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Accreditation Toolkit

For the Western Association of Schools and Colleges (WASC)
Mapped to Community College Survey of Student Engagement (CCSSE) Items

“Increasing attention is paid to the importance of colleges and universities in combating a severe recession and building the future of our society. Unprecedented amounts of new federal money are now available for students and institutions alike. Community colleges have emerged as the centerpiece of building educational capacity, a result of the new administration’s powerful focus on access and success. This may be a new era.

However new, the emerging era is still captive to some familiar and ‘old’ issues. One of the most important for higher education is ‘accountability’: colleges and universities answering to students and society about what has been done to assure success with student learning and overall institutional performance. Accountability is about demonstrating that resources available to institutions yield presumed educational gains.”

Judith S. Eaton,
President
Council for Higher Education Accreditation

Inside Accreditation, June 2009

Introduction and Rationale for Using CCSSE in Accreditation

Participation in the Community College Survey of Student Engagement (CCSSE) provides institutions with many benefits. One of the most important ways member colleges report using CCSSE data is in the accreditation process. Accreditation in higher education is a collegial process of self-review and peer review for improvement of academic quality and public accountability for institutions and programs. This quality review process occurs on a periodic basis, usually every 3 to 10 years. Typically, it involves three major activities:

- A self-study by an institution or program using the standards or criteria of an accrediting organization;
- A peer review of an institution or program to gather evidence of quality; and
- A decision or judgment by an accrediting organization to accredit, accredit with conditions, or not accredit an institution or program.

Accreditation agencies are now giving less weight to indicators that represent institutional resources, such as library holdings, and inputs, such as student characteristics. Instead, evidence of student learning is emphasized. Indeed, regional associations and various specialized accrediting organizations are urging colleges and universities to more thoroughly measure student learning, and to demonstrate that processes are in place to assess and enhance learning outcomes and institutional effectiveness on an ongoing basis.

While *CCSSE* data are not direct measures of student outcomes, they are direct measures of student behaviors. That is, the *CCSSE* instrument measures the extent to which students are engaged in educationally meaningful activities that are empirically linked to student success.

Additionally, regional and discipline- or program-specific accreditation standards encourage institutions to focus on self-evaluation and formative reviews that guide improvement efforts. Thus, rather than developing a self-study as a stand-alone document for one-time use, community and technical colleges are more often including elements of strategic planning and program evaluations that can be used to identify areas in which they wish to improve. *CCSSE* data are especially valuable for this purpose. *CCSSE* results help answer key questions related to institutional policies and programs associated with high levels of student engagement and learning. The results are actionable; they point to aspects of institutional practice that can affect student behaviors: curriculum, pedagogy, instructional emphases, and campus climate.

Colleges vary in their use of student engagement data in the accreditation process. Approaches range from minimal use, such as including *CCSSE* results in a self-study appendix, to systematic incorporation of *CCSSE* results over a multi-year period. This toolkit suggests ways to incorporate *CCSSE* into regional accreditation processes with an emphasis on mapping student engagement results to correlating standards. By doing this work, colleges may demonstrate the impact of improvement initiatives on student behaviors and the efficacy of modifications of policies and practices.

***CCSSE* as a Tool for Documenting Student Engagement**

CCSSE is a national survey that can help institutions measure effectiveness and quality in key areas of interest. The key to using *CCSSE* results is to see them as an indicator of students' involvement in educationally purposeful activities and as a way of understanding how students' experiences reflect the institution's effectiveness in meeting its unique mission and goals. Several examples of how student engagement data can be used to respond to accreditation goals follow:

- Student engagement results are useful for communicating with different groups of stakeholders, both internal and external.
- *CCSSE* results can yield insights into, and often challenge, widely-held assumptions about the nature of students' behaviors and experiences.
- The collection of information about student engagement and institutional effectiveness can be used as evidence of efforts to meet accrediting standards and continuously improve.
- Institutions can benchmark their performance against select peer comparison groups and *CCSSE* national norms.
- Used systematically over time, *CCSSE* data can illustrate (1) whether current institutional goals remain appropriate, (2) the extent to which a college is meeting its educational objectives, and (3) the areas of teaching and learning that are in need of improvement.

