education

Setting the Context

Secretary's Commission on the Future of Higher Education

- Frequently Asked Questions About College Costs
- Eliminating Complexity and Inconsistency in Federal Financial Aid Programs for Higher Education Students: Towards a More Strategic Approach
- Setting the Context
- **Accountability/Assessment**
- **Accountability/Consumer Information**
- Recognized Accrediting Organizations
- Assuring **Quality** in Higher Education: Key Issues and Questions for Changing Accreditation in the United States
- The Need for Accreditation Reform
- Non Academic Issues related to Improving College Access for Underserved Students
- Education and Workforce Development
- Creating a Higher Education **Accountability** System: The Texas Experience
- A **Transparent** Approach to Higher Education **Accountability**: Developed and Implemented by The University of Texas System
- Dealing with Affordability: Thoughts for the Affordability Task Force
- Four Questions on the Labor Economics of Higher Education

Setting the Context

What is the relationship between outcomes and accountability?

Outcomes are at the core of the larger accountability issue.

Setting the Context

(Michael Cooney)

- Outcomes ==> Accountability / IE
- Drivers
 - HEA
 - Future of HE panel
 - Wall Street
 - Good Organizational Practice

Student Outcomes

- Why is Wisconsin focusing on student outcomes?
 - Accountability
 - Institutional Effectiveness
 - Consumer Protection
- What is Wisconsin seeking to accomplish?
 - Reliable / Useful Data
 - Transparency
 - Meaningful Conversation w/ Schools
 - Long Term Improvement

Student Outcomes

National Commission on Accountability in Higher Education

- Most accountability measures are cumbersome, over-designed, confusing and inefficient.
- More data is not accountability – by failing to focus on a small, manageable set of objectives, accountability simply becomes a reporting exercise.
- Good accountability measures provide dependable, valid information to monitor results, target problems, and improve performance.
- The "gotcha mentality" must be abandoned – it must rely on aspirations rather than minimum standards.

Student Outcomes

Drivers of Change

- Dramatic/Rapid Sector Changes
- Traditional Regulatory Model
 - Compliance & Monitoring
 - Minimums Based on Set of Rules
- Seek Better Regulatory Model
 - Organizational Principles
 - Statutory Design
 - Regulatory Processes
 - School Visits / Annual Renewal

Student Outcomes

Modernization Questions

- How does a state's oversight process help schools advance over time and lead to better student satisfaction and learning results?
- Can there ever be a sustained and rational school advancement process without a defined strategic/institutional plan, which sets goals, creates action steps, measures results and evaluates progress?
- How does school approval (licensure), renewal, and school visit processes need to be designed to focus on results & to encourage and support school advancement?
- What data would schools and states need to collect and analyze so schools are accountable for student outcomes?

Student Outcomes

Creating a model that promotes accountability and effectiveness.

- The best way to protect students is to hold schools accountable for results data and enhance the schools and their programs.
- An IE model supports a cooperative working relationship between the regulatory agency and the schools for better student results.
- An IE model focuses on schools developing their own capabilities for data decision making, value-added services, and continuous improvement.

Student Outcomes

- **Definitions:**
- ***Prior Year Continuing (A)*** – Number of students enrolled and attending from the previous reporting year, who continued in the same program during the current reporting year. Students on an (approved) leave of absence are considered to be still enrolled and continuing.
- ***New Starts (B)*** – Number of students who began the program during the reporting year, including students who transferred from another program into this program. Any student who received instruction, attended at least one class, or submitted at least one lesson should be reported.
- ***Drops/Withdrawals (C)*** – Number of students who discontinued their program during the reporting year. This includes students who dropped out or withdrew for any reason, officially or unofficially; students who were dismissed under school conduct or grading policies; and students who transferred out of this program into another program.
- ***Continuing Next Year (D)*** – Number of students reported in either **A** or **B** that will continue in the same program during the next reporting year. Students on an approved leave of absence are considered to be still enrolled and continuing.
- ***Completers (E)*** – Number of students who completed their program and received their degree, diploma or certificate during the reporting year.
- ***Employed (F)*** – Number of students reported in **E** who found new employment in a training-related field, students who advanced with their current employer as a direct result of training provided by the school, or students whose employer required completion of the program.
- ***Program Met Expectations (G)*** – Percentage of all completers who report on a school survey that the program met their learning expectations.
- ***Satisfied With School (H)*** – Percentage of all completers who reported on a school survey that they were satisfied with the school.

