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## Mapping NSSE to Middle States Standards

A successful accreditation plan is authentic to each institution. However, an important step to developing an accreditation plan is to determine what evaluation practices are currently in place and the evidence that can be linked to accreditation standards. This document maps specific items from *The College Student Report* questionnaire to regional accreditation board standards. Individual NSSE items can be used as evidence of specific standards and overall NSSE findings and benchmark scores can be used to support and document institutional improvement efforts. Finally, NSSE results will be most meaningful when coupled with other measures of student learning outcomes from your campus.

	NSSE Items	Middle States Standards
1. A	cademic and Intellectual Experiences	
a.	Asked questions in class or contributed to class discussions	14
ь	Made a class presentation	12, 14
c.	Prepared two or more drafts of a paper or assignment before turning it in	14
d.	Worked on a paper or project that required integrating ideas or information from various sources	14
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing	6, 14
f.	Come to class without completing readings or assignments	14
g.	Worked with other students on projects during class	14
h.	Worked with classmates outside of class to prepare class assignments	14
I.	Put together ideas or concepts from different courses when completing assignments or during class discussions	14
j.	Tutored or taught other students (paid or voluntary)	14
k.	Participated in a community-based project as part of a regular course	14
l.	Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	12, 14
m.	Used e-mail to communicate with an instructor	14
n.	Discussed grades or assignments with an instructor	10, 14
о.	Talked about career plans with a faculty member or advisor	10, 14
p.	Discussed ideas from your readings or classes with faculty members outside of class	14
q.	Received prompt feedback from faculty on your academic performance (written or oral)	10, 14

## Middle States

## Middle States Commission on Higher Education

- The institution's mission clearly defines its purpose within the context of higher education and explains whom the institution serves and what it intends to accomplish. The institution's stated goals and objectives, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission. goals, and objectives are developed and recognized by the institution with its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.
- The human, financial, technical, physical facilities and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

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		1	TOOL TOURS
	Middle States Commission on Higher Education		
6	In the conduct of its programs and activities	r.	Worked harder than you thought you could to meet an instructor's standards or expectations
	involving the public and the constituencies it serves, the institution demonstrates	s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activitie etc.)
	adherence to ethical standards and its own stated policies, providing support to	t.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.
	academic and intellectual freedom.	u	Had serious conversations with students of a different race or ethnicity than your own
9	The institution provides student support services reasonably necessary to	v.	Had serious conversations with students who are very different from you in terms of their religious beliefs,
İ	enable each student to	2. N	<b>Mental Activities</b>
10	achieve the institution's goals for students.	a.	Memorizing facts, ideas, or methods from your courses are readings so you can repeat them in pretty much the same
10	The institution's instructional, research, and service programs are devised, developed,	b	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in
	monitored, and supported by qualified professionals.	c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and
11	The institution's educational offerings display academic content, rigor, and coherence	d	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness
	that are appropriate to its higher education mission. The institution identifies	e.	<b>Applying</b> theories or concepts to practical problems or in new situations
İ	student learning goals and	3. E	Examinations
	objectives, including knowledge and skills, for its educational offerings.		To what extent have your examinations during the current school year challenged you to do your best work?
12	The institution's curricula	4. F	Reading and Writing
	are designed so that students acquire and demonstrate	a.	Number of assigned textbooks, books, or book-length packs of course readings
	college-level proficiency in general education and	ь	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
	essential skills, including oral and written	c.	Number of written papers or reports of 20 pages or more
	communication, scientific and quantitative reasoning, critical analysis and	d	Number of written papers or reports between 5 and 19 pages
	reasoning, technological competency, and information	e.	r
L	literacy.	5. P	Problem Sets
		1	Number of problem gots that take you more than an hour t