Accreditation Tips

The more *CCSSE* data can be linked to specific goals and initiatives, the greater power these data will have in demonstrating institutional improvement and student learning possibilities. As described on the following page, *CCSSE* data can be used in a variety of ways to support and document colleges' improvement efforts.

Tip #1

CCSSE items can provide an institution with data on how well it is fulfilling its mission. For example, many of the items reveal student perceptions of how experiences at the college have contributed to their knowledge and personal development. Additional items highlight students' experiences with support services provided by the institution. *CCSSE* results can therefore help demonstrate achievement in fulfilling a college's mission and meeting strategic goals.

Tip #2

The more widely a college shares its *CCSSE* data, the greater the role the findings can play in informing the accreditation process across the institution. A broad exposure to *CCSSE* benchmarks, for example, can provide individuals and departments with common terminology as they prepare accreditation documents and reports.

Many areas, such as student services (counseling, academic advising, financial aid, learning support programs, etc.), will find that survey items add additional insight into students' experiences with their services and processes.

Tip #3

The results from a *CCSSE* administration are practical in nature and can inform institutional improvement efforts.

Student responses to items on the survey, especially when

compared to the national cohort or a select comparison group of colleges, can reveal areas where the institution is doing well in fostering student success and areas where more focus is needed.



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Tip #4

The Community College Faculty Survey of Student Engagement (*CCFSSE*) is another tool that can enhance an institution's understanding of the student learning experience on its campus. *CCFSSE* captures the perceptions of faculty members on how engaged students are at their respective institutions. Together with *CCSSE*, these two measurement tools can illuminate areas where faculty perceptions and student behaviors align and areas where more discussion could be useful.

Tip #5

With an increasingly diverse student body, community and technical colleges and accrediting boards have realized the importance of developing institutional environments that support diversity. *CCSSE* includes multiple items that focus on students' experiences in interacting with people from different economic, social, and racial or ethnic backgrounds. The results from these items can assist an institution in measuring the extent to which its students are influenced by institutional efforts to value diversity at the college.

CCSSE and Regional Accreditation Timelines

CCSSE results can be used in many components of the institutional accreditation process. These include but are not limited to: (a) the self-study that responds to evaluation criteria established by the accrediting body, (b) the visit by the team of peer evaluators who gather additional evidence, and (c) the response to a decision by an accrediting body requesting an improvement plan or additional evidence of student learning and related areas.

When and how often to collect and integrate student engagement data in the accreditation process are decisions for each institution to address. The answers will vary, depending on several factors. Some colleges want to collect student engagement information to establish a baseline. Ideally, this would be done three to five years before preparing the self-study. The institution then has enough time to analyze, interpret, and vet the results of the first administration with appropriate audiences. The next steps would include identifying areas for improvement, taking action in these areas, and administering the survey in subsequent years to measure whether student and institutional performance are moving in the desired direction.

Just as many institutions have found it valuable to have multiple years of CCSSE results to establish a reliable baseline of data, many are combining CCSSE, CCFSSSE, and the Survey of Entering Student Engagement (SENSE) in order to expand and enrich the data they have available for responding to accrediting agencies. After establishing a baseline of data from which to work, many institutions administer CCSSE on a biennial or triennial basis. A planned administration cycle can maximize the use of student engagement data for most accreditation purposes; results can be presented to a team of peer evaluators or an accrediting body as additional evidence of assessment.

While the reasons institutions use CCSSE at different intervals vary, how frequently an institution should obtain student engagement data depends on the needs of a given institution. Here are some suggestions for determining when and how often to administer CCSSE as part of a self-study process, depending on the length of the accreditation cycle.

