STUDENT INVENTORY

7 PRINCIPLES FOR GOOD PRACTICE IN UNDERGRADUATE EDUCATION
Performance, summative evaluation, or self-evaluation.

These efforts help improve the quality of the educational experience by focusing on the improvement of the educational experience of each student. Not the student inventories, nor the educational experience, both the student inventories and the educational experience have been increased significantly in the past two years. Inquire about these efforts used to determine the educational experience.

The student inventories are designed to help students assume an active role in their own learning.

Student Inventories for Good Practice in Undergraduate Education
### Student-Faculty Contact

1. I look for opportunities to develop informal relationships with one or more of my professors.
   - [ ] Very Often
   - [ ] Often
   - [ ] Occasionally
   - [ ] Rarely
   - [ ] Never

2. I seek feedback from my professors about my work.
   - [ ] Very Often
   - [ ] Often
   - [ ] Occasionally
   - [ ] Rarely
   - [ ] Never

3. I question my professors when I disagree with what is said.
   - [ ] Very Often
   - [ ] Often
   - [ ] Occasionally
   - [ ] Rarely
   - [ ] Never

4. I talk with my professors outside of class about my courses and other things.
   - [ ] Very Often
   - [ ] Often
   - [ ] Occasionally
   - [ ] Rarely
   - [ ] Never

5. I find out about my professors - what else they teach, areas of expertise, and other areas of interest.
   - [ ] Very Often
   - [ ] Often
   - [ ] Occasionally
   - [ ] Rarely
   - [ ] Never

6. I attend events in which faculty are involved.
   - [ ] Very Often
   - [ ] Often
   - [ ] Occasionally
   - [ ] Rarely
   - [ ] Never

7. I give my professors feedback about the courses in which I am enrolled.
   - [ ] Very Often
   - [ ] Often
   - [ ] Occasionally
   - [ ] Rarely
   - [ ] Never

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As I look at my responses to this section, I think I should work on:

________________________________________________________________________

________________________________________________________________________

The people or groups in the best position to help me improve on these items are:

________________________________________________________________________

________________________________________________________________________

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### Cooperation Among Students

1. I try to get to know my classmates.
   - [ ] Very Often
   - [ ] Often
   - [ ] Occasionally
   - [ ] Rarely
   - [ ] Never

2. I study with other students in my courses.
   - [ ] Very Often
   - [ ] Often
   - [ ] Occasionally
   - [ ] Rarely
   - [ ] Never

3. I work with other students in informal groups.
   - [ ] Very Often
   - [ ] Often
   - [ ] Occasionally
   - [ ] Rarely
   - [ ] Never

4. I assist other students when they ask me for help.
   - [ ] Very Often
   - [ ] Often
   - [ ] Occasionally
   - [ ] Rarely
   - [ ] Never

5. I tell other students when I think they have done good work.
   - [ ] Very Often
   - [ ] Often
   - [ ] Occasionally
   - [ ] Rarely
   - [ ] Never

6. I discuss issues with students whose background and viewpoint differ from mine.
   - [ ] Very Often
   - [ ] Often
   - [ ] Occasionally
   - [ ] Rarely
   - [ ] Never

7. I offer to serve as tutor, advisor or resource person when I am knowledgeable and can share skills with others.
   - [ ] Very Often
   - [ ] Often
   - [ ] Occasionally
   - [ ] Rarely
   - [ ] Never

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As I look at my responses to this section, I think I should work on:

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________________________________________________________________________

The people or groups in the best position to help me improve on these items are:

________________________________________________________________________

________________________________________________________________________
The people at GIS in the best position to help me improve on these items are:

As I look at my responses to this section, I think I should work on:

( ) Professors
( ) and discuss it with my learning from my courses
( ) I think about which I am
( ) reflect on what I am learning.
( ) I keep a journal in which I
( ) decide how to act on it.
( ) reflect upon and consider feedback from
( ) I consider feedback from
( ) instructor in doing so.
( ) I check my papers and
( ) clear
( ) possible if anything is not
( ) feedback as soon as

1. Review my responses and
2. I turn feedback with
3. When I get feedback from
4. I like feedback in
5. I seek out new readings
6. I seek out new projects
7. I seek out courses as

