COMMUNITY COLLEGE INVENTORY FOCUS ON STUDENT PERSISTENCE, LEARNING, AND ATTAINMENT		
The Community College Inventory provides descriptions of eleven characteristics that are strongly focused on student success -- that is student persistence, learning and attainment. Related to each characteristic is a set of indicators that more fully describe observable institutional practices. The inventory is intended not as a test and not as a checklist, but rather as a tool for prompting institutional review, reflection, discussion -- and ultimately, action aimed at improvement.		
Responses from UHCC Strategic Planning Council Spring 2009 *Responses ascending value within characteristics*	**Overall**	**2.35**
PART I — VISION, VALUES AND CULTURE		**2.61**
g. The UHCC system promotes and supports broad engagement of the broader community in processes for planning and priority-setting.		2.00
b. A shared sense of the mission, values and vision is held by individuals and groups across the UHCC system community.		2.39
d. The UHCC system community consistently enacts the high value placed on diversity and cultural competence among students, faculty, staff, administrators and governing board members.		2.56
c. The UHCC system has made an explicit, public commitment to achieve equity in educational persistence and attainment across all student groups.		2.67
f. The UHCC system promotes and supports broad engagement of the UHCC system community in processes for planning and priority-setting.		2.72
h. Individuals and groups within the UHCC system demonstrate a collective sense of responsibility for student persistence, learning, and attainment.		2.72
e. In pursuit of its mission, the UHCC system has developed a strong culture of evidence. (See Part II)		2.82
a. The system has clearly defined its mission, values, and vision, with a central emphasis on student persistence, learning, and attainment.		3.00
PART II — THE CULTURE OF EVIDENCE		**2.52**
h. Beliefs and assertions about "what works" in promoting student learning and attainment are evidence-based.		1.76
g3. The results of student and institutional assessments are used routinely to inform institutional decisions regarding:• faculty and staff development		2.00
f. The UHCC system regularly assesses its performance and progress in implementing educational practices which evidence shows will contribute to higher levels of student persistence and learning.		2.06

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PART II – THE CULTURE OF EVIDENCE (continued)

e3. Data depicting student persistence, learning, and attainment are routinely disaggregated and reported by student characteristics including:• income level	2.12
c. The UHCC system is committed to cohort tracking of entering students to determine rates of attainment and to identify areas for improvement.	2.28
g2. The results of student and institutional assessments are used routinely to inform institutional decisions regarding:• resource allocation	2.39
g4. The results of student and institutional assessments are used routinely to inform institutional decisions regarding:• improvements in programs and services for learners	2.39
a. Institutional research and information systems provide systematic, timely, useful, and user-friendly information about student persistence, learning, and attainment.	2.44
b2. The UHCC system culture promotes willingness of governing board members, administrators, faculty, staff and students to rigorously examine and openly discuss institutional performance regarding:• student learning	2.50
b1. The UHCC system culture promotes willingness of governing board members, administrators, faculty, staff and students to rigorously examine and openly discuss institutional performance regarding:• student persistence	2.56
d3. The UHCC system regularly collects, analyzes, and reports data pertaining to the following:• successful completion of selected gatekeeper courses (e.g., high enrollment/ high failure-rate courses such as college algebra, freshman composition, anatomy and physiology, etc.)	2.56
d4. The UHCC system regularly collects, analyzes, and reports data pertaining to the following:• rate of successful course completion for all courses (C or better)	2.59
g1. The results of student and institutional assessments are used routinely to inform institutional decisions regarding:• strategic priorities	2.61
d2. The UHCC system regularly collects, analyzes, and reports data pertaining to the following:• developmental students' success in entry-level college courses	2.65
d1. The UHCC system regularly collects, analyzes, and reports data pertaining to the following:• successful completion of remedial/developmental courses	2.71
b3. The UHCC system culture promotes willingness of governing board members, administrators, faculty, staff and students to rigorously examine and openly discuss institutional performance regarding:• student attainment (certificates, degrees, transfer)	2.78