The CCSSE Benchmarks of Effective Educational Practice

Benchmarks are groups of conceptually related survey items that address key areas of student engagement. CCSSE's five benchmarks comprise 38 engagement items that reflect many of the most important aspects of the student experience. The benchmarks measure behaviors that educational research has shown to be powerful contributors to effective teaching, learning, and student retention.

The CCSSE benchmarks are:

- **active and collaborative learning**
- **student effort**
- **academic challenge**
- **student-faculty interaction**
- **support for learners**

Every college has a score for each benchmark. These individual benchmark scores are computed by averaging the scores on survey items composing that benchmark. Benchmark scores are standardized so that the mean—the average of all participating students—always is 50 and the standard deviation is 25.

The standardized scores provide an easy way to assess whether an individual college is performing above or below the mean (50) on each benchmark. They also make it possible for colleges to compare their own performance across benchmarks and with groups of similar colleges.

Visit www.ccsse.org to learn more about the CCSSE benchmarks.

Timeline for Administering CCSSE in a Short Accreditation Cycle

In a short accreditation cycle, the most useful time to register for and administer CCSSE and CCFSSSE is in the first year. CCSSE and CCFSSSE are administered each spring. Colleges must register by November 1 of the preceding year. Institutional reports, complete with analyzed results, are returned to participating colleges in July of the year in which the survey is administered.

In years two and three of the self-study, an institution can review and share its CCSSE and CCFSSSE (as well as SENSE) results across campus and determine a course of action to improve in specific areas. Please refer to the timeline on the following page.

EXAMPLE: Administering *CCSSE/CCFSSE/SENSE* in a 3-Year Accreditation Cycle

Year 1, fall

- Create a budget for accreditation process, including *CCSSE*, *CCFSSE*, and *SENSE* administration fees
- Select committee chair, steering committee, and working groups members
- Administer *SENSE* (Note: Must have registered by April 1 of the same calendar year in which the survey is administered)
- Register for *CCSSE* and *CCFSSE* by the November 1 deadline

Year 1, spring

- Administer *CCSSE* and *CCFSSE*
- Review accreditation standards and timeline
- Complete self-study design
- Create campus awareness of accreditation process and progress
- Working groups review *SENSE* results

Year 2

- Working groups review *CCSSE* and *CCFSSE* results (during fall) along with existing *SENSE* results and related institutional data for self-study
- Gather supporting materials such as faculty credentials and institutional financial reports
- Steering committee develops draft of self-study report

Year 3

- Prepare final self-study report to send to peer evaluation team and Commission
- On-site peer review in spring
- Commission team report issued

Summer or Fall after Year 3

- Notification of Commission action

Note: Timeline based on academic calendar

Timeline for Administering *CCSSE* in a Longer Accreditation Cycle

In a longer accreditation cycle, it may be wise to administer *CCSSE* and *CCFSSE* (as well as *SENSE*) multiple times. After obtaining a baseline of results that will assist the institution in identifying where to focus attention and implement campus improvement plans, additional survey administrations will help illuminate the impact of such initiatives.

EXAMPLE: Administering *CCSSE/CCFSSE/SENSE* in a 10-Year Accreditation Cycle

Years 1 & 2

- Create a budget for accreditation process, including *CCSSE*, *CCFSSE*, and *SENSE* administration fees
- Register for *CCSSE* and *CCFSSE* by the fall deadline of Year 1
- Administer *CCSSE* and *CCFSSE* in spring of Year 1; register for *SENSE* by the spring deadline of Year 1
- Administer *SENSE* in fall of Year 2

Years 3 & 4

- Select committee chair, steering committee, and working groups members
- Review accreditation standards and timeline
- Complete self-study design
- Create campus awareness of accreditation process and progress
- Working groups review *CCSSE*, *CCFSSE*, and *SENSE* results

Year 5

- Gather supporting materials such as faculty credentials and institutional financial reports

- Steering committee develops draft of self-study report
- Register for *CCSSE* and *CCFSSE* by the fall deadline
- Administer *CCSSE* and *CCFSSE* in spring; register for *SENSE* by the spring deadline

Year 6

- Administer *SENSE* in fall
- Prepare final self-study report to send to peer evaluation team and Commission
- On-site peer review in spring

Years 7 & 8

- Commission team report issued
- Demonstrate use of results from all surveys (*CCSSE*, *CCFSSE*, and *SENSE*) in institutional response to Commission team report

Years 9 & 10

- Register for and administer *CCSSE*, *CCFSSE*, and *SENSE* to demonstrate ongoing review/change based on improvement plan

Note: Timeline based on academic calendar

What if accreditation is around the corner?