		NSSE Items	Middle States Standards
	r.	Worked harder than you thought you could to meet an instructor's standards or expectations	11, 14
	s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	10, 14
	t.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	14
	u.	Had serious conversations with students of a different race or ethnicity than your own	6, 14
	v.	Had serious conversations with students who are very different from you in terms of their religious beliefs,	6, 14
2.	M	ental Activities	
	a.	<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same	12, 14
	b.	<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in	12, 14
	c.	<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and	12, 14
	d.	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of	12, 14
	e.	<b>Applying</b> theories or concepts to practical problems or in new situations	12, 14
3.	E	aminations	
	_	To what extent have your examinations during the current school year challenged you to do your best work?	11, 14
4.	Re	eading and Writing  Number of assigned textbooks, books, or	
	a.	book-length packs of course readings	11, 14
	ъ.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	14
	c.	Number of written papers or reports of 20 pages or more	11, 12, 14
	d.	Number of written papers or reports between 5 and 19 pages	11, 12, 14
	e.	Number of written papers or reports of fewer than 5 pages	11, 12, 14
5.	Pr	oblem Sets	
	a.	Number of problem sets that take you more than an hour to complete	11, 14
	b.	Number of problem sets that take you less than an hour to complete	11, 14

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		NSSE Items	Middle States	
6.	Cı	ılture, Health, and Spirituality	Standards	
	a.	Attended an art exhibit, gallery, play, dance, or other theater performance	12	
	b.	Exercised or participated in physical fitness activities		
	c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)		Middle States Commission on Higher Education
7.	Er	nriching Educational Experiences		13 Institutional programs or activities that are
	a.	Practicum, internship, field experience, co-op experience, or clinical assignment	13, 14	characterized by particular content, focus, location, mode of delivery, or sponsorship
	b.	Community service or volunteer work	6, 13, 14	meet appropriate standards.
	c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	13, 14	14 Assessment of student learning demonstrates that the institution's students have
	d.	Work on a research project with a faculty member outside of course or program requirements	10, 13, 14	knowledge, skills, and competencies consistent with institutional goals and that
	e.	Foreign language coursework	14	students at graduation have achieved appropriate higher
	f.	Study abroad	13, 14	education goals.
	g.	Independent study or self-designed major	13, 14	
	h.	Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	13, 14	
8.	Q	uality of Relationships		
	a.	Relationships with other students	6	
	b.	Relationships with faculty members	6, 9, 10	
	c.	Relationships with administrative personnel and offices	5, 6, 9	
9.	Ti	me Usage		
	a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other	9, 14	
	b.	Working for pay on campus		
	c.	Working for pay off campus		
	d.	Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority,	11	
	e.	Relaxing and socializing (watching TV, partying, exercising, etc.)		

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		NSSE Items	Middle States Standards
	f.	Providing care for dependents living with you (parents, children, spouse, etc.)	
	g.	Commuting to class (driving, walking, etc.)	
10.	In	stitutional Environment	
	a.	Spending significant amounts of time studying and on academic work	1, 14
	b.	Providing the support you need to help you succeed academically	1, 9
	c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	1, 6
	d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	1, 9
	e.	Providing the support you need to thrive socially	1, 9
	f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	1, 11
	g.	Using computers in academic work	1, 12
11.	E	lucational and Personal Growth	
	a.	Acquiring a broad general education	12, 14
	b.	Acquiring job or work-related knowledge and skills	12, 14
	c.	Writing clearly and effectively	12, 14
	d.	Speaking clearly and effectively	12, 14
	e.	Thinking critically and analytically	12, 14
	f.	Analyzing quantitative problems	12, 14
	g.	Using computing and information technology	12, 14
	h.	Working effectively with others	14
	i.	Voting in local, state, or national elections	6
	j.	Learning effectively on your own	14
	k.	Understanding yourself	б
	1.	Understanding people of other racial and ethnic backgrounds	6

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	NSSE Items	Middle States Standards
m	Solving complex real-world problems	12, 14
n.	Developing a personal code of values and ethics	6, 14
o.	Contributing to the welfare of your community	6
p.	Developing a deepened sense of spirituality	6
A	cademic Advising	
12.	Overall, how would you evaluate the quality of academic advising you have received at your institution?	9
Sa	atisfaction	
13.	How would you evaluate your entire educational experience at this institution?	14
14.	If you could start over again, would you go to the same institution you are now attending?	

"Accrediting bodies are also moving away from seeking institutional conformity to encouraging individuality. Many accrediting agencies now recognize that their mission is to provide guidance for the accreditation review, not to rely on some third-party set of standards. This approach is part of accrediting associations' general movement away from the philosophy of external review of resource inputs to more emphasis on self-evaluation, outcomes assessment, and formative development."

— Alstete, J. W. (2004). Accreditation matters. *ASHE-ERIC Higher Education Reports*, 30(4), 1-131.