

Leadership & Vision

Total Number of Respondents: 98

	Don't Know (N)	Level 1 & 2 GAPS	Level 3 & 4 Strengths	Level 1 & 2 GAPS	Level 3 & 4 Strengths	IDK
1. Does the college have a clear and compelling vision for student success?	5	11	82	11%	84%	5%
2. Is the student success vision used to set priorities and direct action?	11	30	57	31%	58%	11%
3. Does the Board of Trustees provide leadership for student success?	45	24	29	24%	30%	46%
4. Does the president actively support efforts to improve student success?	16	15	67	15%	68%	16%
5. Does student success drive personnel decisions such as hiring and performance evaluations?	18	29	51	30%	52%	18%
6. Do college leaders seek transformational change to improve the student experience?	10	30	67	31%	68%	1%
7. Do college leaders encourage open dialog and risk-taking?	6	36	51	37%	52%	11%
8. Do faculty initiate and lead efforts to improve student success?	10	30	58	31%	59%	10%
9. Does a culture of shared leadership for student success exist across all levels of the college?	6	23	56	23%	57%	19%
10. Does the Board of Trustees use data to promote the college's vision for student success?	59	11	58	11%	59%	30%
11. Do college leaders share and use data to inform decision-making?	14	28	69	29%	70%	1%
12. Is there a climate of accountability and expectation for the use of data for decision-making?	18	35	28	36%	29%	36%

Data & Technology

Total Number of Respondents: 111

	Don't Know (N)	Level 1 & 2 GAPS	Level 3 & 4 Strengths	Level 1 & 2 GAPS	Level 3 & 4 Strengths	IDK
1. Does relevant data exist to inform decision-making?	16	45	50	41%	45%	14%
2. Does reliable data exist to inform decisions?	25	38	48	34%	43%	23%
3. Are data readily accessible to those who need it?	25	52	34	47%	31%	23%
4. Are measures of student success defined, documented and used?	22	44	45	40%	41%	20%
5. Are data collected at various points along the student experience continuum?	22	57	32	51%	29%	20%
6. Are student success data translated into meaningful information?	20	56	35	50%	32%	18%
7. Do data analyses yield insights about the past and future?	29	51	31	46%	28%	26%
8. Have student success technologies been adopted to improve student outcomes?	10	44	57	40%	51%	9%
9. Do the Information Technology (IT) and Institutional Research (IR) staff collaborate to optimize processes for data use?	50	35	26	32%	23%	45%
10. Does the college use benchmarking to identify strategies for improvement and innovation?	26	28	57	25%	51%	23%
11. Does the college use data to examine and improve student outcomes?	13	42	56	38%	50%	12%
12. Does the college evaluate student success initiatives to inform decision-making?	27	25	59	23%	53%	24%

Equity

Total Number of Respondents: 105

	Don't Know (N)	Level 1 & 2 GAPS	Level 3 & 4 Strengths	Level 1 & 2 GAPS	Level 3 & 4 Strengths	IDK
1. Does the college have a clear and compelling definition of equity?	21	21	63	20%	60%	20%
2. Is equity a primary consideration in the college's student success efforts?	20	27	58	26%	55%	19%
3. Does the strategic plan include goals to advance equity?	31	19	55	18%	52%	30%
4. Does the college have a formal entity to coordinate equity efforts?	40	29	36	28%	34%	38%
5. Are equity considerations embedded in college unit plans and practices?	37	35	33	33%	31%	35%
6. Is the college community broadly engaged in conversations about equity?	16	51	38	49%	36%	15%
7. Does the college consider equity when proposing and evaluating policies and practices?	28	28	49	27%	47%	27%
8. Are hiring and retention policies in place that address equity and diversity?	21	33	51	31%	49%	20%
9. Are faculty and staff prepared to work with a diverse student population?	12	42	51	40%	49%	11%
10. When teaching, do faculty take into consideration the various ways that students learn due to different cultural values?	22	31	52	30%	50%	21%
11. Are equity concepts, such as inclusion and social justice, embedded within the curriculum?	36	35	34	33%	32%	34%
12. Are equity concepts embedded in co-curricular and academic supports?	29	39	37	37%	35%	28%
13. Has the college defined metrics to promote and enhance equity?	50	24	31	23%	30%	48%
14. Does the college routinely disaggregate student data into sub-populations to identify achievement gaps?	47	26	32	25%	30%	45%
15. Is disaggregated student data used to address achievement gaps?	45	39	21	37%	20%	43%

