INSTITUTIONAL CAPACITY FRAMEWORK
ASSESSMENT TOOL QUESTIONS

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Achieving
the Dream™

Community Colleges Count

Leadership & Vision

The commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for desired change.

College leaders defined as: president, vice presidents, deans, department chair 💬

VISION

1. Does the college have a clear and compelling vision for student success? 💬

The college has no vision statement for student success nor has it articulated a vision for improvements in student success.	The college seeks to improve student success, but its vision is not formalized.	The college has a clear vision statement focused on student success, but it is not widely understood or shared.	The college has a clear and compelling vision statement for student success that is widely shared and understood.	Do Not Know
		Example: A vision statement for student success has been developed, perhaps by senior leadership, but most employees are not aware of it.	Example: The vision statement for student success is visible and reaffirmed at multiple college meetings.	

2. Is the student success vision used to set priorities and direct action?

The college rarely, if ever, considers its student success vision in setting priorities and actions.	The student success vision is sometimes used to set priorities and direct actions, but the application is inconsistent.	The student success vision is often used to set priorities but not at all levels of the organization. Example: The student success vision is used to set priorities in instructional departments but not in student services.	The vision for student success is consistently used to set priorities and direct action at every level in the institution. Example: Before a decision is finalized, it is checked to ensure it supports the student success vision.	Do Not Know

LEADERSHIP

3. Does the Board of Trustees provide leadership for student success? 💬

The Board of Trustees does not take an active role in supporting student success.	The Board of Trustees occasionally or inconsistently supports the college's priorities for student success.	The Board of Trustees often supports the college's priorities but is not a strong advocate for improved student outcomes. Example: The Board receives regular presentations on student success outcomes, but is not actively engaged in how to improve student outcomes.	The Board of Trustees advocates for student success, sets policies, and supports college priorities for improved student outcomes. Example: The Board expects reports on student outcomes, engages in workshops on student success, and prioritizes the allocation or reallocation of funds needed to improve student success.	Do Not Know

4. Does the president actively support efforts to improve student success?

The president focuses primarily on increasing enrollments versus improving student success outcomes.	The president discusses student success but does not consistently support efforts to improve outcomes.	The president generally supports the college's priorities related to student success but may not hold people accountable for taking action to improve outcomes.	The president actively supports efforts to improve student success. Example: The president regularly shares both progress and achievement gaps in student outcomes and takes bold and courageous action to improve student success.	Do Not Know

5. Does student success drive personnel decisions such as hiring and performance evaluations?

College leaders rarely consider student success in hiring or performance evaluations.	College leaders are not consistent in considering student success in personnel decisions. Example: Some departments require faculty applying for teaching positions to provide a teaching demo, but this practice is not uniform across the college.	College leaders make many personnel decisions based on contributions to student success priorities, but this is not a formal expectation. Example: Student success is included in faculty evaluation for full time faculty but not for adjunct faculty.	Student success is an important consideration in all personnel decisions including hiring and performance evaluations. Example: Position postings include an expectation that student success is a high priority for each employee; job descriptions include responsibilities for student success.	Do Not Know

6. Do college leaders seek transformational change to improve the student experience?

College leaders primarily focus on pilot programs and interventions that impact few students and may not be aligned to student success priorities.	College leaders expand promising practices to serve more students than in the initial pilot but there is little investment specifically targeted to broader scaling efforts.	College leaders determine what students need to succeed and how to fund it so that large numbers of students are served, but the intervention is not fully scaled or integrated as a part of a comprehensive student experience. Example: The college offers an orientation program for new students that many students take but it is not mandatory and is not aligned with a comprehensive first year experience.	College leaders seek transformative and systemic change that is by design and at scale. Example: The college has designed, and required, a clear and comprehensive new student experience.	Do Not Know

7. Do college leaders encourage open dialog and risk-taking?

College leaders rarely encourage cross-collaboration, courageous conversations, and action around student success.	College leaders occasionally encourage cross-collaboration, courageous conversations, and action around student success. Example: Student success discussions primarily occur at the ATD coaching visit.	College leaders often encourage cross-collaboration, courageous conversations, and action around student success. Example: The college holds convocations and college-wide meetings on student success, but follow up action may be lacking.	College leaders consistently encourage courageous conversations that lead to bold action around student success. Example: There are formal processes and venues for honest dialogue about student success such as examining success rates in high enrollment but low retention courses and how to improve course success.	Do Not Know

8. Do faculty initiate and lead efforts to improve student success?

Faculty rarely lead initiatives at the college to promote improved student outcomes.	Faculty occasionally lead initiatives at the college to promote improved student outcomes.	Faculty often lead initiatives at the college to promote improved student outcomes. Example: Math faculty have developed accelerated options for students, but this has not occurred in other departments such as English.	Faculty consistently initiate and lead initiatives at the college to promote improved student outcomes. Example: Faculty members advocate for, and lead, redesign of clear instructional pathways for students.	Do Not Know

9. Does a culture of shared leadership for student success exist across all levels of the college?

Leadership for student success is seen primarily as the responsibility of the president or administrators.	Leadership for student success occasionally is seen from those not in administrative positions, but there are no processes in place to support wide-spread participation.	Leadership for student success is encouraged beyond the administrative level, but it is not very widespread across the institution.	Leadership is shared and encouraged at all levels, and student success is considered every employee's responsibility. Example: All employees are encouraged to welcome and assist students they meet on campus.	Do Not Know

CULTURE OF EVIDENCE

10. Does the Board of Trustees use data to promote the college's vision for student success?

The Board of Trustees rarely examines or discusses data on student success and is primarily interested in enrollment data.	The Board of Trustees is sometimes presented with data on student success but does not discuss or make decisions based on the data.	The Board of Trustees is often presented with data, but student success is not a primary focus of Board meetings.	The Board of Trustees routinely reviews and discusses data on student success and regularly requests and makes decisions based on data. Example: Student success data is an important focus with presentations and discussion at each Board meeting.	Do Not Know

11. Do college leaders share and use data to inform decision-making?

College leaders rarely share and use student success data to inform decision-making.	College leaders occasionally share and use student success data to inform decision-making.	College leaders often share and use student success data to inform decision-making. Example: A student success item is routinely included on meeting agendas as a discussion item.	College leaders consistently share and use student success data to inform decision-making. Example: Before leaders approve, requests for new staff, programs or services, the requestor is asked to justify, "How will this contribute to student success?".	Do Not Know

12. Is there a climate of accountability and expectation for the use of data for decision-making?

There is no consistent expectation for the use of data, and there are no formal processes for accountability.	Data is sometimes used for decisions, but there is not a systematic application of accountability.	Some processes are in place for accountability and the use of data, but they are not consistent or consistently applied. Example: The college has a dashboard of student success indicators but it may not always be up-to-date or routinely monitored for progress to inform action.	College leaders consistently apply processes and systems for accountability and the use of data at all levels. Example: Leaders hold a weekly session to focus on progress towards a student success goal and to make commitments for the upcoming week.	Do Not Know

Data and Technology

The institution's capacity to collect, access, analyze and use data to inform decisions, and to use powerful technology to support student success.