For some institutions, a self-study or site visit review may be just a year away. In this case, *CCSSE* can still provide valuable information to colleges during a single year. Keep in mind that colleges must register for *CCSSE* by November 1 of the preceding calendar year in order to participate. The survey is administered during the spring academic term, and results are provided to colleges in July. This timeline offers institutions baseline data to demonstrate educational strengths and areas for improvement, and results to corroborate institutional evidence. In addition, subsequent *CCSSE* administrations can be used to evaluate institutional improvement efforts outlined in the self-study.

Mapping *CCSSE* to WASC Standards

A successful accreditation plan is unique for each institution. However, an important step for all institutions in developing an accreditation plan is determining what evaluation practices are currently in place and what evidence can be linked to accreditation standards. This toolkit is intended to be just one of many approaches to mapping *CCSSE* data to accreditation standards. *CCSSE* findings and benchmark scores may be used to support and document institutional improvement efforts, but will be most meaningful when coupled with other institutional measures of student learning outcomes.

Method Used to Map Standards

The remainder of this accreditation toolkit contains two components: the WASC Accreditation Map and the *CCSSE* Accreditation Item Key. The WASC Accreditation Map lists which *CCSSE* items align with WASC accreditation standards. The *CCSSE* Accreditation Item Key is a supplemental tool that displays the full text of the *CCSSE* items, highlights key concepts, and shows items mapped to standards for all accrediting regions.

The survey items in the *CCSSE* Accreditation Item Key are first organized by the *CCSSE* benchmarks. *CCSSE* items not associated with benchmarks appear at end of the item key. Some *CCSSE* survey items in the item key are shaded blue; this indicates that the same item appears on the *SENSE* instrument. Colleges using results from both surveys in the accreditation process may find this feature helpful in organizing evidence.

To build this toolkit, a team of Center for Community College Student Engagement (*CCCSE*) staff members reviewed all accreditation standards for each accrediting body. Key concepts were derived from each standard based on the conceptual meaning of the standard. The key concepts served as guides rather than direct indicators for mapping survey items to standards. In other words, two survey items may be linked to the same key concepts but are not necessarily mapped to the same standards. The team mapped each *CCSSE* item to at least one corresponding standard, with many items mapping to multiple standards. In cases where items are mapped to multiple standards, colleges should decide what works best for their institution and accreditation processes. This toolkit can provide a way for institutions to integrate *CCSSE* data into accreditation processes, far beyond simply mentioning *CCSSE* as an element of a college's systematic assessment activities.

Acknowledgement: *CCCSE* gratefully acknowledges its ongoing partnership with the National Survey of Student Engagement (*NSSE*) at Indiana University Bloomington. The *CCSSE* Accreditation Toolkit is based in part on previous work by the *NSSE* staff.

