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Abstract

Accountability is among the least understood policy issues in higher education (Burke 2005). The rapid rise in tuition costs in both public and private institutions (Heller 2006) in all corners of the globe (Altbach, Reisberg, and Rumbley 2009) has challenged the idea of higher education as a public good. Student learning outcomes is one significant response and has garnered tremendous attention. Universities have implemented robust assessment processes in academic areas. Similar changes are underway in university research where principle investigators are now required to submit assessment and evaluation plans to funding agencies. However the accountability movement has seemingly overlooked large segments of the enterprise. Administrative areas such as information technology, facilities, athletics, and finance have been less transparent. Attempts to assess these non-academic units have previously relied on corporate practices and have taken a consumerist approach. This article looks at the idea of administrative assessment and advances a new technique designed to more closely align educational philosophy while responding to calls for quality, efficiency, and effectiveness in higher education. (HRK / Abstract übernommen)