Using NSSE Data in Accreditation

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Webinar Outcomes

Gain a better understanding of:

› How NSSE items map to accreditation standards

› The potential use of NSSE data in self studies and quality improvement plans

› What the updated survey offers relevant to accreditation

› Strategies to involve faculty, administrators and students
Webinar Poll # 1: What’s Your Region?
Webinar Poll # 1: What’s Your Region?

a. Middle States  e. Northwest
b. NEASC  f. WASC
c. SACS
d. North Central HLC

What program accreditation (AACSB, NCATE, ABET?) does your institution have?
Rationale for Using NSSE in Accreditation

- Measures effectiveness in key areas
- Systematically identifies areas of strength & for improvement
- Enables benchmarking against similar & aspirational peer groups
- Results reveal how students use institutional resources
- Participation in survey demonstrates ongoing evaluation, institutional improvement, and effectiveness activities
- Results are accessible and understandable by various internal & external stakeholders
Most Salient for Accreditation…

- Student engagement results are a **direct indicator** of students’ exposure to effective practice.
- And, because survey measures participation in effective educational practices, it provides an **indirect measure** of student learning.

**NSSE results** indicate areas for improvement and are “actionable” – thus, appropriate for inclusion in quality improvement plans.
NSSE and accreditation: Concerns

- **Failing to make use of NSSE results**
  - Years of results are simply not referenced
  - Data only partially presented, revealing faults is feared
  - Worries about validity, or “self-report” as evidence, limit use

- **Data lack contextualization, or are not supported with relevant discussion or complementary evidence**
  - Data don’t speak for themselves, engagement must be explained in the context of institutional mission and educational effectiveness, and combined with direct evidence
Types of Measures

Process Measures (Indirect)
- Evidence of effective educational activity by students and institutions

Outcome Measures (direct)
- Evidence of what students have learned or can do
Importance of Process & Outcomes Measures

- Need both process and outcome measures
  - Process measures identify what contributes to outcomes, and where action is needed
  - Outcome measures provide evidence of goal, but alone don’t suggest what to improve

- Combine process and outcome data to tell the most complete story about educational effectiveness and/or how to improve

- NSSE measures are a good proxy for desirable learning outcomes.
NSSE Accreditation Webinar: Poll 2

How does your institution use NSSE in accreditation & quality improvement plans?

a. Results shared with accreditation committees, combined with other data in self-study report; part of improvement plans

b. Results are referenced in self-study narrative, and provided as evidence

c. Results are simply appended to evidence section of self-study, & included in data for visit team

d. Results were not used for accreditation

e. Plan to use results in accreditation
NSSE Accreditation Toolkits

Guide to Help Maximize the Use of NSSE Data in Accreditation

- Background information on using student engagement in accreditation
- Customized to each of the six regional accrediting bodies and several program accreditors
- NSSE items mapped to accreditation standards
- Institutional vignettes on using NSSE in accreditation
NSSE Accreditation Toolkits

NSSE Accreditation Toolkits provide suggestions for using NSSE results as evidence to support your institution’s accreditation efforts with an emphasis on mapping student engagement results to regional and professional accreditation standards.

Accreditation Toolkits Information Sheet

Regional Accreditation Toolkits

Toolkits provide suggestions for mapping student engagement results to regional accreditation standards. We also offer sample timelines to help you decide when and how often to collect student engagement data for integration into your accreditation process. Finally, we offer examples of how other institutions in your region have used NSSE in their accreditation efforts.

- Middle States Commission on Higher Education (MSCHE)
- New England Association of Schools and Colleges (NEASC)
- Higher Learning Commission - North Central Association (HLC-NCA)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools (SACS)
- Western Association of Schools and Colleges (WASC)
- View Map of Regions

Specialized Accreditation Toolkits

Guidelines map NSSE survey items to professional accreditation standards related to specific areas of specialized study.