DATA

1. Does *relevant* data exist to inform decision-making?

The college rarely has the relevant data needed to inform tactical, operational and strategic decisions across the institution.	The college has some of the relevant data it needs to inform tactical, operational and strategic decisions across the institution.	The college often has the relevant data it needs to inform tactical, operational and strategic decisions across the institution. Example: Availability of snapshot, trend, comparative, cohort and other important data; college has tools to combine data in new and informative ways; college continues to build capacity to produce real-time information.	The college has blended and integrated data systems to produce all the data it needs along with internal capacity to produce real-time data for tactical, operational and strategic decision making across the institution. Example: Strong capacity to extract, analyze, and synthesize all kinds of data needed to inform student success; data production is timely and widely used to inform decision making; college has brought data together from multiple systems into a single platform to maximize use and efficiency.	Do Not Know

2. Does *reliable* data exist to inform decisions?

Data are not generally reliable, despite agreement that data integrity standards are important.	A process is in place to develop data integrity standards across all key campus areas.	Data integrity standards have been implemented in some campus areas and the effort is expanding. Example: There is a comprehensive set of integrity standards which have been applied in areas most directly involved in data or systems management but more knowledge building is needed across other areas of the college.	Data integrity standards exist, are understood, and are widely accepted and applied. Example: There is a comprehensive institutional data management approach that integrates, applies, and protects data integrity across all aspects of the college.	Do Not Know

3. Are data readily *accessible* to those who need it?

Only Institutional Research and/or select employees with data literacy skills have access to institutional data and analytic tools.	The college has formed a data or evidence team that includes Institutional Research (IR) and others from outside of IR who have access to data and analytical tools to help produce data and champion its use.	Data and analytic tools are widely accessible, and efforts are expanding to train faculty and staff on use and application of the tools. Example: Existence and growing utilization of analytical tools; data are combined and accessed in new and informative ways; college is making good progress to strengthen capacity to use related tools (e.g. pivot table training, training on visualization tools/techniques).	The college has dedicated resources to assure broad accessibility, training, and use of data and analytic tools among decision makers at all levels, which has produced a real-time analytical environment. Example: Availability of data through a single platform/single view system that facilitates ease of data access and encourages analysis by faculty and staff to inform student success strategies; faculty and staff empowered to access data.	Do Not Know

4. Are definitions for various student success measures defined, documented and used?

Data definitions for terms like persistence, first time in college (FTIC), and first generation vary throughout the college leading to confusion and distrust.	Protocols for consistent, reliable metrics are being developed along with a data dictionary.	Protocols for consistent, reliable use of metrics and training are in place. Example: General familiarity with data definitions and metrics; faculty and staff are increasingly conversant which results in more time spent on meaning and implications of data findings versus challenging the data.	Data definitions are consistently used and understood across the college. Example: The campus community is highly knowledgeable of data definitions; faculty and staff spend most of their time in thought-provoking data processing sessions to inform strategic action.	Do Not Know

5. Are data collected at various points along the student experience continuum?

The college does not have the data it needs to answer important questions about any phase of the student experience. Example: The college spends most of their time on things like overall graduation rates which reveal little about the student experience; the college struggles to comprehend the barriers their students encounter due to limited data.	The college has the data it needs about **some** phases of the student experience (from interest to application, college entry, all points of progression, to completion and beyond). Example: There is a commonly used set of indicators (e.g. course completion rates, persistence rates, credit milestones, and graduation rates) plus regular administration of standardized surveys (e.g. CCSSE) but college still has not drilled down to understand the student experience in entirety.	The college has the data it needs to answer important questions about **most** phases of the student experience. Example: There is a robust set of data that is disaggregated by student group and at various levels (institutional, program, course levels) but college is still working on some important research questions (e.g. what happens to students post college graduation) to fully understand the student experience.	The college has the data it needs to track student cohorts over time and answer important questions about **all** phases of the student experience. Example: There is a depth of knowledge about why students attend, who attends and does not attend, who is at-risk of failure, what prevents students from timely progression and completion, circumstances at point of graduation (excess credits and overall cost to students) and quality of graduates like time-to-completion at transfer institution or labor market value of graduates; the college uses data	Do Not Know

			to inform program and service redesign and eliminate barriers throughout the student experience.	

6. Are student success data translated into meaningful information?

Data are rarely disseminated in a format that is easily understood by others outside of Institutional Research (e.g., without graphic and/or narrative synthesis to help translate the data findings). Example: The college has the tendency to distribute detailed data tables or lengthy reports with limited attempt to interpret data for meaning.	Data are occasionally disseminated in a format that is easily understood by others outside of IR. Example: Crisp bullet points are used with some graphic displays of data but this is done primarily for data presentations to senior leadership.	Data are often disseminated in formats easily understood by lay staff through a variety of mediums to address different data synthesis styles. Example: The frequent use of score cards, highly visual data briefs, interactive dashboards, use of infographics, and other tools/techniques to help translate data into meaningful information.	Data are consistently presented and synthesized to tell a meaningful story and can readily be translated into action. Example: Consistent use of data visualization techniques; strong capacity within the college to organize data in effective ways; High cultural expectations for quality presentation of data (no other approach is accepted).	Do Not Know

7. Do data analyses yield insights about the past and future?

The college focuses data efforts primarily on answering informational questions related to "what happened" in the **past** with regard to student success.	The college uses qualitative data to answer "why it happened" or gain insight on what happened in the **past** with regard to student success.	The college uses predictive modeling to **forecast** "what will happen" or which students are likely to be successful or unsuccessful. Example: Use of predictive data so that unproductive behaviors or practices can be prevented before students drop out, stop out, or fail.	The college strategically leverages data to proactively answer "how we make it happen" with regard to student success outcomes. Example: Use of evidence-based practices, evaluation data, and other information that keeps the college grounded in what is or is not working; college uses data to inform scaling decisions and overall continuous improvement efforts.	Do Not Know

TECHNOLOGY

8. Have student success technologies been adopted to improve student outcomes? 💬

The college has not adopted technology solutions to help students succeed.	The college has implemented some technology solutions to support student success, but additional tools and increased adoption are needed.	The college has implemented a suite of technology solutions to support students from connection to completion and is focusing on increased adoption. Example: A combination of technology solutions is in use but the college is still working on platform integration and overall technology utilization.	The college has implemented an integrated and blended suite of technology solutions to form an ecosystem to support students from connection to completion with widespread adoption. Example: Ability to integrate applications and deliver systems, services, and	Do Not Know

			processes that are student-centered; use of technology solutions strategically differentiates this college.	

