

Documenting Effective Educational Practice



Project DEEP Institutions

Alverno College
California State, Monterey Bay
The Evergreen State College
Fayetteville State University
George Mason University
Gonzaga University
Longwood University
Macalester College
Miami University (Ohio)
Sweet Briar College
University of Kansas
University of Maine, Farmington
University of Michigan
Sewanee: The University of the South
University of Texas at El Paso
Ursinus College
Wabash College
Wheaton College (MA)
Winston-Salem State University
Wofford College

A time-honored approach to improving productivity is the identification and adaptation of qualities that characterize high-performing organizations. Similarly, virtually all institutions of higher education can learn valuable lessons from educationally effective colleges and universities. The goal of the NSSE Institute's two-year initiative, Project DEEP (Documenting Effective Educational Practice), was to examine the everyday workings of a variety of educationally effective colleges and universities to learn what they do to promote student success. The effort was the first in a series of activities undertaken by the NSSE Institute for Effective Educational Practice to respond to national concerns about improving the quality of undergraduate education.

Although there is no single blueprint for student success, six factors and conditions appear to be common to educationally effective institutions:

1. "Living" mission and a "lived" educational philosophy;
2. Unshakeable focus on student learning;
3. Clear pathways to student success;
4. Environments adapted for educational enrichment;
5. Improvement-oriented campus culture; and
6. Shared responsibility for educational quality and student success.

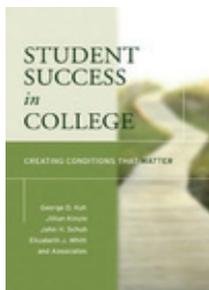
Publications from the project, *Student Success in College: Creating Conditions that Matter* and *Assessing Conditions to Enhance Educational Effectiveness*, include examples of effective educational practice and policies from the twenty DEEP institutions, and suggestions for how other colleges and universities can create and sustain effective practices most appropriate for their institutional type and culture that will promote student success.

The NSSE Institute also has prepared 16 practice briefs that summarize educationally purposeful activities that matter to student learning. The suggestions offered are based on an in-depth examination of the 20 DEEP colleges. The briefs help meet the needs of busy college presidents, senior academic affairs and student affairs administrators, faculty members, and governing board members with too little time to read volumes of materials. The briefs summarize key findings from Project DEEP schools and provide useful suggestions for promoting student success.

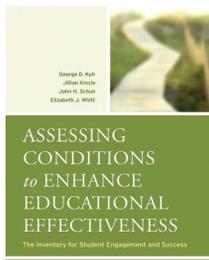


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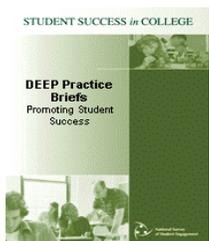
NEW PUBLICATIONS TO PROMOTE STUDENT SUCCESS



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SHARING THE FINDINGS OF PROJECT DEEP

Learn from a diverse set of schools about their policies, programs, and practices that promote student success. Through adapting what works at these schools to your own setting, you'll be able to engage more students in effective educational practices that are related to a variety of desired outcomes including student satisfaction, persistence, learning, and personal development.

- Comprehensive in-depth study of successful educational practices across institutional types.
- Practical guidance on how to implement effective practice in a variety of contexts.

From the authors of *Student Success in College* – the book that describes the policies, programs, and practices of twenty colleges and universities that have created success-oriented campus cultures and learning environments – comes the next-step resource to help an institution assess whether these conditions exist. The authors present the Inventory for Student Engagement and Success (ISES), a self-guided framework for conducting a comprehensive, systematic, institution-wide analysis.

- Sets of diagnostic queries that focus on the six properties and conditions common to high-performing schools as well as the five clusters of effective educational practice featured on the National Survey of Student Engagement.
- Suggestions on how the information generated from the ISES process can be used for accreditation self-studies, program reviews, staff development, faculty and governing board retreats, and strategic planning.

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DEEP PRACTICE BRIEFS

The DEEP practice briefs summarize educationally purposeful activities that matter to student learning. The suggestions offered are based on an in-depth examination of 20 DEEP four-year colleges and universities that have higher-than-predicted graduation rates and, through NSSE, demonstrated that they have effective practices for fostering success of students with differing abilities and aspirations. Download or review the briefs on the NSSE Web site at: nsse.iub.edu/institute/. Click on "Project Deep," "Related Papers"

DEEP Practice Briefs - Promoting Student Success Series

1. Kuh, G.D. (2005). What campus leaders can do. Occasional Paper No. 1.
2. Kuh, G.D. & Kinzie, J. (2005). What the media and the general public need to know. Occasional Paper No. 2.
3. Chickering, A.W. & Kuh, G.D. (2005). Creating conditions so every student can learn. Occasional Paper No. 3.
4. Kezar, A. J. (2005). The importance of shared leadership and collaboration. Occasional Paper No. 4.
5. Whitt, E.J. (2005). What student affairs can do. Occasional Paper No. 5.
6. Kinzie, J. (2005). What faculty members can do. Occasional Paper No. 6.
7. Jacobs, B.A. & Schuh, J. H. (2005). Using financial and other resources to enhance student success. Occasional Paper No. 7.
8. Magolda, P.M. (2005). What student leaders can do. Occasional Paper No. 8.
9. El Khawas, E. (2005). Small steps senior administrators can take. Occasional Paper No. 9.
10. Schuh, J.H. & Kuh, G.D. (2005). What department chairs can do. Occasional Paper No. 10.
11. De Sousa, D.J. (2005). What advisors can do. Occasional Paper No. 11.
12. Cambridge, B.L. (2005). What new faculty need to know. Occasional Paper No. 12.
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14. Ewell, P.T. (2005). What SHEEOs and system heads can do. Occasional Paper No. 14.
15. Griego, E. (2005). What accreditation teams can do. Occasional Paper No. 15.
16. Lovett, C.M. (2005). What business leaders can do. Occasional Paper No. 16.

Related Resources:

- Chickering, A.W. (2006). Every student can learn if ... *About Campus*, 11(2), 9-15.
- Kinzie, J., & Kuh, G.D. (2004). Going DEEP: Learning from campuses that share responsibility for student success. *About Campus*, 9(5), 2-8.
- Kuh, G.D. (2004). Forging a new direction: How UTEP created its own brand of excellence. *About Campus*, 9(5), 9-15.
- Kuh, G.D. (2005). 7 steps for taking student learning seriously. *Trusteeship*, 13(3), 20-24.
- 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.
- Kuh, G.D., Kinzie, J., Schuh, J.H., & Whitt, E.J. (2005). Never let it rest: Lessons about student success from high-performing colleges and universities. *Change*, 37(4), 44-51.
- 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.
- Whitt, E.J. (2006). Are All of Your Educators Educating? *About Campus*, 10(6), 2-9.