



New England Commission of Higher Education
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EVIDENCE OF ACADEMIC QUALITY

Does the institution provide evidence it is:

Using educational science and ‘high impact learning practices’¹ Through professional development and other means, the institution gives evidence that what is known about how students learn informs the curriculum, teaching, and students’ educational experiences.

Using feedback to improve the student experience. Through surveys (e.g., NSSE, CCSSE², alumni surveys) and other quantitative and qualitative means, the institution understands students’ experiences in and outside of class and uses the results for improvement.

Using program review to improve majors and academic programs. The institution’s program review processes include the use of an ‘outside perspective,’ e.g., program accreditation, visiting academics from aspirational peers, or effective industry advisory group. Reviews of academic programs results in updates to the curriculum and instruction.

Understanding what students gain from their education. Institutions use the E Series forms to note what changes have been made in each academic program as a result of assessing student learning outcomes. Surveys and program review can also be noted.

Connecting with employers, where relevant. Institutions appropriately engage employers to inform the curriculum and provide feedback on interens and graduates, without ‘taking over’ the program.

Aligning faculty resources with enrollment (especially for financially fragile institutions. Faculty resources are reasonably aligned with student enrollment without having academic programs overly dependent on one or two faculty Data First Forms record the information: 4.3 Undergraduate enrollment by major; 4.4 Graduate enrollment by major; 4.5 credit hours by discipline; and 6.4 Faculty by department.

Involving governing boards. Boards understand the quality of the full range of academic programs to ensure that they can fulfill their responsibility to students, not relying only on the most successful programs.

Aligning budget allocations with decisions affecting the quality of the educational program.

¹ High impact learning practices articulated by George Kuh and promoted through AAC&U. They include first year seminars and experiences, e-portfolios, and capstone projects. See: <https://www.aacu.org/leap/hips>

² NSSE: National Survey of Student Engagement. CCSSE: Community College Survey of Student Engagement. National surveys, which provide the advantage of benchmarking.