WASC Accreditation Map

Standard #	WASC Standard	CCSSE Item #'s	Key Concepts
IIA1a	The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes .	4h, 13d, 13e, 13h, 8f, 8h, 8i	instruction pedagogy learning support diversity
IIA2c	High-quality instruction and appropriate breadth, depth, rigor, sequencing , time to completion, and synthesis of learning characterize all programs	4c, 4d, 4e, 4j, 4n, 4o, 4p, 4u, 5a, 6a, 6c, 7, 9a	instruction pedagogy rigor
IIA2d	The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	4a, 4b, 4f, 4g, 4i, 4l, 4n, 4o, 4q, 4r, 8f, 8i, 10a	instruction pedagogy diversity
IIA3b	A capability to be a productive individual and life long learner : skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking , and the ability to acquire knowledge through a variety of means.	4k, 5b, 5c, 5d, 5e, 5f	rigor
IIA3c	A recognition of what it means to be an ethical human being and effective citizen : qualities include an appreciation of ethical principles; civility and interpersonal skills ; respect for cultural diversity ; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	4i, 4k	diversity service
IIA6a	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. ...	13j	support services/ transfer
IIB3a	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	4h, 4m, 8h, 9b, 9d, 9f, 10c, 13a, 13b, 13c, 13d, 13e, 13f, 13g, 13h, 13i, 13k	support services
IIB3b	The institution provides an environment that encourages personal and civic responsibility , as well as intellectual, aesthetic, and personal development for all of its students.	4a, 4e, 4f, 4g, 4j, 4k, 4l, 4n, 4o, 4p, 4q, 4r, 4s, 4t, 4u, 6b, 9a, 9b, 9c, 9d, 9e, 10a, 10c, 13i, 13k	environment
IIB3c	The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	4m, 13a, 13b, 13g	support services/ academic advising support services/ career counseling
IIB3d	The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity .	4s, 4t, 9c	diversity
IIB4	The institution evaluates student support services to assure their adequacy in meeting identified student needs . Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes . The institution uses the results of these evaluations as the basis for improvement.	8f, 8i	learning support support services

CCSSE Accreditation Item Key

CCSSE Item #	CCSSE Item	KEY CONCEPTS	HLC-NCA	MSCHE	NEASC	NWCCU	SACS	WASC
Active and Collaborative Learning								
4a	Frequency: Asked questions in class or contributed to class discussions (SENSE: 19a)	curriculum pedagogy rigor feedback environment	3b 3c	6 11 14	4.49 5.15 5.16 11.5	2C1 2D1	3.3.1.1	IIA2d IIB3b
4b	Frequency: Made a class presentation	curriculum pedagogy rigor	3b	11 14	5.15 5.16	2C1	3.3.1.1	IIA2d
4f	Frequency: Worked with other students on projects during class (SENSE: 19g)	curriculum pedagogy rigor environment	3b 3c	6 11 14	5.15 5.16 11.5	2C1 2D1	3.3.1.1	IIA2d IIB3b
4g	Frequency: Worked with classmates outside of class to prepare class assignments (SENSE: 19h)	curriculum pedagogy rigor environment	3b 3c	6 11 14	5.15 5.16 11.5	2C1 2D1	3.3.1.1	IIA2d IIB3b
4h	Frequency: Tutored or taught other students (paid or voluntary)	instruction pedagogy learning support support services	3b 3c 3d	8 9 11	5.16 6.4	2C1 2D1	2.10 3.3.1.3 3.4.9	IIA1a IIB3a
4i	Frequency: Participated in a community-based project as part of a regular course	curriculum rigor service	3b 3c	11	5.15 5.16	2C1	2.10 3.3.1.1	IIA2d IIA3c
4r	Frequency: Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (SENSE: 19r)	curriculum pedagogy rigor environment	3b 3c	6 11 14	5.15 5.16 11.5	2C1 2D1	2.10 3.3.1.1	IIA2d IIB3b
Student Effort								
4c	Frequency: Prepared two or more drafts of a paper or assignment before turning it in (SENSE: 19b)	curriculum pedagogy rigor	3b	11 14	5.15	2C1	3.3.1.1	IIA2c
4d	Frequency: Worked on a paper or project that required integrating ideas or information from various sources	curriculum pedagogy rigor	3b	11 14	5.15 5.16	2C1	3.3.1.1	IIA2c
4e	Frequency: Come to class without completing readings or assignments (SENSE: 19f)	curriculum pedagogy rigor environment	3b 3c	6 11 14	5.15 5.16 11.5	2C1 2D1	3.3.1.1	IIA2c IIB3b