Teaching & Learning

Total Number of Respondents: 112

	Don't Know (N)	Level 1 & 2 GAPS	Level 3 & 4 Strengths	Level 1 & 2 GAPS	Level 3 & 4 Strengths	IDK
1. Are faculty engaged as change agents in improving student success?	21	38	53	34%	47%	19%
2. Do faculty apply research-based instructional practices?	45	33	34	29%	30%	40%
3. Does the college provide the resources to maximize the use of technology in educational practice?	9	48	55	43%	49%	8%
4. Does the college offer a comprehensive array of learning supports for students?	5	46	61	41%	54%	4%
5. Does the college provide accelerated options to traditional developmental education?	19	25	68	22%	61%	17%
6. Are program-level learning outcomes designed to prepare students to transition to the workplace and to transfer to a four-year institution?	19	22	71	20%	63%	17%
7. Does the college regularly monitor student progress and provide focused support?	18	33	61	29%	54%	16%
8. Does the college have an effective professional development program for instruction?	24	50	38	45%	34%	21%
9. Do professional development activities support adjunct faculty participation?	35	52	25	46%	22%	31%
10. Do faculty update their instructional practice based on acquired professional development?	40	44	28	39%	25%	36%
11. Are data regularly used to improve educational practice in the classroom?	30	43	39	38%	35%	27%
12. Are learning outcomes used to improve curriculum and instruction?	20	25	67	22%	60%	18%

Engagement & Communication

Total Number of Respondents: 111

	Don't Know (N)	Level 1 & 2 GAPS	Level 3 & 4 Strengths	Level 1 & 2 GAPS	Level 3 & 4 Strengths	IDK
1. Does the college engage multiple internal stakeholders in student success work?	25	34	52	31%	47%	23%
2. Do college leaders communicate a sense of urgency to improve student success outcomes?	11	25	75	23%	68%	10%
3. Is the value of student success regularly communicated to the college community?	8	32	71	29%	64%	7%
4. Does the college empower those engaged in student success work to take action?	12	40	59	36%	53%	11%
5. Does the college include external stakeholders in student success efforts?	21	45	45	41%	41%	19%
6. Do faculty and staff examine and discuss student success data and strategies for improvement?	10	56	45	50%	41%	9%

Strategy & Planning

Total Number of Respondents: 110

	Don't Know (N)	Level 1 & 2 GAPS	Level 3 & 4 Strengths	Level 1 & 2 GAPS	Level 3 & 4 Strengths	IDK
1. Does the college's strategic plan focus on student success?	11	12	87	11%	79%	10%
2. Is the student success agenda integrated into other core work?	18	29	63	26%	57%	16%
3. Do revenue and resource allocation decisions support student success?	27	41	42	37%	38%	25%
4. Does the college pursue external grant funding to support student success?	32	25	53	23%	48%	29%
5. Is professional development appropriately aligned to advance student success?	22	57	31	52%	28%	20%
6. Does the college focus on a set of high-priority student success goals?	14	45	51	41%	46%	13%
7. Is responsibility for student success goals clearly defined and broadly shared?	21	49	40	45%	36%	19%
8. Does the college have a group of individuals responsible for coordinating and executing the student success agenda?	30	26	54	24%	49%	27%
9. Does the institution use key performance indicators to measure student success?	21	22	67	20%	61%	19%
10. Are short-term measures defined so that their achievement ultimately leads to the accomplishment of student success goals?	33	42	35	38%	32%	30%
11. Is there an established culture of continuous improvement?	15	43	52	39%	47%	14%

Policies & Practices

Total Number of Respondents: 109

	Don't Know (N)	Level 1 & 2 GAPS	Level 3 & 4 Strengths	Level 1 & 2 GAPS	Level 3 & 4 Strengths	IDK
1. Do policies and practices support student connection to the institution during the pre-enrollment period?	25	32	52	29%	48%	23%
2. Do policies and practices support the student during the first-year experience?	22	35	52	32%	48%	20%
3. Do policies and practices support student progression and momentum towards completion?	18	32	59	29%	54%	17%
4. Do policies and practices support student completion of a certificate or degree?	17	21	71	19%	65%	16%
5. Do policies and practices support student transfer to four- year institutions?	22	24	63	22%	58%	20%
6. Do policies and practices support student transition to the workforce?	20	29	60	27%	55%	18%
7. Does the college effectively involve internal stakeholders in implementing and improving student success policies and practices?	23	38	48	35%	44%	21%
8. Does the college effectively involve external stakeholders in implementing and improving student success policies and practices?	26	42	41	39%	38%	24%
9. Does the college evaluate the effectiveness of policies and practices and revise as appropriate?	27	47	35	43%	32%	25%