Institutions Using NSSE for Accreditation

Centenary College of Louisiana
The process of developing its Quality Enhancement Plan (QEP) in support of reaffirmation by Southern Association of Colleges and Schools (SACS), offered Centenary the opportunity to further increase its emphasis on experience-based curriculum, particularly in a global framework. The QEP is titled “C4: A Quality Enhancement Plan of Experiential Learning,” where the four C’s are “Centenary, Career, Culture, and Community.”

Norfolk State University
Meeting AACSB standards in the School of Business at Norfolk State is a faculty-driven process. Feedback from students and campus stakeholders on the efficacy of the curricula as well as its delivery is collected to inform a comprehensive and multi-faceted process to assess course learning outcomes. The process has six objectives. NSSE results are used to support Objective #3, which aims to “understand the factors that help students learn more effectively and to succeed in school and at the workplace.”

Comments about the...

http://nsse.iub.edu/html/accredToolkits.cfm
The Updated Accreditation Toolkits

Each regional toolkit includes:

- Introduction and rationale
- Notes about the 2013 update
- Mapped NSSE Items to the criteria or standards
- Institutional examples
- Accreditation Tips
- And more!
<table>
<thead>
<tr>
<th>NSSE 2013 Survey Items</th>
<th>SACS Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. During the current school year, about how often have you done the following?</td>
<td></td>
</tr>
<tr>
<td>a. Asked questions or contributed to course discussions In other ways</td>
<td>3.3.1.1</td>
</tr>
<tr>
<td>b. Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>3.3.1.1</td>
</tr>
<tr>
<td>c. Come to class without completing readings or assignments</td>
<td>3.3.1.1</td>
</tr>
<tr>
<td>d. Attended an art exhibit, play, dance, music, theater, or other performance</td>
<td>2.10</td>
</tr>
<tr>
<td>e. Asked another student to help you understand course material</td>
<td>2.1</td>
</tr>
<tr>
<td>f. Explained course material to one or more students</td>
<td></td>
</tr>
<tr>
<td>g. Prepared for exams by discussing or working through course material with other students</td>
<td>3.3.1.1</td>
</tr>
<tr>
<td>h. Worked with other students on course projects or assignments</td>
<td>3.3.1.1</td>
</tr>
<tr>
<td>i. Gave a course presentation</td>
<td>3.3.1.1</td>
</tr>
<tr>
<td>2. During the current school year, about how often have you done the following?</td>
<td></td>
</tr>
<tr>
<td>a. Combined ideas from different courses when completing assignments</td>
<td>3.3.1.1</td>
</tr>
<tr>
<td>b. Connected your learning to societal problems or issues</td>
<td>2.7.3, 3.3.1.1</td>
</tr>
<tr>
<td>c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</td>
<td>2.7.3, 3.3.1.1</td>
</tr>
<tr>
<td>d. Examined the strengths and weaknesses of your own views on a topic or issue</td>
<td>2.7.3, 3.3.1.1</td>
</tr>
<tr>
<td>e. Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective</td>
<td>2.7.3, 3.3.1.1</td>
</tr>
<tr>
<td>f. Learned something that changed the way you understand an issue or concept</td>
<td>2.7.3, 2.10, 3.3.1.1</td>
</tr>
<tr>
<td>g. Connected ideas from your courses to your prior experiences and knowledge</td>
<td>2.7.3</td>
</tr>
<tr>
<td>3. During the current school year, about how often have you done the following?</td>
<td></td>
</tr>
<tr>
<td>a. Talked about career plans with a faculty member</td>
<td>2.10, 3.3.1.1, 3.3.1.1, 3.4.9, 3.4.10, 3.7.1</td>
</tr>
<tr>
<td>b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)</td>
<td>2.10, 3.4.2</td>
</tr>
<tr>
<td>c. Discussed course topics, ideas, or concepts with a faculty member outside of class</td>
<td>2.10, 3.7.1</td>
</tr>
<tr>
<td>d. Discussed your academic performance with a faculty member</td>
<td>3.3.1.1, 3.4.9, 3.4.10,</td>
</tr>
</tbody>
</table>
Approaches to using NSSE-Accreditation standard maps

