

Taking Stock of What Matters to Student Success

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Conditions for Educational Effectiveness

A “Living” Mission and “Lived” Educational Philosophy

- To what extent do academic and student life policies, programs, and practices reflect the institution’s espoused mission and values?
- What is the institution’s *enacted* institutional mission? That is, to what do people devote their time and energies? What is valued and rewarded? What do people say their institution is trying to do?
- What are the guiding beliefs and assumptions about how learning best occurs?
- In what ways does the enacted mission and philosophy influence students’ experiences?

Unshakeable Focus on Student Learning

- How much do faculty and staff know about *all* your students and their learning and engagement? What do faculty and staff *not* know about students but should?
- How are faculty encouraged and supported to facilitate student learning?
- To what extent and in what ways are students expected and prepared to teach, and learn from, one another in and out of class?
- What resources, such as teaching and learning centers, are available and used by for faculty and for students?
- To what extent and in what ways are faculty and staff expected to make time for students and rewarded for doing so?

Environments Adapted for Educational Enrichment

- How do community members – students, faculty, staff, others – describe the institution’s physical setting and appearance? To what extent do they identify a ‘sense of place’?
- Do certain groups of students use the institution’s resources differently? In what ways do these differences influence learning?

Clear Pathways to Student Success

- What messages are communicated to newcomers about expectations for student performance?
- To what extent are students’ academic performance and out-of-class lives consistent with the institution’s expectations? In what ways do students’ out-of-class lives facilitate and inhibit their learning and success?
- What structures and process are in place to identify students who are less engaged in educationally-purposeful activities than they should be to succeed?

Improvement-Oriented Ethos

- To what extent are faculty and staff committed to ongoing institutional improvement and to enhancing student success?
- To what extent are resources ‘front-loaded’ to foster students’ academic and social success? How might these resources be integrated more effectively?
- What data related to student success and effective educational practice are collected, for what purposes, and by whom? How are they used?

Shared Responsibility for Educational Quality and Student Success

- To what extent do academic and student life policies, programs, and practices support: (1) the educational mission of the institution? (2) academic programs and priorities? (3) students’ learning and success?
- What messages are communicated to students about taking responsibility for their own learning and success? To what extent do students feel responsible for the quality of their peers’ success?

Effective Educational Practices

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?
- Do students provide feedback to their peers?
- Are residential and non-residential learning communities available to address a wide variety of student needs and interests?

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. (2005). *Assessing conditions to enhance educational effectiveness: The Inventory for Student Engagement and Success*. San Francisco: Jossey-Bass.

Creating the Conditions That Matter to Student Success (Kuh et al., 2005)
Institutional Assessment Template

Effective Educational Practices

	Grade	Comments/Action
Academic Challenge		
Active and Collaborative Learning		
Student-Faculty Interaction		
Enriching Educational Experiences		
Supportive Campus Environment		

Properties and Conditions of DEEP institutions

	Grade	Comments/Action
A “Living” Mission and “Lived” Educational Philosophy		
Unshakeable Focus on Student Learning		
Clear Pathways to Student Success		
Environments Adapted for Educational Enrichment		
Improvement-oriented Ethos		
Shared Responsibility for Educational Quality and Student Success		