Student Outcomes

Sharing Outcomes Data

- Transparency is a key element of accountability.
- Data must be disseminated to others.
 - Legislators
 - Public
 - Counselors
 - Students
- How is information shared?
 - Directory
 - Website

Resources & Information

Student Resources

Schools & Programs
Exempt Schools
Student Complaints
Closed Schools
Transcript Requests

School Resources

Starting A New School
Approved School Forms
School Renewal
Annual Conference

Employer Resources

Academic Credentials
Degree & Diploma Mills
Teacher Education

News Room

Administrative Actions
Newsletter
Press Releases

About the EAB

Members & Meetings
Regulatory Policy
Strategic Plan
Frequent Questions
Contact Us



Welcome to the EAB

The Educational Approval Board (EAB) is a postsecondary education agency that exists to protect Wisconsin's consumers and advocate for choices to innovative and quality education programs, by overseeing private for-profit postsecondary schools, out-of-state nonprofit colleges and universities, and in-state nonprofit institutions incorporated after 1991. Information about the types of institutions the EAB does not regulate is available from a listing of [exempt schools](#).

Our Mission Statement

To protect Wisconsin's consumers and advocate for choices to innovative and quality education programs.

Strategic Values & Goals

- Assure Wisconsin consumers that EAB-approved schools are well run, educationally sound, and financially stable.
- Protect consumers and schools through regulatory enforcement and processes that are reasonable, consistent, firm, fair, and timely.
- Raise the awareness and understanding of the Educational Approval Board and the schools it oversees.
- Demonstrate a commitment to the education sector by enhancing the educational choices for students.

Explore Our Web Site:

- Use our improved [school search](#) tool to find an approved school.
- [Approved Schools Directory](#)  (1.5 MB) which supports interactive navigation.
- What [types of schools](#) are not subject to EAB approval.
- Learn the difference between state [approval and accreditation](#).
- Need directions for [visiting the EAB?](#)

What's New?

[Winter Newsletter](#)  (111 KB)

At A Glance...

April 2006:
Newsletter Published

April 23-26, 2006:
NASASPS Conference

May 15, 2006:
Second Renewals Due

May 29, 2006:
Office Closed - Memorial Day

June 22, 2006:
EAB Board Meeting

Of Special Interest...

Student Outcomes Data
EAB Regional Meetings
[>Final Report](#)  (126 KB)
[>Proposed Definitions](#)  (36 KB)

Resources & Information

Student Resources

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[Home](#) > [Approved Schools and Programs](#)

Approved Schools and Programs

Choosing a school and program of study is an important decision. You will be investing time and money for an education and you expect that education will lead to employment, career enhancement and/or a career change. To assist with investigating the options available to you, this page provides several ways to help you find the school and program that best fits your needs.

Tip: You may also want to review information about what [EAB approval](#) means and how it is different from [accreditation](#), as well as information about [degree and diploma mills](#).

Methods of Locating an EAB Approved School or Program

Information about approved schools and programs can be obtained by using the search features available below or by downloading a copy the [Wisconsin Directory of Private Postsecondary Schools](#)  (1.5 MB). This directory supports [interactive navigation](#).

Note: A search for a particular school or program will yield the most current information available. Whereas the search feature draws information from the EAB's database which is generally updated weekly, the directory is produced once each year in February.

School and Program Search

We offer several ways to help you locate an EAB-approved school. You can search our database by **program name**, **city** (where an approved school has teaching locations), or **school name** by choosing the appropriate search type from the drop down selection. Optionally, you can locate an approved school by selecting a **category** in the category list below.

Find Approved Schools by Program Name, School Name or City

Program Name

Find Approved Schools by Program Category

CTRL-Click to select multiple categories

List of All Approved Schools
Accounting
Acting

Resources & Information

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[Home](#) > [Approved Schools](#) [School Search](#) > [Search Results By Category](#)

Search Results By Category

Click on a school name for detailed information about a school, including location(s), profile, and contact information.