- Caution – it’s not a formula, the map is a guide for consideration
- Create short reports of NSSE results specific to standards and provide to your campus accreditation team or units responsible for compiling evidence and invite their interpretation
- Weave NSSE results with other direct and indirect evidence in narrative about standards
Connecting NSSE Data to Accreditation Standards (Example)

Accreditation Standard: “Demonstrate effectiveness of student academic and social support services

Evidence for Institutional Self-Study:

Information about availability & student use of learning support, peer study groups, tutoring and counseling services

• NSSE indicates FY & SR believe institution emphasizes spending time studying and support for student success; 79% seniors tutored or taught peers; positive correlation between peer collaboration outside of class, satisfaction and first-year retention; data higher than peer institutions

• Positive student satisfaction survey results about support services

Area for improvement – SR indicate low gains in writing; completing drafts of papers; institution responds with examination of writing requirement in SR capstone and targets SR for increased use of writing center
Accreditation Standard: “Demonstrate effectiveness of student academic and social support services”

Thinking about the NSSE survey:
• What NSSE items relate to this standard?
• What analyses could help demonstrate effectiveness on this standard?
Summary -- Mapping NSSE to Accreditation Standards

1. Begin with audit of extant data that can be used for accreditation
2. Always use multiple sources
3. Be open to all the ways NSSE data can be used, and be sure to contextualize results
4. NSSE is most meaningful when coupled with other forms of formative & summative data
HOW CAN NSSE BE USED IN QUALITY IMPROVEMENT PLANS?
Using NSSE Data in Self-Studies and Quality Improvement Plans

- **Institutional Reflection**
  - Establishing a baseline
    - “Where we started…”
    - Strengths & Weaknesses
  - Examining trends over time

- **Starting a New Project**
  - A Tool to look within student feedback
  - Examining specific student populations

- **Looking Forward**
  - Establishing a baseline
  - Setting future goals
  - Evaluate institutional improvement efforts
UPDATED SURVEY PROVIDES:

- New items,
- Topical modules, and
- Actionable engagement indicators
From Benchmarks to Engagement Indicators and High-Impact Practices

**NSSE Benchmarks 2000–2012**

- **Level of Academic Challenge**
  - Expanded to focus on distinct dimensions of academic effort, including new topics of interest. In addition, key items on reading, writing, and study time will be reported in this theme.

- **Active and Collaborative Learning**
  - Modified to emphasize student-to-student collaboration. Updated diversity items from Enriching Educational Experiences have been moved here.

**Engagement Indicators**

- **Higher-Order Learning**
- **Reflective & Integrative Learning**
- **Learning Strategies**
- **Quantitative Reasoning**

**Theme: Academic Challenge**

- **Collaborative Learning**
- **Discussions with Diverse Others**

**Theme: Learning with Peers**
# The Updated NSSE Engagement Indicators (FY & SR)

## From Benchmarks to Engagement Indicators and High-Impact Practices

<table>
<thead>
<tr>
<th>NSSE Benchmarks 2000–2012</th>
<th>Key Changes</th>
<th>Engagement Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student-Faculty Interaction</strong></td>
<td>The updated Student-Faculty Interaction indicator is joined by a second measure about effective teaching practices.</td>
<td><strong>Student-Faculty Interaction</strong></td>
</tr>
<tr>
<td><strong>Supportive Campus Environment</strong></td>
<td>Expanded to focus separately on interactions with key people at the institution and perceptions of the institution’s learning environment.</td>
<td><strong>Effective Teaching Practices</strong></td>
</tr>
</tbody>
</table>

*Theme: Experiences with Faculty*

<table>
<thead>
<tr>
<th><strong>Quality of Interactions</strong></th>
<th><strong>Supportive Environment</strong></th>
</tr>
</thead>
</table>

*Theme: Campus Environment*
The Updated NSSE

From Benchmarks to Engagement Indicators and High-Impact Practices

NSSE Benchmarks 2000–2012

Key Changes

Enriching Educational Experiences

Selected items are reported separately as High-Impact Practices. Items measuring discussions with diverse others were moved to Learning with Peers.