CCSSE Accreditation Item Key

CCSSE Item #	CCSSE Item	KEY CONCEPTS	HLC-NCA	MSCHE	NEASC	NWCCU	SACS	WASC
6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	environment	3c	6	11.5	2D1	3.3.1.1	IIB3b
10a	Time spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	curriculum pedagogy rigor environment	3b 3c	6 11 14	5.15 11.5	2C1 2D1	3.3.1.1	IIA2d IIB3b
13d(1)	Frequency of use: Peer or other tutoring (SENSE: 20d2 and 20e2)	instruction pedagogy learning support support services	3b 3c 3d	8 9 13	5.16 6.4	2C1 2D1	2.10 3.3.1.3 3.4.9	IIA1a IIB3a
13e(1)	Frequency of use: Skill labs (writing, math, etc.) (SENSE: 20f2)	instruction pedagogy learning support support services	3b 3c 3d	8 9 13	5.16 6.4	2C1 2D1	2.10 3.3.1.3 3.4.9	IIA1a IIB3a
13h(1)	Frequency of use: Computer lab (SENSE: 20h2)	instruction pedagogy technology learning support support services	3b 3c 3d	8 9 13	5.16 6.4	2C1 2D1	2.10 3.3.1.3 3.4.9 3.4.12	IIA1a IIB3a
Academic Challenge								
4p	Frequency: Worked harder than you thought you could to meet an instructor's standards or expectations	rigor environment	3b 3c	6 11	5.15 5.16 11.5	2C1 2D1	3.3.1.1	IIA2c IIB3b
5b	Amount of emphasis by college: Analyzing the basic elements of an idea, experience, or theory	curriculum pedagogy rigor	3b	11 14	5.15 5.16	2C1	3.3.1.1	IIA3b
5c	Amount of emphasis by college: Synthesizing and organizing ideas, information, or experiences in new ways	curriculum pedagogy rigor	3b	11 14	5.15 5.16	2C1	3.3.1.1	IIA3b
5d	Amount of emphasis by college: Making judgments about the value or soundness of information, arguments, or methods	curriculum pedagogy rigor	3b	11 14	5.15 5.16	2C1	3.3.1.1	IIA3b
5e	Amount of emphasis by college: Applying theories or concepts to practical problems or in new situations	curriculum pedagogy rigor	3b	11 14	5.15 5.16	2C1	3.3.1.1	IIA3b
5f	Amount of emphasis by college: Using information you have read or heard to perform a new skill	curriculum pedagogy rigor	3b	11 14	5.15 5.16	2C1	3.3.1.1	IIA3b

CCSSE Accreditation Item Key

CCSSE Item #	CCSSE Item	KEY CONCEPTS	HLC-NCA	MSCHE	NEASC	NWCCU	SACS	WASC
6a	Number of assigned textbooks, manuals, books, or book-length packs of course reading	curriculum pedagogy rigor	3b	11 14	5.15 5.16	2C1	3.3.1.1	IIA2c
6c	Number of written papers or reports of any length	curriculum pedagogy rigor	3b	11 14	5.15 5.16	2C1	3.3.1.1	IIA2c
7	Rate the extent to which your examinations during the current school year have challenged you to do your best work at this college	curriculum pedagogy rigor	3b	11 14	5.15 5.16	2C1	3.3.1.1	IIA2c
9a	Amount of emphasis by college: Encouraging you to spend significant amounts of time studying	curriculum pedagogy rigor environment	3b 3c	6 11 14	5.15 5.16 11.5	2C1 2D1	2.10 3.3.1.1	IIA2c IIB3b
Student Faculty Interaction								
4k	Frequency: Used e-mail to communicate with an instructor (SENSE: 19l)	communication feedback technology environment	3b 3c	6 11 14	4.49 5.16 11.5	2C1 2D1	3.4.12	IIA3b IIA3c IIB3b
4l	Frequency: Discussed grades or assignments with an instructor (SENSE: 19m)	instruction communication feedback environment	3b 3c	6 11 14	4.49 5.16 11.5	2C1 2D1	3.3.1.1	IIA2d IIB3b
4m	Frequency: Talked about career plans with an instructor or advisor	support services/ academic advising	3c	9	5.17 6.8 11.5	2D10	2.10 3.3.1.3 3.4.9	IIB3a IIB3c
4n	Frequency: Discussed ideas from your readings or classes with instructors outside of class (SENSE: 19q)	instruction communication feedback environment	3b 3c	6 11 14	4.49 5.16 11.5	2C1 2D1	2.10 3.3.1.1	IIA2c IIA2d IIB3b
4o	Frequency: Received prompt feedback (written or oral) from instructors on your performance (SENSE: 19o)	instruction communication feedback environment	3b 3c	6 11 14	4.49 5.16 11.5	2C1 2D1	3.3.1.1	IIA2c IIA2d IIB3b
4q	Frequency: Worked with instructors on activities other than coursework	instruction feedback environment	3b 3c	6 11 14	4.49 5.16 11.5	2C1 2D1	2.10 3.3.1.1	IIA2d IIB3b