Results for all schools:

[Adelman Travel Academy](#)
[Alignment Yoga](#)
[Allied Healthcare Institute](#)
[American Home Inspectors Training Institute, Ltd.](#)
[American Institute for Paralegal Studies, Inc.](#)
[American Institute of Taxidermy](#)
[Art Instruction Schools, Inc.](#)
[Associated Training Services Corporation](#)
[At-Home Professions](#)
[Aurora University - Lake Geneva Campus](#)
[Badger Material Handling Training Center - INACTIVE](#)
[Badger State Repair School](#)
[Barbizon School of Modeling](#)
[Bartending Academy](#)
[Bartending College](#)
[Becker Professional Review](#)
[Blue Sky School of Professional Massage and Therapeutic Bodywork](#)
[Body Integration](#)
[Brown College](#)
[Bryant & Stratton College](#)
[Capella University](#)
[CDL Solutions LLC - INACTIVE](#)
[CenterPoint](#)
[CHI Energy Massage & Bodywork - INACTIVE](#)
[College of St. Scholastica \(The\)](#)
[Dairyland Diesel Driving School](#)
[Dan Rinehart Taxidermy School](#)
[Dearborn Financial Institute](#)
[DeVry University](#)
[Diesel Truck Driver Training School, Inc.](#)
[East-West Healing Arts Institute, Inc.](#)

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School Search Detail

Aurora University - Lake Geneva Campus

PO Box 210
 Williams Bay , WI 53191-0210

Phone: (262) 245-8564
 Alternate Phone: (262) 245-8569
 Fax: (262) 245-8565
 Email: bduncan@aurora.edu
 Website: www.aurora.edu/gwcampus

Description	Programs	Locations	Student Outcomes	Profile	Financial Aid
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Date First Approved:
 12/11/1996

Accredited By:
 North Central Association of Colleges and Schools (NCA)

School Description:
 Aurora University's Master of Arts in Teaching, Master of Arts in Educational Leadership, Master of Arts with Teacher Certification and Master of Arts in Reading Instruction programs are offered in collaboration with school districts and agencies involved in school improvement. Aurora welcomes an active role from partners in the delivery of the program to achieve the goals. Additionally, the programs are offered at the Lake Geneva Campus of Aurora University. Other new programs offered at the Lake Geneva Campus are the Bachelor's Degree in Science, the Master of Social Work, and the Master of Recreation Administration and the Master of Business Administration.

Founded in 1893, Aurora University in Aurora, Illinois, is accredited by the North Central Association. The Master's degree program outcomes emphasize:

- . ability to achieve "best practice" integrating contemporary theoretical and practical perspectives;