CULTURE OF EVIDENCE

9. Do the Information Technology (IT) and Institutional Research (IR) staff collaborate to optimize processes for data use? 💬

Institutional Research and Information Technology rarely collaborate to optimize processes for data use.	Institutional Research and Information Technology sometimes collaborate to optimize processes for data use, typically in reaction to fixing a data processing problem that surfaces.	Institutional Research and Information Technology often collaborate to optimize processes for data use. Example: IR and IT regularly collaborate to share information about latest tools/technologies but this collaboration happens primarily behind the scenes guiding the work of these two functions only. Progress is being made to leverage this collaboration more broadly by the college.	Institutional Research and Information Technology are partners to improve student success through a strategic approach that fully leverages both data and technology. Example: Intentional and frequent time is spent between IR and IT to proactively investigate, brainstorm improvements, and make recommendations to senior leadership; IR/IT work collaboratively with faculty and staff to understand user needs; campus community turns to IR/IT as a trusted resource for problem solving and innovation.	Do Not Know

10. Does the college use benchmarking to identify strategies for improvement and innovation?

Benchmarking is sometimes performed by various units without an overall institutional strategy.	Senior leadership teams understand the value of benchmarking, but this is not often shared at the department level.	Key performance indicators have been identified, and a benchmarking process is being developed. Example: The college has a core set of performance measures and is making progress to build knowledge of performance indicators campus-wide; performance targets/goals have not yet been established but are planned once comparative data is in place.	All key performance indicators are monitored internally and benchmarked externally to measure performance and progress towards key objectives. Example: Key performance indicators are documented, known, and understood campus-wide; performance targets are established and monitored based on comparative, contextual assessment.	Do Not Know

11. Does the college use data to examine and improve student outcomes? 💬

The college's approach to data collection and use is siloed, and data are used primarily for reporting and compliance.	Individual units use data to inform decision-making within their domains and to examine related trends.	College leaders focus analytics on institutional outcomes and encourage data owners to share data and tools to inform decision-making. Example: Faculty and staff drill deeper into data that is directly aligned with institutional data and intended college outcomes.	The college has an integrated approach to data collection and use. Data are actively used to understand institutional processes and outcomes and to develop and assess effective, comprehensive strategies for student success. Example: Data are strategically collected (i.e., not collected because of historical or past practice but because of strategic informational needs at any point in time); decisions and actions are logically derived from data	Do Not Know

			findings; the culture demands data-informed decision making.	

12. Does the college evaluate student success initiatives to inform decision-making?

Plans for evaluating student success initiatives are typically not developed by the college prior to implementation.	The evaluation of student success initiatives is sometimes part of the planning process and may be outcomes-based, but it is rarely enacted.	The evaluation of student success initiatives is often built into the planning phase, includes outcomes-based indicators, and is occasionally used to inform future work.	The evaluation of student success initiatives is comprehensive, planned, and outcomes-based results are shared and used to inform decision-making such as whether or not to scale the initiative. Examples: A logic model is designed to describe the initiative; evaluation questions are identified; an evaluation plan is developed and executed; and the evaluation results are shared, discussed and used for continuous improvement.	Do Not Know

Equity

The commitment, capabilities, and experiences of an institution to fairly serve low income students, students of color and other at-risk student populations with respect to access, success, and campus climate.

LEADERSHIP & VISION

1. Does the college have a clear and compelling definition for equity?

There is no college-wide definition for equity.	The college has defined equity, but the definition is not used in practice.	The college has an operationalized definition for equity, but there is some variation and inconsistency in the application of the term.	The college has a written, universally accepted definition for equity that is consistently used to operationalize equity on campus. Example: Equity statements are visible throughout campus (e.g., posted within classrooms, on syllabi, part of committee charges).	Do Not Know

2. Is equity a primary consideration in the college's student success efforts?

College leaders do not consider equity in the college's major student success efforts such as guided pathways, integrated planning and advising, and developmental education redesign.	College leaders loosely or informally consider equity in the college's major student success efforts.	College leaders often consider equity in the college's major student success efforts.	College leaders formally and consistently encourage employees to apply an equity lens in the design and implementation of major college student success efforts. Example: Equity is built into the implementation and evaluation plans for student success reform efforts, initiatives or interventions.	Do Not Know

STRATEGY & PLANNING

3. Does the strategic plan include goals to advance equity?

The college's strategic plan does not include any goals to advance equity.	The college's strategic plan sets at least one goal to advance equity, but it focuses on access rather than success.	The college's strategic plan sets short- and long-term goals to advance equity in both access and success.	The college's strategic plan sets short- and long-term goals to advance equity in both access and success, and there is an operational plan to guide implementation.	Do Not Know

4. Does the college have a formal entity to coordinate equity efforts?

The college does not have a designated individual, office or committee structure dedicated to advancing equity.	The college has a designated individual responsible for coordinating equity efforts.	The college has a structure in place to advance equity with cross-functional support beyond the equity officer or office, such as an equity committee. Example: An equity team, with representation from student services and academic affairs, guides planning to support equity goals.	The college has a formal entity to coordinate equity efforts, and faculty and staff have a sense of shared responsibility for equity. Example: Faculty and staff are invested in working collaboratively to eliminate structural barriers to completion related to course scheduling, registration deadlines and financial aid application or disbursement.	Do Not Know

5. Are equity considerations embedded in college unit plans and practices?

Very few, if any, college units (e.g., Purchasing, Human Resources, and Student Services) focus on equity as a formal part of their operational practices.	Some units consider equity as a formal part of their operational practices.	Many units consider equity in their operational practices, but equity-based initiatives are not a part of the formal unit annual planning and budget.	Most, if not all units, include equity as a part of the unit's formal strategic planning, programmatic and budget practices.	Do Not Know

