

Nuggets from NSSE & FSSE on Student Learning Outcomes for Accreditation

Presented by Dr. Ed Rugg, Director of Institutional Effectiveness & SACS Liaison, Kennesaw State University, at the Regional NSSE Users' Workshop at UCF on February 14, 2005

Evidence of Student Learning: The Gold Standard for Accreditation

- Institutional and program accreditors have stepped up demands for **evidence that student learning outcomes are being achieved and improved.**
- Finding such evidence is often like **panning for gold.**

NSSE & FSSE Produce Mountains of Summary Data and Analyses

- Lengthy survey instruments and many potential comparators and comparisons
- The Institutional Report's three-inch binder
- An overwhelming array of data and comparative summaries

Panning for Nuggets from NSSE & FSSE

If evidence of student learning is what you're looking for, most of the mountain is not gold, but there is gold in "them thar hills" !



No Maps or Directions for Gold Mining and Prospecting



- ❖ **You're on your own in the search for gold**
- ❖ **You're welcome to work our claim—there's bound to be more gold where ours came from!**

Key SACS/COC Comprehensive Standards for Accreditation

- 3.5.1 The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.
- 3.4.14 The institution's use of technology enhances student learning....

A Key SACS/COC Standard Not Addressed in NSSE's Toolkit



3.4.1 The institution demonstrates that each educational program for which academic credit is awarded...establishes and evaluates program and learning outcomes.

How Do We Know It's Gold?

It's **Gold--a Student Learning Outcome**--if it is:

1) **What Students Know (Knowledge)**

or

2) **What Students Can Do (Skills)**

or

3) **What Student's Are Like (Dispositions)**

Golden Items in NSSE & FSSE

NSSE #11(a-p) & FSSE #21 (a-n)
"Educational & Personal Growth"

"To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?...."

Simple Tools May Work Best When Prospecting for Gold

– Collapsing four response categories into two simplifies analysis and interpretation. How much of a real difference is there anyway between "Quite a Bit" and "Very Much" ?

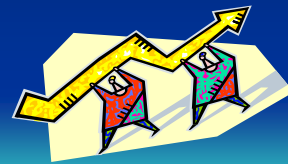
– Frequency counts and percentages are more easily understood (and defended with this type of data) than means, standard deviations and effect sizes.

Large Nuggets at KSU: Nine Fundamentals

- 11 a **Broad General Education**
- 11 e **Thinking Critically & Analytically**
- 11 g **Using Information Technology**
- 11 c **Writing Clearly & Effectively**
- 11 h **Working Effectively with Others**
- 11 j **Learning Effectively on Your Own**
- 11 f **Analyzing Quantitative Problems**
- 11 d **Speaking Effectively & Clearly**
- 11 b **Acquiring Work-Related Knowledge/Skills**

Does More Time in the Mine Yield More Gold?

Are there **Gains in Learning** from the
First Year to the Fourth Year



Small Nuggets at KSU

- 11 k Understanding yourself
- 11 m Solving complex real-world problems
- 11 l Understanding people of other racial and ethnic backgrounds
- 11 n Developing a personal code of values and ethics

Gold Dust at KSU

- 11 o Contributing to your community
- 11 i Voting in local, state, or national elections
- 11 p Developing a deepened sense of spirituality

FSSE Strikes Gold Too

NSSE used a pan

FSSE used a pick

Both struck gold at neighboring claims



More Golden Items

NSSE # 2 (a-e) & FSSE # 20 (a-e)
“Mental Activities”

Bloom's **Lower-Order/Higher-Order Learning**

- a) Memorizing
- b) **Analyzing**
- c) **Synthesizing**
- d) Making Judgments
- e) Applying

Some Mines Produce More Gold



- ❖ Significantly more of our students learn much about using computer and information technology

NUGGETS FROM NSSE & FSSE

Not Fools Gold



The Real Thing

Your Turn for Q & A



This Presentation
and
NSSE/FSSE Reports
are available at

www.kennesaw.edu/ie