3. Active Learning

1. I expect to be
2. I assess the assumptions
3. Of the materials in my
4. I understand class material

2. Occasionally
3. Occasionally
4. Occasionally
5. Occasionally
6. Occasionally
### Time on Task

<table>
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<tr>
<th></th>
<th>Very Often</th>
<th>Often</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>1)</td>
<td>I complete my assignments promptly and accurately.</td>
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<td>2)</td>
<td>I proofread and review my work before handing in my assignments.</td>
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<tr>
<td>3)</td>
<td>I practice class presentations before giving them in class.</td>
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<td>4)</td>
<td>I maintain a regular study schedule to keep up with my classes.</td>
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<td>5)</td>
<td>I attend classes on a regular basis.</td>
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<td>6)</td>
<td>I confer with my professor if I am concerned about keeping up with a particular class.</td>
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<td>7)</td>
<td>I identify areas where I am weak and seek extra help to strengthen them.</td>
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### High Expectations

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<tbody>
<tr>
<td>1)</td>
<td>I set personal goals for learning in my courses.</td>
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<tr>
<td>2)</td>
<td>I try to get clear information about my instructors' goals.</td>
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<td>3)</td>
<td>I keep an open mind about material, even if it is not directly related to my major or career interest.</td>
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<td>4)</td>
<td>I do additional unassigned work to reach my learning goals.</td>
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<td>5)</td>
<td>I consciously think about the trade-offs between the things I do to learn and the things I do to achieve a grade.</td>
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<td>6)</td>
<td>I try to achieve my very best in each class.</td>
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<td>7)</td>
<td>I use all the resources on campus that are pertinent to my courses.</td>
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</table>

As I look at my responses to this section, I think I should work on:

________________________________________________________________________

________________________________________________________________________

The people or groups in the best position to help me improve on these items are:

________________________________________________________________________

________________________________________________________________________
Summary Information

A. much less important
B. somewhat less
C. about equally
D. somewhat more
E. much more important

2. Compared with other college students, how important is it for me to be successful academically?

( ) Acquire 20 hours B. 16-20 C. 11-15 D. 6-10 E. 0-5

( ) Outside of class, how many hours per week do I study or prepare for all my classes?

As I look at my responses to this section, I think I should work on:

( ) I am open to considering

( ) Cooperative learning or collaborative learning

( ) When I sec or hear sexist, racist, or otherwise

( ) I try to make others aware

( ) Support my professors

( ) Contribute to interest in the content or field courses

( ) When they include in the

( ) Most effective

( ) I show respect to students

( ) I share information about

( ) Learning practices of my

( ) I accommodate my

( ) I accommodate based on

( ) Other students:
Please Respond to the Following Directly on this Page

1) Which actions have I taken that have contributed most towards my successful learning.

2) Among the "Seven Principles" included on the headings of this inventory, which are most important to my learning and why? (Student-Faculty Contact, Cooperation Among Students, Active Learning, Prompt Feedback, Time on Task, High Expectations, Diverse Talents and Ways of Learning)

Summary
Following is a brief summary of the Seven Principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association of Higher Education, the Education Commission of the States, and the Johnson Foundation.

1. Good Practice Encourages Student-Faculty Contact
   Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Good Practice Encourages Cooperation Among Students
   Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

3. Good Practice Encourages Active Learning
   Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. Good Practice Gives Prompt Feedback
   Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Good Practice Emphasizes Time on Task
   Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

6. Good Practice Communicates High Expectations
   Expect more and you will get it. High expectations are important for everyone — for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

7. Good Practice Respects Diverse Talents and Ways of Learning
   There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning new ways that do not come so easily.
provide the support for programs, policies, and resources necessary for good practice.

- Enhance leadership and shared governance among educational institutions.
- Develop new educational programs and the professional Accountability.
- Recruit educators to support innovation and to contribute to the public.
- Hold educators accountable for institutional performance.

These are some of the challenges with good practice in undergraduate education.

These challenges do not exist in isolation but are interconnected and require a comprehensive approach to addressing them.

Through the continued collaboration and support among associations, we can develop a model for undergraduate education that is inclusive, equitable, and effective.

There is good evidence that such an environment can create. When high quality, high quality

- Continuous evaluation of the impact of the program.
- Policies and procedures consistent with the program.
- Adequate funding for the program.
- Support from administrators and faculty leaders.
- Aligning resources with the program.

What changes must the environment have?

Practice in higher education

According to the National Center for Education Statistics, the rate of full-time faculty members is decreasing in higher education.

In their role, helping college and university leaders, state and federal officials, and

Whose Responsibility in 2020?