ENGAGEMENT & COMMUNICATION

6. Is the college community broadly engaged in conversations about equity?

Faculty and staff rarely engage in conversations about equity or improving student outcomes for students of color or low income students.	Faculty and staff sometimes engage in equity conversations, but these are generally impromptu or not structured in a way that leads to action.	Faculty and staff often engage in courageous conversations on equity through deliberate opportunities for dialogue. Students are sometimes included, but they are typically high achieving students from an honor society or the Student Government Association. Example: The college hosts learning lunches, organized reading initiatives, faculty forums, and/or a convocation speaker to discuss equity issues.	Faculty and staff routinely engage in courageous conversations on equity and enlist students with a variety of perspectives to join the conversation and to guide change. Example: To inform decision-making, the college conducts student focus groups to gain an accurate picture of student experiences at the college. Faculty and staff use the information gleaned from the focus groups to enhance the student experience.	Do Not Know

POLICIES & PRACTICES

7. Does the college consider equity when proposing and evaluating policies and practices?

The college rarely discusses equity concerns when proposing or evaluating policies that impact students.	The college occasionally discusses equity issues, but they do not know how to apply an equity lens to improve policies that impact students.	The college applies an equity lens to improve policies that impact students, but the inclusion of equity is not formalized, leading to inconsistent use among faculty and staff. Example: The financial aid staff championed an evaluation of the college's drop-for-nonpayment policy to assess impact on low income students.	The college has formalized the inclusion of equity as a criterion when proposing or evaluating policies that impact students. All policies are evaluated through an equity lens to assess if the policy is student-focused and if there are systemic barriers unintentionally built into policies. Example: There is a mandate that all policy audits consider how the policy affects achievement gaps between student cohorts when reviewing and/or changing policies.	Do Not Know

8. Are hiring and retention policies in place that address equity and diversity?

| Hiring and retention policies and practices do not address diversity and equity considerations. | Some hiring and retention policies and practices address diversity and equity considerations, but are not consistently implemented. | Policies and practices have been designed and implemented to hire and train a diverse workforce, but they have proven only partially successful. | The institution has developed hiring and retention policies and practices that are highly effective at recruiting, engaging and retaining individuals who add to its diverse workforce, resulting in a staff that generally reflects the demographic composition of the college's service area population. Example: The college supports diversity, equity and inclusion through talent development infused into the entire employee lifecycle, including on-boarding, professional development and leadership training. | Do Not Know |

TEACHING & LEARNING

9. Are faculty and staff prepared to work with a diverse student population?

| Little to no professional development is provided to prepare faculty and staff to adequately meet the needs of a diverse campus. | Some professional development is provided to prepare faculty and staff to meet the needs of a diverse campus, but the training is optional. | Adequate and effective campus professional development is provided to prepare faculty and staff to work with a diverse student population.

Example: During new faculty and staff orientation, training is provided on equity, diversity, inclusion. | College employees are encouraged to pursue additional professional development on equity, both on- and off-campus, and are supported with professional development funds to be prepared to work with a diverse student population.

Example: Participation in workshops on culturally responsive teaching is recognized in the performance review and promotion process. | Do Not Know |

10. When teaching, do faculty take into consideration the various ways that students learn due to different cultural values?

Few faculty take into consideration the different ways that students learn because of their different cultural values.	Some faculty are take into consideration the different ways that students learn because of their different cultural values.	A majority (more than 50% but fewer than 80%) take into consideration the different ways that students learn because of their different cultural values.	Most (80% or more) faculty take into consideration the different ways that students learn because of their different cultural values. Example: Faculty use culturally responsive and relative teaching by weaving the realities of their students' lives into classroom instruction.	Do Not Know

11. Are equity concepts, such as inclusion and social justice, embedded within the curriculum? 💬

The college has not yet integrated equity into an institutional core competency or aligned curricula to support respect for social and cultural diversity.	The college has integrated equity into an institutional core competency and aligned curricula in a **few** departments.	The college has integrated equity into an institutional core competency and aligned curricula in **many** departments.	The college has integrated equity into an institutional core competency and aligned curricula across **all** departments.	Do Not Know

12. Are equity concepts embedded in co-curricular and academic supports? 💬

The college provides limited opportunities for students, faculty and staff to learn the value of equity and cultural inclusion through co-curricular and academic supports.	A few departments provide opportunities for students, faculty and staff to learn the value of equity and cultural inclusion through co-curricular and academic supports.	Many departments provide opportunities for students, faculty and staff to learn the value of equity and cultural inclusion through co-curricular and academic supports.	The college has integrated opportunities for students, faculty and staff to learn the value of equity and cultural inclusion throughout co-curricular and academic supports. Example: Mentoring, multi-cultural activities, experiential learning, coaching and workshops on equity.	Do Not Know

DATA & TECHNOLOGY

13. Has the college defined metrics to promote and enhance equity?

The college has not identified a set of equity metrics to collect and monitor.	The college has identified equity metrics for access (e.g., demographics of student population versus college's service area), but not for success (e.g., demographics of college's entering class versus graduating class).	The college has identified equity metrics for access and success, but they are weighted towards access.	The college has identified a balanced set of equity metrics for access and success. Example: The college developed an equity scorecard with access and success indicators.	Do Not Know

14. Does the college routinely disaggregate student data into sub-populations to identify achievement gaps?

The college does not typically disaggregate student data by income, ethnicity, age, full-time/part-time status or gender, so decision-makers do not have access to disaggregated student outcome data.	Decision-makers have access to disaggregated student outcome data through an ad hoc request to Institutional Research, often delaying access to the data.	Decision-makers have on-demand access to disaggregated student outcome data, but the data is stationary and can't be distilled for further analysis.	Decision-makers have access to disaggregated student outcomes on a platform that allows for robust analysis. Example: Decision-makers have real time access to disaggregated student data through a dashboard where they can analyze different variables and monitor student outcomes and achievement gaps.	Do Not Know

CULTURE OF EVIDENCES

15. Is disaggregated student data used to address achievement gaps?

Few college faculty and staff use student outcome data disaggregated by key factors such as income, ethnicity, gender, age, and full-time/part-time status to inform decisions related to student success.	Some faculty and staff use student outcome data disaggregated by key factors to inform decisions related to student success.	A majority (more than 50% but fewer than 80%) of faculty and staff use disaggregated student outcome data to highlight existing achievement gaps and address the narrowing of those gaps.	Most (80% or more) faculty and staff, across all levels of the college, use disaggregated student outcome data to inform decisions related to student success and achievement gaps. Example: The college has identified achievement gaps between different student populations and implements student success initiatives based upon research into best practices to close those gaps.	Do Not Know

Teaching & Learning

The commitment to engaging full-time and adjunct faculty in examinations of pedagogy, meaningful professional development, and a central role for them as change agents within the institution. Also, the college's commitment to advising, tutoring, and out-of- classroom supports as well as restructuring developmental education to facilitate student learning and success.