High-Impact Practices

- Learning Community
- Service-Learning
- Research with a Faculty Member
- Internship or Field Experience
- Study Abroad
- Culminating Senior Experience
EXAMPLE: Engagement Indicators and Accreditation

- **EVIDENCE:** NSSEville EI scores

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>NSSEville State</th>
<th>Public Research Univ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Mean</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>21.7</td>
<td>19.2 **</td>
</tr>
<tr>
<td>Effective Teaching Practices</td>
<td>39.9</td>
<td>38.9 *</td>
</tr>
</tbody>
</table>

Notes: Results weighted by gender and enrollment status (and institution size for comparison groups): *p<.05

- Item level results suggest specific strengths

<table>
<thead>
<tr>
<th>Student-Faculty Interaction</th>
<th>NSSEville State</th>
<th>Public Research Univ</th>
<th>Large Public</th>
<th>NSSE 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students who responded they &quot;Very often&quot; or &quot;Often&quot;...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3a. Talked about career plans with a faculty member</td>
<td>33 %</td>
<td>30 %</td>
<td>29 %</td>
<td>32 %</td>
</tr>
<tr>
<td>3b. Worked with a faculty member on activities other than coursework (committees, student groups)</td>
<td>22 %</td>
<td>18 %</td>
<td>17 %</td>
<td>18 %</td>
</tr>
<tr>
<td>3c. Discussed course topics, ideas, or concepts with a faculty member outside of class</td>
<td>26 %</td>
<td>23 %</td>
<td>22 %</td>
<td>24 %</td>
</tr>
<tr>
<td>3d. Discussed your academic performance with a faculty member</td>
<td>31 %</td>
<td>25 %</td>
<td>25 %</td>
<td>28 %</td>
</tr>
</tbody>
</table>
EXAMPLE: Engagement Indicators and Accreditation

- **EVIDENCE**: NSSEville EI scores

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>Mean</th>
<th>Mean</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Faculty Interaction</td>
<td>21.7</td>
<td>19.2</td>
<td><strong>.18</strong></td>
</tr>
<tr>
<td>Effective Teaching Practices</td>
<td>39.9</td>
<td>38.9</td>
<td><strong>.08</strong></td>
</tr>
</tbody>
</table>

*Notes: Results weighted by gender and enrollment status (and institution size for comparison groups): *p < .05*

- **ACTION**: Examine individual item scores within ET to identify where improvement may be warranted

  **Effective Teaching Practices**

  - 5a. Clearly explained course goals and requirements
    - NSSEville State: 80
    - Public Research Univ: 81
    - Large Public: 81
    - NSSE 2013: 82
  - 5b. Taught course sessions in an organized way
    - NSSEville State: 75
    - Public Research Univ: 79
    - Large Public: 79
    - NSSE 2013: 80
  - 5c. Used examples or illustrations to explain difficult points
    - NSSEville State: 76
    - Public Research Univ: 77
    - Large Public: 77
    - NSSE 2013: 78
  - 5d. Provided feedback on a draft or work in progress
    - NSSEville State: 66
    - Public Research Univ: 59
    - Large Public: 58
    - NSSE 2013: 65
  - 5e. Provided prompt and detailed feedback on tests or completed assignments
    - NSSEville State: 63
    - Public Research Univ: 58
    - Large Public: 57
    - NSSE 2013: 63

SFI and ET scores are comparatively high, evidence that University is achieving mission of high student-faculty contact & support for learning.
“Discussions with Diverse Others” Measure as evidence of diverse learning experiences

Discussions with Diverse Others

During the current school year, how often have you had discussions with people from the following groups:

- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own
Accreditation and Discussions with Diverse Others Items

- Assess institutional commitment to diverse learning experiences, measure of climate
- Assess multicultural affairs, diversity component in curriculum
- Deeper examination -- Where do diverse discussion levels vary? by student characteristics? Majors? Housing status…

**Discussions with Diverse Others**

*During the current school year, how often have you had discussions with people from the following groups:*

- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own
Examining Retention: What is the Relationship Between Quality of Interactions and Persistence?

