

Effective Educational Practices

Division of Student Affairs
Texas Tech University

Department: _____

Academic Challenge

- Are expectations for student performance clearly and consistently articulated and set at appropriately high levels, given students' academic preparation?
- Is student time on task consistent with faculty expectations and course demands? If not, why?
- Do classes emphasize higher-order cognitive and intellectual activities?
- Are examinations and class assignments challenging?
- Do students have to "stretch" to meet academic standards and expectations?
- Are academic challenges for students balanced by appropriate support?
- Are rigorous culminating experiences expected of seniors?

Active Learning and Collaborative Learning

- Is active learning expected and practiced throughout the undergraduate curriculum?
- Are students taught how to participate actively and collaboratively in class?
- Do electronic technologies foster active learning?
- Are group study and other forms of collaboration encouraged by physical and curriculum structures?
- So students provide feedback to their peers?
- Are residential and non-residential learning communities available to address a wide variety of student needs and interest?

Student-Faculty Interaction

- Are faculty and staff *physically* and *psychologically* accessible to students?
- How often do faculty members meet with students outside of class?
- Do faculty members collaborate on research with undergraduates?
- Can students get two or more faculty members to write meaningful letters of reference?
- Do students receive extensive and timely feedback from faculty?

Enriching Educational Experiences

- Are diversity experiences infused in the curriculum and co-curriculum?
- What are the nature and quality of students' experiences with diversity?
- Are students required to participate in courses and/or activities that promote civic engagement?
- Do students take advantage of service-learning opportunities? Study abroad? Internships?
- Do co-curricular experiences enrich student learning, and how do you know?
- Do students take advantage of opportunities to develop leadership skills?

Supportive Campus Environments

- Do transition programs effectively welcome and affirm newcomers?
- Are early warning systems available and do they effectively identify and respond to at-risk students?
- Are multiple safety nets of personnel and structures available *and* used by various groups of students?
- Do early warning systems and safety nets work better for some students than others?
- Do residential living environments provide academic and social support?
- Do students view faculty members as available, helpful, and sympathetic?
- Do students view the campus administration as helpful and considerate?
- Do students view their peers as friendly and supportive?
- Are students satisfied with their overall college experience?

Resources:

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J. & Associates (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J.(in press). *Assessing conditions to enhance educational effectiveness: The Inventory for Student Engagement and Success*. San Francisco: Jossey-Bass.