INSTRUCTIONAL PRACTICES & SUPPORT SERVICES

1. Are faculty engaged as change agents in improving student success?

Few faculty operate outside out of the traditional classroom role to actively engage with other faculty in leading reform of curriculum and/or pedagogy.	Some faculty are actively engaged in curriculum or pedagogy reform but it is not the majority of faculty.	A majority (more than 50% but fewer than 80%) of faculty are actively engaged in curriculum or pedagogy reform.	Most (80% or more) faculty are actively engaged in curriculum or pedagogy. Example: Faculty leadership fellows; faculty liaisons for completion; faculty serving on student success teams; faculty learning communities; faculty are leading each other in the reform of curriculum and/or pedagogy.	Do Not Know

2. Do faculty apply research-based instructional practices?

Faculty rarely apply research based instructional practices.	Faculty apply research based instructional practices but the extent is limited, such as in a single course or section pilot.	Faculty apply research based instructional practices in entire courses or programs throughout the college.	Faculty consistently apply research based instructional practices throughout all course and program offerings. Example: The use of active and collaborative learning; integrative learning; cooperative learning; student-centered learning; common book; brain-based learning strategies; support of growth mind-sets.	Do Not Know

3. Does the college provide the resources to maximize the use of technology in educational practice?

The college provides few resources to support technology to enhance educational practice.	The college provides some resources to maximize technology in educational practice.	The college often provides resources and support to maximize technology in educational practice but not at the full level needed. Example: Computer labs and smart classrooms are supported but not always kept up-to-date; professional development provided on the use of technology is good, but not comprehensive.	The college consistently provides the resources and support needed to maximize technology in educational practice. Example: Professional development in using technology; up to date hardware and software; access to technical assistants in the classroom; instructional designers to support learning management system development; implementation of smart classrooms and adaptive courseware.	Do Not Know

4. Does the college offer a comprehensive array of learning supports for students?

The college offers few learning support services.	The college offers some learning support services.	The college offers many learning support services that are targeted to enhance student learning and outcomes.	The college targets a comprehensive array of learning support services that enhance student learning and outcomes. Example: Tutoring; co-requisite and supplemental instruction; academic coaching; computer-assisted supports that are coordinated with student support services and academic programs.	Do Not Know

DEVELOPMENT EDUCATION

5. Does the college provide accelerated options to traditional developmental education? 💬

The college provides traditional developmental education in reading, writing and math but has not redesigned development education to offer accelerated options.	The college has designed at least one accelerated developmental education option for writing, reading or math.	The college provides at least one accelerated development education option for reading or writing and for math.	The college provides developmental education through rigorous, accelerated instructional co-requisite and standalone options that align with the knowledge and skills required for success in program-required gateway courses. Example: Implementation of ALP, New Math Pathways such	Do Not Know

			as Statway and Quantway; contextualized delivery systems for developmental education; intensive and challenging stand-alone options for students with deep developmental needs; reading apprenticeship training for contextualized reading instruction across the curriculum; integrated reading and writing courses that promote academic literacy.	

STRUCTURED PROGRAM MAPS

6. Are program-level learning outcomes designed to prepare students to transition to the workplace and to transfer to a four-year institution?

The college rarely designs program-level learning outcomes to prepare students to transition to the workforce and/or transfer to a four-year institution.	The college sometimes designs program-level learning outcomes to prepare students to transition and/or transfer.	The college often designs program-level learning outcomes to prepare students to transition and/or transfer.	The college consistently designs program-level learning outcomes to prepare students to transition to the workforce and transfer to a four-year institution.	Do Not Know
			Example: Communication with four-year institutions to align curriculum and create transfer pathways; dialogue with employers to determine needed skills; data about transfers rates, four-year success rates, and employment rates.	

7. Does the college regularly monitor student progress and provide focused support?

The college does not regularly monitor student progress towards completion.	The college sometimes monitors student progress and as a result, some students received focused support.	The college often monitors student progress and as a result, many students are directed to enroll in appropriate courses and receive focused support.	The college consistently monitors student progress and as a result, students are consistently directed to enroll in appropriate courses and receive focused support. Example: Default program maps; use of early alert systems; required continuous advising; implementation of technological programs that predict student success; and provision of focused interventions.	Do Not Know

PROFESSIONAL DEVELOPMENT

8. Does the college have an effective professional development program for instruction?

Faculty development opportunities are under-resourced and rarely result in changes to instructional practice that lead to improved student success.	Faculty development opportunities are minimally funded and only somewhat effective, resulting in spotty changes to instructional practice).	Faculty development opportunities are adequately funded and often effective, resulting in improvements to instructional practice and curriculum in most departments.	The college's professional development program for instruction is very effective with appropriate resource allocation, robust and responsive curriculum, and ample opportunities. Example: Continuous professional development within the semester; systematic assessment of professional development needs of faculty; professional development responsive to faculty needs; formal leadership of faculty development; required faculty participation in professional development; incentives are provided for professional development.	Do Not Know

9. Do professional development activities support adjunct faculty participation?

Professional development opportunities rarely address adjunct faculty needs, which contributes to low adjunct faculty participation.	Some professional development opportunities address adjunct faculty needs, but participation is not expected and remains low.	Professional development opportunities are often designed specifically for adjunct faculty, which results in higher participation rates.	Professional development opportunities are often designed both by and for adjunct faculty; participation is expected; and nearly all adjunct faculty participate. Example: Professional development is offered when adjunct faculty can attend; specific orientation is offered to adjunct faculty; adjunct faculty are provided with faculty mentors; and compensation for attending professional development.	Do Not Know

10. Do faculty update their instructional practice based on acquired professional development?

Faculty rarely update their instructional practice based on professional development.	Faculty sometimes update their instructional practice based on professional development.	Faculty often update their instructional practice based on professional development.	Faculty consistently update their instructional practice based on acquired professional development. Example: Faculty use of new knowledge incorporated in workshops for other faculty; accountability in individual performance reviews that includes attempts to apply pedagogy learned at	Do Not Know

			professional development workshops.	

