

STUDENT PERSISTENCE, LEARNING, AND ATTAINMENT: A COMMUNITY COLLEGE INVENTORY (©McClenney and McClenney, 2003)

PART II – THE CULTURE OF EVIDENCE

Instructions: Base your survey responses on the following response scale:

- 0 *No implementation.* There is no evidence that this practice has been implemented in the institution.
- 1 *Under discussion.* This practice is being discussed or is in the planning stages.
- 2 *Marginal implementation.* There are isolated examples of this practice in the institution.
- 3 *Partial implementation.* This practice is being implemented in some areas of the institution in a visible and substantial way.
- 4 *Full implementation.* This practice has been fully implemented across the institution.

Characteristic #2: Institutional and individual reflection and action typically prompted and supported by data about student persistence, student learning and institutional performance

	0	1	2	3	4
a. Institutional research and information systems provide systematic, timely, useful, and user-friendly information about student persistence, learning, and attainment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The institutional culture promotes willingness of governing board members, administrators, faculty, staff and students to rigorously examine and openly discuss institutional performance regarding:					
• student persistence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• student attainment (certificates, degrees, transfer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The institution is committed to cohort tracking of entering students to determine rates of attainment and to identify areas for improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The institution regularly collects, analyzes, and reports data pertaining to the following:					
• successful completion of remedial/developmental courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• developmental students' success in entry-level college courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• successful completion of selected gatekeeper courses (e.g., high-enrollment/high failure-rate courses such as college algebra, freshman composition, anatomy and physiology, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• rate of successful course completion for all courses (C or better)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• student persistence – re-enrollment from one term to the next	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• completion of certificates and associate degrees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

e. Data depicting student persistence, learning, and attainment are routinely disaggregated and reported by student characteristics including:

- gender
- race/ethnicity
- income level

f. The institution regularly assesses its performance and progress in implementing educational practices which evidence shows will contribute to higher levels of student persistence and learning.

g. The results of student and institutional assessments are used routinely to inform institutional decisions regarding:

- strategic priorities
- resource allocation
- faculty and staff development
- improvements in programs and services for learners

h. Beliefs and assertions about “what works” in promoting student learning and attainment are evidence-based.