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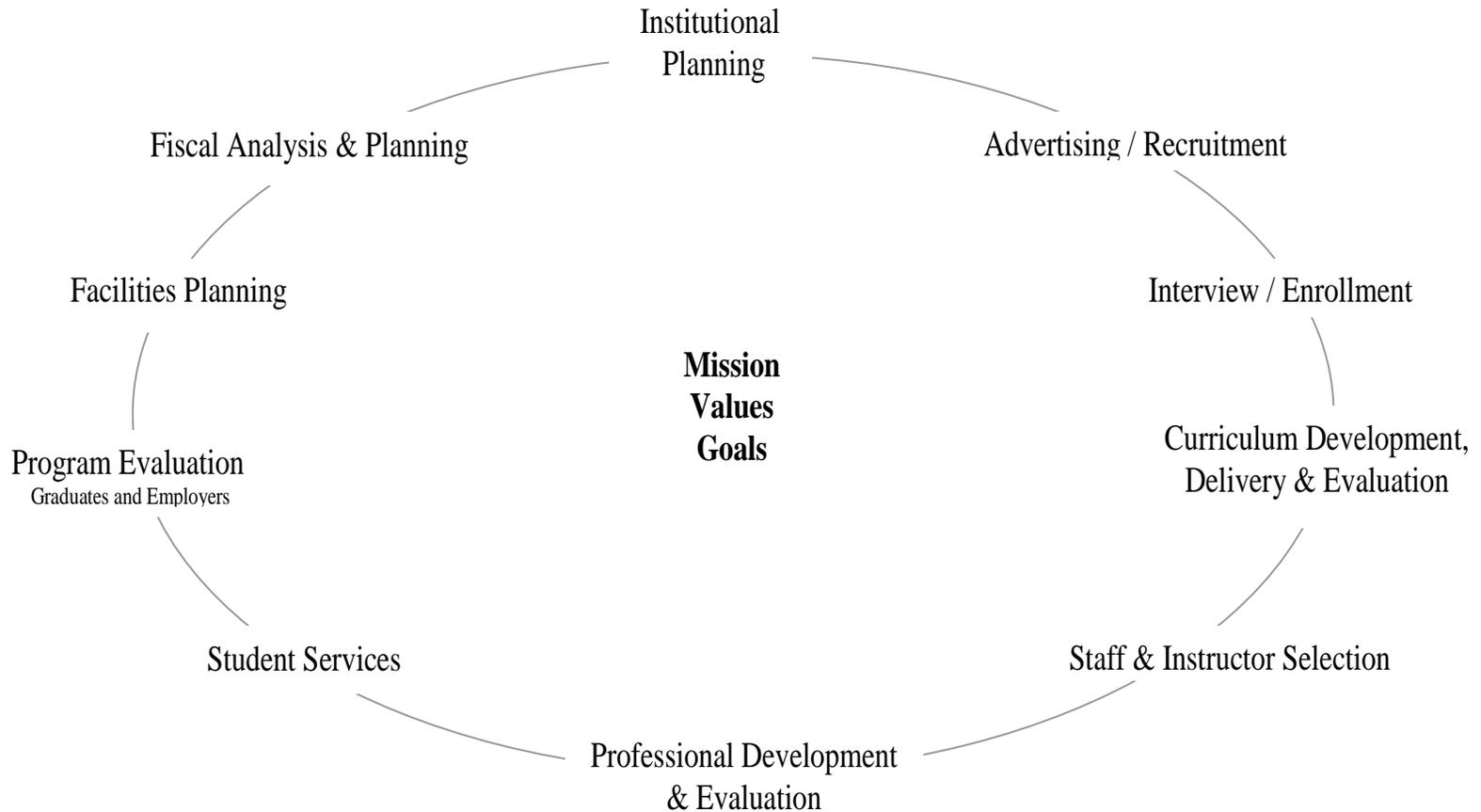
Description	Programs	Locations	Student Outcomes	Profile	Financial Aid
Definition of terms					
Student Outcomes by Program 7/1/2004 - 6/30/2005					
Program Name / Length	Enrollees	Graduates	Dropouts	Employed	Cont. Ed.
Bachelor of Science in Organizational Leadership 120 Semester Credits	18	0	2	N/A	N/A
Bachelor of Science in Recreation Administration 120 Semester Credits	0	0	0	0	0
Bachelor of Science: Organizational Leadership, Communications, and Marketing 120 Semester Credits	4	1	1	N/A	1
Master of Arts in Educational Leadership 36 Semester Credits	51	7	7	N/A	N/A
Master of Arts in Teacher Certification 26 Semester Credits	96	29	11	N/A	N/A
Master of Arts in Teaching 36 Semester Credits	45	10	7	N/A	1

Student Outcomes

Outcomes and Institutional Effectiveness

- Student outcomes tells us something important about the institutional systems.
- Systems are essentially the same across different types of institutions.
- Student outcomes analysis is critical in institutional planning and goal setting.

Institutional Systems



Student Outcomes

Conclusions

- Why are we focused on student outcomes?
 - Accountability
 - Institutional Effectiveness
 - Consumer Protection
- What do we want to accomplish?
 - Reliable / Useful Data
 - Transparency
 - Foster Conversation w/ Schools
 - Long Term Improvement
- How we are progressing?
 - Difficult Work
 - Regional Meetings
 - Schools Conference
 - Seeking Input
 - Verification/Benchmarking
- What's left to be done?
 - Board Understanding & Support
 - Statutory Changes
 - Updating Processes
 - Continued Dialogue w/ Schools

The Accreditor Perspective

- What lessons have you learned from your accrediting agencies focus on student outcomes?
- How has using student outcome data lead to institutional improvement and effectiveness?
- For states moving in this direction, what are 3 steps they should take & 3 missteps they should they avoid?

Questions and Answers