CCSSE Accreditation Item Key

CCSSE Item #	CCSSE Item	KEY CONCEPTS	HLC-NCA	MSCHE	NEASC	NWCCU	SACS	WASC
Support for Learners								
9b	Amount of emphasis by college: Providing the support you need to help you succeed at this college	support services environment	3c	6 9	6.8 11.5	2D1	2.10 3.3.1.3 3.4.9	IIB3a IIB3b
9c	Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	support services environment diversity	3c	6	11.5	2D1	2.10	IIB3b IIB3d
9d	Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.)	support services environment	3c	6 9	6.7 11.5	2D1	2.10	IIB3a IIB3b
9e	Amount of emphasis by college: Providing the support you need to thrive socially	environment	3c	6 9	6.8 11.5	2D1	2.10	IIB3b
9f	Amount of emphasis by college: Providing the financial support you need to afford your education	support services/ financial aid	3c	8 9	6.7 6.11	2D1 2D8	2.10	IIB3a
13a(1)	Frequency of use: Academic advising/planning (SENSE: 20a2)	support services/ academic advising	3c	8 9	5.17 6.8	2D10	2.10 3.3.1.3 3.4.9	IIB3a IIB3c
13b(1)	Frequency of use: Career counseling (SENSE: 20b2)	support services/ career counseling	3c	8 9	5.17 6.8	2D10	2.10 3.3.1.3 3.4.9	IIB3a IIB3c
Other Survey Items Relevant to Accreditation								
4j	Frequency: Used the Internet or instant messaging to work on an assignment	instruction technology environment	3b 3c	6 11	5.16 11.5	2C1 2D1	3.4.12	IIA2c IIB3b
4s	Frequency: Had serious conversations with students of a different race or ethnicity other than your own	environment diversity	3c	6	11.5	2D1	2.10	IIB3b IIB3d
4t	Frequency: Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	environment diversity	3c	6	11.5	2D1	2.10	IIB3b IIB3d
4u	Frequency: Skipped class (SENSE: 19s)	curriculum pedagogy rigor environment	3b 3c	6 11 14	5.15 11.5	2C1 2D1	3.3.1.1	IIA2c IIB3b