**Quality of Interactions**

*Indicate the quality of your interactions with the following people at your institution:*

- Students
- Academic Advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (Registrar, financial aid, etc.)

For further analysis….Explore relationship between Quality of Interaction and students’ rating of their “entire educational experience” & “start over” items
Additional New Content

- Topical modules:
  - Academic advising
  - Civic engagement
  - Transferable skills
  - Writing
  - Technology
  - Experiences with diversity
  - Global Perspectives
  - Information literacy experiences

- Additional modules will be developed over time — send us your great ideas!
Developed in partnership with EDUCAUSE, these questions examine the role of technology in student learning, focusing on student use of technology and perceptions of institutional support.

SACSCOC Comprehensive Standard 3.4.12

The institution’s use of technology enhances student learning and is appropriate for meeting objectives of its programs. Students have access to and training in the use of technology.
Topical Module: Learning with Technology

Developed in partnership with EDUCAUSE, these questions examine the role of technology in student learning, focusing on student use of technology and perceptions of institutional support.

We want to know how technology relates to your learning. By “technology,” we mean any or all of the following:

- Hardware (desktop computer, laptop, tablet, smartphone, etc.)
- Software (word processing, spreadsheet, presentation, graphics, statistical, etc.)
- Online tools (communications, social networking, etc.)
- Web sites (for courses, library resources, etc.)

1. During the current school year, how much has your use of technology contributed to the following:

<table>
<thead>
<tr>
<th></th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Your understanding of course materials and ideas</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. Demonstrating your understanding of course content</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c. Learning, studying, or completing coursework on your own</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>d. Learning, studying, or completing coursework with other students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e. Distracting you from completing your coursework</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

2. During the current school year, how much have your courses improved your understanding and use of technology?

<table>
<thead>
<tr>
<th></th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

3. During the current school year, about how often have you used the following technologies in your courses?

<table>
<thead>
<tr>
<th></th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
<th>I don't know what this is</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Electronic textbooks</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. Online portfolios or e-portfolios</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c. Blogs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
3. **During the current school year, about how often have you used the following technologies in your courses?**

<table>
<thead>
<tr>
<th>Technology</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
<th>I don’t know what this is</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Electronic textbooks</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. Online portfolios or e-portfolios</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c. Blogs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>d. Collaborative editing software (Wikis, Google Docs, etc.)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e. Multimedia software (drawing, audio or video production, editing, etc.)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>f. Social networking (Facebook, Twitter, etc.)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>g. Mobile computing (handheld devices such as smartphones, tablets, etc.)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

4. **During the current school year, about how often have you used technology to communicate with the following people?**

<table>
<thead>
<tr>
<th>Person</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
<th>I don’t know what this is</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. Academic advisors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c. Faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>d. Student services staff (career services, student activities, housing, etc.)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e. Other administrative staff and offices (registrar, financial aid, etc.)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

5. **How much does your institution emphasize the following?**

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teaching with new, cutting-edge technologies</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. Providing technology to help you learn, study, or complete coursework</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c. Teaching you how to use available technologies to learn, study, or complete coursework</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>d. Providing support services to assist you with your use of technology</td>
<td>0</td>
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</tr>
</tbody>
</table>
When is your accreditation visit?

a. *Gulp!* visit in 2014 - 15!