CULTURE OF EVIDENCE

11. Are data regularly used to improve educational practice in the classroom? 💬

Data are rarely used to improve instructional practice in teaching and learning environments.	Data are sometimes used to improve instructional practice in teaching and learning environments.	Data are often used to improve instructional practice in teaching and learning environments.	Data are consistently used to improve instructional practice in teaching and learning environments. Example: Use of data from learning outcomes assessment; use of engagement data from SENSE or CCSSE/CCFSSE; use of classroom assessment techniques by faculty; facilitation of student focus groups to provide qualitative feedback; analysis of course pass rates; evaluations for specific initiatives.	Do Not Know

12. Are learning outcomes used to improve curriculum and instruction? 💬

Course learning outcomes are rarely used by faculty to improve curriculum, instruction, and student learning.	Course learning outcomes are sometimes used by faculty to improve curriculum, instruction, and student learning.	Course learning outcomes are often used by faculty to improve curriculum, instruction, and student learning, but there is no college wide, systematic requirement that learning outcomes result in an improvement plan.	Course learning outcomes are consistently used by faculty to improve curriculum, instruction, and student learning. Example: An improvement plan created and implemented from the actual outcomes; regular reassessment of outcomes after plan implementation to determine the degree of learning students achieve throughout the curriculum.	Do Not Know

Engagement and Communication

The creation of strategic partnerships with key external stakeholders, such as K-12, universities, employers and community based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.

INTERNAL ENGAGEMENT & COMMUNICATION

1. Does the college engage multiple internal stakeholders in student success work?

The college does not typically encourage broad-based engagement of multiple stakeholders in efforts to improve student success.	The college has tried to engage internal stakeholders in student success work, but teams are largely comprised of senior administrators and typical champions.	The college has attempted to engage internal stakeholders in cross-functional student success teams, but these are limited to a small number of priorities. Example: A developmental education taskforce; an equity committee.	The college has created multiple, cross-functional, broad-based student success teams aligned with student success goals and expectations for improved student outcomes. Example: Full-time faculty, adjunct faculty, academic affairs staff, student services staff and students are enlisted to serve on student success teams.	Do Not Know

2. Do college leaders communicate a sense of urgency for improving student success outcomes?

College leaders do not communicate a sense of urgency about improving student outcomes, resulting in an overall complacency about student success.	College leaders occasionally communicate a sense of urgency about improving student success outcomes, but this is not a high priority.	College leaders often communicate a sense of urgency about improving student success outcomes, but this message does not reach all intended stakeholders. Example: College leaders convey urgency in campus meetings; Academic Affairs and Student Services faculty and staff have collaborated on a work plan and meet monthly to ensure that actions are taken according to set time lines.	College leaders take every opportunity to communicate to multiple stakeholders why student success outcomes need to change and engage them in cross-functional work teams. Example: Everyone at the college believes their job is to improve the student experience so students are best equipped to learn and succeed.	Do Not Know

3. Are student success values and updates regularly communicated to the college community?

College communications to faculty and staff rarely include the values for, and information about, student success work and outcomes.	The college primarily relies on traditional communication strategies (e.g., newsletters, occasional meetings) to communicate values for student success and updates.	The college has developed a communication plan, but it is not routinely followed to convey information about student success.	The college has an effective communication plan that is designed to inform stakeholders of student success activities and updates, and it is consistently followed and updated as needed. Example: The college's communication plan includes a variety of strategies (e.g., newsletter, email, social and	Do Not Know

| | | | print media, web site updates) that target different stakeholders, depending upon the message; Communications team and Institutional Research coordinate to package, release, time and promote student success data and research. | |

4. Does the college empower those engaged in student success work to take action?

The college does not empower faculty and staff to be involved, to innovate or to take action to improve student success outcomes.	The college sometimes empowers faculty and staff to become involved and to innovate, but resources do not typically support improving student outcomes.	The college generally empowers faculty and staff to become involved, to innovate, and to take action to improve student success outcomes, but this is not uniform across the campus.	The college consistently promotes change on behalf of students and empowers faculty and staff to become involved, to innovate, and to take action to improve student success outcomes. Example: Student Success reform efforts are not only coordinated by a central committee (e.g., "core team") but also are regularly initiated at the division, department, and program levels based on the commitment and enthusiasm of faculty and staff.	Do Not Know

EXTERNAL ENGAGEMENT AND COMMUNICATION

5. Does the college include external stakeholders in student success efforts?

The college has superficial or limited engagement with external stakeholders such as K-12 educators, four-year institutions, community based organizations and businesses. The college role is primarily reactive to community partners.	The college engages effectively with some local partners but there are gaps. Example: the college engages the K-12 sector but there is little involvement in economic development or community decisions.	The college uses broad engagement strategies and seeks input from the local community. Example: The college includes representatives from feeder secondary and postsecondary institutions, community based organizations and major employers in strategic planning discussions.	The college initiates and fosters ongoing and active collaboration with K-12 educators, four-year partners, community based organizations and businesses to develop cross-sector strategies to increase access and completion. Example: The college has developed collective impact strategies with local schools and four-year partner institutions to increase credential and degree attainment; the college is a proactive leader in economic and workforce development and works with local government and community leaders to recruit new industries to the area.	Do Not Know

CULTURE OF EVIDENCE

6. Do faculty and staff examine and discuss student success data and strategies for improvement?

There is little effort to engage faculty and staff in discussions on student success data.	There is some effort to engage faculty and staff in departmental discussions of data, but data are not broadly shared and do not typically lead to implementation of new strategies.	Faculty and staff often discuss the implications of student success data, and results of the discussions are shared with internal stakeholders to guide action. Example: Faculty and staff work in small groups to discuss a student success data point, brainstorm actions, and repeat process through other data points.	Faculty and staff routinely discuss the implications of student success data, and results are shared broadly with both internal and external stakeholders, as appropriate, for collective action. Example: Faculty and staff lead discussions of student data and implications for practice (e.g., at college in-service, in department meetings, or with high school counselors).	Do Not Know

Strategy & Planning

The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.