CCSSE Accreditation Item Key

CCSSE Item #	CCSSE Item	KEY CONCEPTS	HLC-NCA	MSCHE	NEASC	NWCCU	SACS	WASC
5a	Amount of emphasis by college: Memorizing facts, ideas, or methods from your classes and readings so you can repeat them in pretty much the same form	curriculum pedagogy rigor	3b	11 14	5.15 5.16	2C1	3.3.1.1	IIA2c
8f	Yes or no: Study skills course (SENSE: 17e)	rigor learning support placement support services	3b 3c 3d	8 9 11 13	5.15 5.16 6.4 6.7	2A16 2C1 2D3	2.10 3.3.1.1 3.3.1.3 3.4.9 3.5.1	IIA1a IIA2d IIB4
8h	Yes or no: College orientation program or course (SENSE: 11)	rigor learning support support services/ orientation	3b 3c	8 9	5.15 6.4 6.10	2C1 2D3	2.10 3.3.1.1 3.3.1.3 3.4.9 3.5.1	IIA1a IIB3a
8i	Yes or no: Organized learning communities (linked courses/study groups led by faculty or counselors) (SENSE: 17f)	curriculum instruction pedagogy rigor learning support placement support services	3b 3c 3d	8 9 11 13 14	5.15 5.16 6.4 6.7	2A16 2C1	2.10 3.3.1.1 3.3.1.3 3.4.9 3.5.1	IIA1a IIA2d IIB4
10c	Time spent per week: Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) (SENSE: 20i2)	support services/ extracurricular environment	3c	6 8 9	6.12 11.5	2D1 2D11	2.10	IIB3a IIB3b
13a(2) 13a(3)	Satisfaction and Importance: Academic advising/planning (SENSE: 20a3)	support services/ academic advising	3c	8 9	5.17 6.8	2D10	2.10 3.3.1.3 3.4.9	IIB3a IIB3c
13b(2) 13b(3)	Satisfaction and Importance: Career counseling (SENSE: 20b3)	support services/ career counseling	3c	8 9	5.17 6.8	2D10	2.10 3.3.1.3 3.4.9	IIB3a IIB3c
13c(1) 13c(2) 13c(3)	Frequency, Satisfaction, and Importance: Job placement assistance (SENSE: 20c2 and 20c3)	support services	3c	8 9	6.8	2D10	2.10	IIB3a
13d(2) 13d(3)	Satisfaction and Importance: Peer or other tutoring (SENSE: 20d3 and 20e3)	instruction pedagogy learning support support services	3b 3c 3d	8 9 13	5.16 6.4	2C1 2D1	2.10 3.3.1.3 3.4.9	IIA1a IIB3a

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13e(2) 13e(3)	Satisfaction and Importance: Skill labs (writing, math, etc.) (SENSE: 20f3)	instruction pedagogy learning support support services	3b 3c 3d	8 9 13	5.16 6.4	2C1 2D1	2.10 3.3.1.3 3.4.9	IIA1a IIB3a
13f(1) 13f(2) 13f(3)	Frequency, Satisfaction, and Importance: Child care	support services	3d	9	6.7	2D1	2.10	IIB3a
13g(1) 13g(2) 13g(3)	Frequency, Satisfaction, and Importance: Financial aid advising (SENSE: 20g2 and 20g3)	support services/ financial aid	3c	8 9	6.11	2D8	2.10	IIB3a IIB3c
13h(2) 13h(3)	Satisfaction and Importance: Computer lab (SENSE: 20h3)	instruction pedagogy technology learning support support services	3b 3c 3d	8 9 13	5.16 6.4	2C1 2D1	2.10 3.3.1.3 3.4.9 3.4.12	IIA1a IIB3a
13i(1) 13i(2) 13i(3)	Frequency, Satisfaction, and Importance: Student organizations (SENSE: 20i2 and 20i3)	support services/ extracurricular environment	3c	6 8 9	6.12 11.5	2D1 2D11	2.10	IIB3a IIB3b
13j(1) 13j(2) 13j(3)	Frequency, Satisfaction, and Importance: Transfer credit assistance (SENSE: 20j2 and 20j3)	support services/ transfer	3c 5c	8 9 11	4.41	2A14 2D3	3.4.4	IIA6a
13k(1) 13k(2) 13k(3)	Frequency, Satisfaction, and Importance: Services to students with disabilities (SENSE: 20k2 and 20k3)	learning support placement support services environment diversity	3c 3d	6 8 9	6.7 11.5	2A16 2D1	2.10 3.3.1.3 3.4.9	IIB3a IIB3b