b. Visit in 2016-17

c. We’re getting ready now for 2018- 2020

d. We’re big planners… visit in 2021 or later
NSSE and Regional Accreditation Timelines

Reaffirmation in a year or two?
- September – Register for NSSE
- Spring – NSSE administered
- August – Results Available
- Use the information as a baseline for areas of strength and improvement

Short Cycle
- Due in less than three years?
  - Year one – administer NSSE
  - Years two and three – review and share NSSE results with internal and external stakeholders

Long Cycle
- Seven to Ten Year Cycle
  - Year one or two – administer NSSE
  - Year three or four – administer NSSE
  - Allows time to implement assessment results, review impact
## Using NSSE to Demonstrate Institutional Improvement Example

### Strategy for demonstrating use of results for improvement:

- Two NSSE administrations, prior to completing self-study.
- Yr 1 NSSE = baseline
- Yr 2 review results, plan action
- Yr 3 implement
- Yr 4 NSSE = impact

<table>
<thead>
<tr>
<th>Sept 2014</th>
<th>• Register for NSSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>• Administer NSSE</td>
</tr>
</tbody>
</table>
| 2015-2016 | • Review NSSE results  
|           | • Develop action plans and area of focus |
| 2016-2017 | • Refine and implement your action plan |
| 2017 | • Register for 2018 NSSE to assess action plan |
| 2018 | • Administer NSSE  
|       | • Determine impact/changes on area of focus |
Important Accreditation
Timeline Consideration

Develop a communication plan for disseminating data to internal and external audiences and keep them abreast of progress

Web sites, annual reports, presidential speeches, retreats, student organizations, etc.
Case Western Reserve University

- They annually compile data from multiple sources and metrics from across campus, merging over 30 data sets to prepare reports specific to each academic department
- Prepared “The College Outcomes Report” in part for their 2015 HLC site visit
  - In the report they looked specifically at benchmarks longitudinally, across all past NSSE reports
  - Assembled NSSE data according to where it fit within each HLC Criteria
- Their HLC special project focuses on interdisciplinary research
Using NSSE for Accreditation
Institutional Examples

Augustana College (HLC-NEA)

• Self-study included NSSE results to support goals to increase participation in senior culmination experience and service learning, and to improve campus diversity.

California State University Sacramento (WASC)

• CSUC used NSSE results to support Criterion 2.10 under Standard 2.C. NSSE results were used as evidence that the institution gathers information about students' needs, experiences, and satisfaction.

Roger Williams University (NEASC)

• For Standard One, Mission and Purposes, RWU used NSSE results to confirm the rigor of its academic programs, experiential learning opportunities, and research activities.
NSSE & Specialized Accreditation

- Facilitated by Major Field reports and customization of major groups for these reports.
- NSSE Report Builder generates additional tailored comparison groups.

AACSB features examples of use from:
- California State University, Long Beach (CSULB);
- Tennessee Tech University (TTU);
- Norfolk State University;
- Oklahoma State University (OSU) Spears School of Business
Additional Tips and Considerations

- Use NSSE’s online Report Builder to generate tailored comparison reports (i.e. adult students at urban institutions)

- Review other institutions use of NSSE results

- View the gallery of Website Displays for examples of effective data displays, public sharing and narratives.
  
  www.nsse.iub.edu/links/website_displays
Final Reminders: NSSE & Accreditation

1. NSSE results are a direct indicator of what students put into their education and an indirect indicator of what they get out of it.

2. NSSE items can be used to analyze resources and appraise the effectiveness of the institution in fulfilling its mission.

3. NSSE data are actionable

4. Share NSSE results widely to expand the audience’s view of the accreditation data.

5. Use FSSE to identify areas of strength and to stimulate discussions related to improving teaching and learning

6. Share NSSE results with appropriate campus community members

7. NSSE results can help assess the degree to which the institution encourages contact among students
How does your institution use NSSE in accreditation and quality improvement plans?

Please type a line or two into chat or better yet, send us your story!

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