PLANNING

1. Does the college's strategic plan focus on student success?

Student success is not integrated into the college's strategic plan.	Student success is referenced in the college's strategic plan but is not listed as a top priority.	Student success is one of many top priorities within the college's current strategic plan.	Student success is the clear focus of the college's strategic plan and is used to guide action.	Do Not Know

2. Is the student success agenda integrated into other core work?

There are efforts to improve student success but they are siloed and isolated.	There is some integration and alignment of the student success agenda with core college work, but this does not seem to be planned.	Most of the student success agenda is integrated and aligned with core college work, but some initiatives seem to be more grant-specific, operating in silos.	The student success agenda is well-aligned and integrated into core college work, such that planning, budgeting, and accreditation are leveraged to support it as routine practice.	Do Not Know

RESOURCE ALIGNMENT

3. Do revenue and resource allocation decisions support student success?

The college does not consider student success data when making resource allocation decisions.	The college occasionally considers student success data when making resource allocation decisions that support pilot programs or sustain successful ones.	The college reviews and discusses both evidence-based practices (e.g., what has worked elsewhere in similar circumstances) and local student success data, but officials don't typically consider these when making resource decisions.	College resource allocation is clearly driven by the goals in the strategic plan, discussions of student success data, and review of promising initiatives. Example: The college has reallocated funds to hire additional advisors to improve first term student retention rates.	Do Not Know

4. Does the college pursue external grant funding to support student success?

The college pursues grant-funded projects without consideration of the student success agenda resulting in the pursuit of projects that are often more in line with the funder's goals than with the college's student success goals.	The college pursues grant-funded projects with some consideration of the student success agenda, but this is not an intentional approach, resulting in some grants that are aligned with student success goals and some that are not.	The college is intentional in the pursuit of grant-funded projects to advance the student success agenda, but there is not a process in place to ensure all funding requests map to student success and include sustainability of the work beyond the grant.	Grant-funded projects are not undertaken unless they support the student success agenda and decision-makers agree to sustain the work beyond the funding period. Example: Before a grant is pursued, the request goes through a process to ensure both alignment with the college's existing plans for increasing student success outcomes and	Do Not Know

			the sustainability of the work beyond the grant period.	

5. Is professional development appropriately aligned to advance student success?

The college offers professional development for faculty and staff, but the focus is not on improving the student experience to yield better outcomes.	The college's professional development includes some topics related to the student success agenda, but follow-up action on the part of participants is not an explicit expectation.	The college's professional development includes a robust set of topics related to the student success agenda, and there is a clear expectation of follow-up action on the part of participants.	The college's professional development for faculty and staff is designed to enhance the ongoing, successful execution of student success initiatives. Example: The college holds a series of data summits to enhance understanding of how to use data to improve student outcomes. There is an annual plan for professional development that focuses on activities that are decided from data to address areas that need improvement.	Do Not Know

STRATEGY EXECUTION

6. Does the college focus on a set of high-priority student success goals?

The college often takes on too many initiatives at once, resulting in fragmentation or ineffectiveness.	The college has a prioritized set of goals, but the focus is too broad, resulting in a struggle to move from planning to execution.	The college has a prioritized set of student success goals and is able to move from planning to execution on some, but not all, goals.	The college has a laser focus on a limited set of high priority student success goals, and initiatives are identified and leveraged to support these high-priority areas.	Do Not Know

7. Is responsibility for student success goals clearly defined and broadly shared?

Responsibility for student success initiatives is not clearly defined or is viewed as only the senior team's job.	Responsibility for some student success initiatives (e.g. grant programs) is clear but not for most cross-functional work (e.g. advising).	Responsibility for student success initiatives is clear, but the work is not well-monitored for alignment with overall student success goals.	Responsibility for, and achievement of, student success goals is clearly defined, broadly shared, and routinely monitored for progress. Example: The college leadership team holds a weekly meeting to monitor progress towards key student success goals and to make commitments for the week.	Do Not Know

8. Does the college have a group of individuals responsible for coordinating and executing the student success agenda?

The college has a planning team(s) for student success but it rarely meets and is not active (e.g. on paper only).	The college has planning teams for aspects of student success, but their work is not well-coordinated.	The college has a cross-functional team or committee focused on coordinating and implementing selected student success priorities.	The college has a cross-functional team with broad based representation, including key decision-makers, that is responsible for overseeing and coordinating student success efforts. Example: The college has a cross-functional ATD Core Team to steer student success efforts.	Do Not Know

CULTURE OF EVIDENCE

9. Does the institution use key performance indicators to measure student success?

Key performance indicators have not been established for student success.	Key performance indicators have been created for student success, but they are rarely used to inform decisions or monitor goal achievement.	Key performance indicators have been created for student success and are occasionally used to inform decisions and monitor goal achievement.	A comprehensive set of key performance indicators has been created for student success and are widely disseminated and discussed. These indicators are routinely monitored and used to inform decision making. Example: The college has a comprehensive dashboard of student success indicators that is readily accessible to faculty, staff, administrators and Board members.	Do Not Know

10. Are short-term measures defined so that their achievement ultimately leads to the accomplishment of student success goals?

The college focuses on measuring certain student success goals, such as improving fall to spring retention rates, but has not focused on the short-term (daily, weekly or monthly) measures of the	The college has identified a few short-term measures likely to influence achievement of student success goals, but measures are not tracked or discussed routinely.	The college has identified a set of short-term measures to focus on that should lead to the achievement of their student success goals, and data are collected and reviewed on those measures.	When the college establishes a student success goal, standard protocol is to also establish a set of leading indicators to focus on to achieve that goal, to collect data on and to routinely assess progress.	Do Not Know

| activities most likely to achieve these goals. | | | Example: In order to improve fall to spring retention rates from x to y by z, faculty monitor early alert and course data weekly in an attempt to reduce the number of course withdrawals during the fall semester. | |

11. Is there an established culture of continuous improvement?

| The college rarely uses continuous improvement strategies to support student success. When strategies are used, it is often in reaction to external drivers such as state mandates or accreditation requirements. | The college sometimes uses continuous improvement strategies, such as process improvement, to support student success, but the use is not systemic or disciplined. | The college often uses continuous improvement strategies to support student success, but mostly in structured teams or committees versus ownership by employees at all levels.

Example: The strategic planning council regularly uses data to review and discuss student success interventions to inform refinement, scaling and resource allocation. | The college is a learning institution. Employees at all levels are proactive and disciplined in examining and questioning every assumption, policy, practice and initiative in light of how it improves student success and if it could be done better or more efficiently.

