

## FEEDBACK FOR SELECTED BEST PRACTICES IN COURSEWORK PROGRAMS

Each of these best practices should be considered as you design or redesign any program. Decide which ones are most relevant for your campus or could have the greatest impact on your program’s future success. **Please indicate if you agree or disagree, or provide comments, for each selected best practice, whether or not you do it yet on your own campus.**

### PROGRAM DESIGN & ACTIVITIES

Agree?	Please indicate agree/disagree. Make comments below each criterion statement.
	1. The program is purposefully organized and managed to promote student development, student learning, and student success.
	2. The program maintains consistent standards and expectations throughout its various learning environments (e.g., online, accelerated, co-requisite, traditional, satellite and distance learning sites, etc.).
	3. The program and its courses/instructional activities are well-defined components of the institution’s academic program.
	4. The program conducts regular, systematic reviews of its mission, goals, and objectives to assure continued support of the college curriculum and the institution’s academic standards.
	5. The program conducts institutional and/or other research to review, improve, and update its courses, labs, and services.
	6. The program utilizes trained tutors to support student success in its courses.
	7. Teaching and learning goals and objectives of the program are carefully organized and ordered to support the total college curriculum.
	8. Individual teaching and learning goals and objectives align with those of respective departments as well as with the institution’s academic standards.
	9. Faculty and support personnel of the program collaborate with other student support offices and services on campus to enhance student success. Such offices may include the learning assistance center, the counseling center, the office for students with disabilities, the career office, advising center, registrar, and others.
	10. Program course syllabi delineate measurable student learning objectives which indicate the specific skills and content knowledge students will develop in that particular course.

	11. Goals, student learning objectives, course activities, and materials assist students in understanding appropriate classroom behaviors and attitudes, including academic integrity, civility, and ethical and responsible use of technology, that will lead to academic success in subsequent program courses and in the general college curriculum.
	12. Instructors in the program have sufficient knowledge of appropriate sequencing of learning tasks within the discipline to develop an effective curriculum.

## Teaching & Learning Environment (Physical & Psychological)

Agree?	Please indicate agree/disagree. Make comments below each criterion statement.
	1. PHYSICAL: Program facilities are accessible to students with mobility challenges and are adaptable for those with learning differences.
	2. All functional areas of the program have suitable and adequate furnishings including furniture, computer or laptop stations, chalkboards or whiteboards, screens and equipment for presentations, assistive technology, etc.
	3. Computers and other technology are integrated, as appropriate, into the instructional process.
	4. The program provides, links to, or supports at least some technology provided in other campus computing centers.
	5. Faculty and instructional staff (and other personnel as appropriate) have private office space for office hours, counseling, tutoring, interviewing, and testing. Such spaces are acoustically designed to maintain privacy and confidentiality.
	6. PSYCHOLOGICAL: Program administrators and staff have access to private spaces for meetings of a confidential nature with students and staff.
	7. Students, faculty, and staff are provided with instruction, training and support conducive to a successful learning environment.
	8. Students, faculty and staff are made aware of services available outside the program that support program and student success.
	9. The program personnel are cognizant of the health, counseling, and safety resources on campus and make referrals when appropriate..
	10. Instructors are aware of the learning needs of individual students in the program.

	11. Instructors provide an environment that allows students to take risks and make mistakes in the service of learning without fear of negative consequences.
	12. Instructors nurture students academically by modeling learning processes and having students practice those processes in groups, as well as independently.
	13. Instructors encourage problem solving and critical and creative thinking within an environment that is both challenging and supportive.

## Content & Delivery of Courses & Services

Agree?	Please indicate agree/disagree. Make comments below each criterion statement.
	1. Each program course provides a syllabus which outlines the overall goals of the course, provides an accurate and current course description, lists course objectives, and describes learning expectations, grading/evaluation criteria, and exit standards.
	2. Goals, student learning objectives, materials, activities, and assessment tools for each course in the program are appropriate for the target student population(s) and are carefully sequenced so that students progress along a skill continuum.
	3. The program's curriculum incorporates the application of relevant, discipline specific theories appropriate for its course content.
	4. Instructional materials and activities of learning environments in the program address the skills and content needed to prepare students for the subsequent course(s).
	5. Instructors' methods promote transfer of learning to other learning environments, including application of concepts, both in and out of the academic environment.
	6. Students in the program will understand the nature of transfer and how to transfer knowledge to other learning environments.
	7. Instructors assess their own teaching strategies as a means of increasing student learning and improving their own teaching.
	8. Instructors will help students assess the quality of their own learning.

## DATA COLLECTION

Agree?	Please indicate agree/disagree. Make comments below each criterion statement.
	1. Student needs are regularly assessed and changes in those needs are reflected in the developmental course goals and objectives within the program.
	2. Student' content knowledge, skill acquisition and/or gains in general competencies are assessed and evaluated frequently within their program courses.
	3. Students' content knowledge, skill acquisition and gains in general competencies are evaluated in the context of entry-level requirements of subsequent college-level courses.
	4. The program analyzes disaggregated (race, gender, age, Pell recipients, late start, etc.) student outcomes data to determine patterns and trends and uses the results to improve the courses, labs, and services it provides in order to impact student success.
	5. The program monitors and evaluates trends and anomalies in course completion rates and grade distributions for all courses offered in the program.
	6. As the curriculum advances, course activities assess students' use of increasingly sophisticated thinking strategies as well as metacognitive strategies within the discipline.
	7. The program and/or the institution monitors and evaluates trends and anomalies in pass rates and/or grades of <i>successful</i> program students in their subsequent, college-level courses.

### Examples of Self-Study Rubrics include:

- (1) Hunter Boylan's Book *What Works*
- (2) CRLA *Handbook for Training Peer Tutors and Mentors*.
- (3) CAS Standards for Learning Assistance Programs (Available at CRLA.net in members only section)
- (4) NCLCA criteria for Learning Centers of Excellence (NCLCA.org)
- (5) The Association for College Tutoring and Learning Assistance (ACTLA.info) best practices for online tutoring,
- (6) Various websites providing guidance for SI, PLTL, SLA, etc.,
- (7) Websites particular to advising, FYE, mathematics, writing, and content areas