Example: Employees at all levels of the college continuously improve their processes, align their work to support student success goals and get involved in discussing and implementing ideas to improve student success. | Do Not Know |

Policies and Practices

The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

CONNECTION (PRE-ENROLLMENT)

1. Do policies and practices support student connection to the institution through the pre-enrollment period?

Few college policies or practices directly support the student connection to the college through the start of their first class (e.g., application, placement testing, FAFSA completion, initial advising and high school outreach).	Some college policies and practices support students through the pre-enrollment period, but they are designed primarily for limited student populations, such as students from feeder high schools.	A number of policies and practices support students through the pre-enrollment period, but they are not consistently applied or enforced. Example: The placement test is the only measure of assessment; students are encouraged, but not required, to meet with an advisor prior to registering for their first semester of classes.	The college has policies and practices that support students through the pre-enrollment period, and they are consistently applied and enforced. Example: Teaching FAFSA completion workshops; early placement testing of high school students so they can take a summer bridge course; use of multiple measures of assessment to place students; requiring new students to meet with an advisor prior to registering for their first semester of classes.	Do Not Know

POINT OF ENTRY/FIRST-YEAR EXPERIENCE

2. Do policies and practices support the student through the first-year experience?

Few college policies or practices directly support student entry into the institution and first year experience.	Some college policies and practices support student entry into the institution, but they are not designed to extend through the first-year experience.	A number of policies and practices support student entry into the institution and first-year experience, but they are not consistently applied or enforced. Example: New student orientation is voluntary or only offered online; advising is not mandated and not all students have degree plans; the student success course is optional or is only required for certain student populations.	The college has policies and practices that support student entry into the institution and first-year experience, and they are consistently applied and enforced. Example: A mandatory, in-person new student orientation; a required student success course; required development of a degree plan through proactive advising; and accelerated developmental education options such as a co-requisite model.	Do Not Know

PROGRESSION

3. Do policies and practices support student progression and momentum towards completion?

Few college policies or practices directly support student progression and momentum through the institution.	Some college policies and practices support student progression and momentum through the institution, but they are designed primarily for a subpopulation of students such as full-time students.	A number of policies and practices support student progression and momentum through the institution, but they are not consistently applied or enforced. Example: The use of stand-alone versus embedded support; inconsistencies in faculty who take attendance or post mid- term grades due to a lack of a college-wide policy.	The college has policies and practices that support student progression and momentum through the institution, and they are consistently applied and enforced. Example: Access to structured programs and pathways; predictable schedules; integrated early alert and academic intervention mechanisms; proactive academic advising; financial aid policies that support student progression; attendance policies; and strong connections between credit and noncredit programs.	Do Not Know

COMPLETION

4. Do policies and practices support student completion of a certificate or degree?

Few policies and practices directly support student completion to graduation.	Some policies and practices support student completion to graduation, but they are designed primarily for certain student subpopulations such as those enrolled in career programs of study.	A number of policies and practices support student completion to graduation, but they are not consistently applied or enforced. Example: Proactive advising is available, but not mandatory; technology tools are not fully integrated to flag if student goes off track.	The college has policies and practices that support student completion to graduation, and they are consistently applied and enforced. Example: Development of graduation plans; an intentional and comprehensive graduation application process; credentials/degrees automatically awarded; credit recovery policies; and incentives to return to college to complete a degree/credential.	Do Not Know

TRANSITION TO FOUR-YEAR/WORKFORCE

5. Do policies and practices support student transfer to four-year institutions?

Few policies and practices directly support student transfer to four-year institutions.	Some college policies and practices support student transfer to four-year institutions, but there is variation by transfer program of study.	A number of policies and practices support student transfer to four-year institutions, but they are not consistently applied or enforced.	The college has policies and practices that support student transfer to four-year institutions, and they are consistently applied and enforced.	Do Not Know
	Example: Some departments, like nursing and pre-engineering, have aligned their curricula with that of partner four-year institutions.	Example: Advising is not mandatory and students are free to select courses without regard to existing transfer agreements.	Example: Clear, articulated pathways into programs at four-year institutions; available admissions information and deadlines for transfer institutions; recruiting and outreach opportunities with transfer institutions; access to advisors at transfer institutions.	

6. Do policies and practices support student transition to the workforce?

Few college policies and practices directly support student transition to the workforce.	Some college policies and practices support student transition to the workforce, but they are designed primarily for limited departments such as nursing.	A number of college policies and practices support student transition to the workforce, but they are not consistently applied or enforced.	The college has policies and practices that support student transition to the workforce, and they are consistently applied and enforced.	Do Not Know
	Example: Business internships and health sciences clinical experiences.	Example: Advising is not mandatory and students are free to select course without regard to clearly available course maps.	Example: Tracking and using program-level job placement information in advising; opportunity to participate in internships and work-based	

			experiences with local employers; collection of graduate wage information to inform programs and job placement activities; Learn and Earn programs.	

STAKEHOLDER ENGAGEMENT

7. Does the college effectively involve internal stakeholders in implementing and improving student success policies and practices?

The college makes, or refines, policies and practices that impact student success with little involvement of faculty, staff or students. Example: One representative from each stakeholder group may serve on a policy committee.	The college makes, or refines, policies and practices that impact student success with some involvement of faculty, staff or students.	The college makes, or refines, policies and practices that impact student success with input from a variety of internal stakeholders (e.g., full-time faculty, adjunct faculty, staff and students) but there is no systematic process in place to gather input.	The college makes, or refines, policies and practices that impact student success with significant involvement of faculty, staff and students. Example: A systematic process is in place to gather feedback through use of surveys, focus groups, all college forums; faculty and staff are empowered to initiate policy refinements and to question, "Is this in the best interest of student success?"	Do Not Know

8. Does the college effectively involve external stakeholders in implementing and improving student success policies and practices?

The college makes, or refines, policies and practices that impact student success with little involvement of external stakeholders (e.g., community based organizations, employers, accreditors, partner institutions, graduates, state policy makers).	The college makes, or refines, policies and practices that impact student success with some involvement of external stakeholders.	The college makes, or refines, policies and practices that impact student success with input from a variety of external stakeholders, but there is no systematic process in place to gather input.	The college makes, or refines, policies and practices that impact student success with significant involvement of external stakeholders. Example: A systematic process is in place to gather feedback such as use of surveys, focus groups, community conversations, and joint meetings with high school counselors.	Do Not Know

CULTURE OF EVIDENCE

9. Does the college evaluate the effectiveness of policies and practices and revise as appropriate?

The college rarely reviews the effect of policies and practices on promoting a successful student experience.	The college occasionally reviews the effect of policies and practices on promoting a successful student experience.	The college has a process in place to regularly review the effect of policies and practices on promoting a successful student experience.	The college has a comprehensive review process to continuously improve its policies and practices. Policies and practices are routinely evaluated based on their effectiveness and ability to promote a successful student experience. Example: Regular policy audits and inventory of best practices.	Do Not Know