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PART II – THE CULTURE OF EVIDENCE (continued)	
d5. The UHCC system regularly collects, analyzes, and reports data pertaining to the following:• student persistence – re-enrollment from one term to the next	2.82
e1. Data depicting student persistence, learning, and attainment are routinely disaggregated and reported by student characteristics including:• gender	2.88
e2. Data depicting student persistence, learning, and attainment are routinely disaggregated and reported by student characteristics including:• race/ethnicity	3.12
d6. The UHCC system regularly collects, analyzes, and reports data pertaining to the following:• completion of certificates and associate degrees	3.28
PART III – STRATEGIC FOCUS, PLANNING, AND RESOURCE ALLOCATION	**2.45**
d. The UHCC system demonstrates its ability to stop doing things that are off-mission, low-priority, and/or ineffective in promoting student persistence, learning, and attainment.	1.56
g. Resources are consistently allocated and re-allocated to address priorities identified through the planning process.	1.89
e. The results of student and system assessments are used routinely to inform plans for improvement in programs and services.	2.11
b. The UHCC system strategic plan is used to guide operational planning for each fiscal year.	2.61
f. Members of the UHCC system community participate extensively in the planning and priority-setting processes.	2.72
c. Strategic focus is created through the identification of a small number of clear priorities for systemwide action.	2.94
a. The UHCC system has a strategic plan that clearly and succinctly states its goals for future development.	3.33

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PART IV – STUDENT LEARNING	2.27

LEARNING OUTCOMES	
Characteristic #4: Clearly defined outcomes for student learning	**2.08**

d. Statements of required learning outcomes are prominently and publicly displayed and communicated.	1.89
a3. The UHCC system has clearly defined required student learning outcomes...• for each course	2.06
a1. The UHCC system has clearly defined required student learning outcomes...• for core abilities/ general education (degree level)	2.11
b. Statements of required learning outcomes reflect consensus achieved by teaching faculty.	2.11
a2. The UHCC system has clearly defined required student learning outcomes...• for each program/major area	2.17
c. Statements of required learning outcomes are congruent with the mission and values of The UHCC system.	2.18

LEARNING ASSESSMENT

Characteristic #5: Systematic assessment and documentation of student learning	**2.17**
c. Third-party judgment or validation is routinely incorporated in assessment approaches.	1.67
b. Faculty members have developed common criteria or rubrics that are used in ascertaining and documenting each student's level of attainment of required learning outcomes.	1.94
a1. Faculty members have designed and/or identified and implemented an array of appropriate assessments of student learning...• in all credit courses	2.33
a3. Faculty members have designed and/or identified and implemented an array of appropriate assessments of student learning...• in core abilities/general education	2.39
a2. Faculty members have designed and/or identified and implemented an array of appropriate assessments of student learning...• in the program/major area	2.50

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PART IV – STUDENT LEARNING (continued)	
LEARNING PROCESS (#6 & #7)	**2.28**
Characteristic #6: Student participation in a diverse array of engaging learning experiences that are aligned with required outcomes and designed in accord with "good educational practice"	**2.31**
e. Faculty members document their teaching approaches, and students use the information in their selection of courses and other learning options.	1.88
k. Faculty members routinely identify high-failure-rate courses and undertake collaborative re-design of those courses to promote student success while maintaining high quality standards	1.94
b3. The UHCC system has designed and implemented across-the-curriculum teaching/learning strategies in areas such as:• technology /computing	1.94
b2. The UHCC system has designed and implemented across-the-curriculum teaching/learning strategies in areas such as:• quantitative reasoning	2.00
n. Students frequently engage in self-assessment and reflection on their learning processes and goals.	2.00
l2. The UHCC system has developed curricula with explicit career pathways that feature:• strong links between basic skills/ ESL/ developmental courses and college-level courses	2.12
b1. The UHCC system has designed and implemented across-the-curriculum teaching/learning strategies in areas such as:• writing	2.17
c. Faculty members clearly articulate learning outcomes at different levels of the curriculum; consequently, prerequisites are clear and rational, and sequential levels are appropriately aligned with one another.	2.24
j. Course requirements are purposefully designed to promote out-of-classroom learning experiences for students (e.g., group projects, faculty conferences, related community service, etc.).	2.24
h. Students frequently engage in other active and collaborative learning experiences (e.g., learning communities, team learning, problem-based learning, mentoring, peer tutoring, etc.).	2.29
a. Faculty design curriculum and teaching strategies to ensure alignment with required student learning outcomes.	2.31
d. Faculty members implement diverse approaches to learning that address and challenge the variety of learning styles among their students.	2.41
g. Students typically participate in opportunities for experiential learning (e.g.,service learning, internships, cooperative learning).	2.41
f. The UHCC system has built partnerships with employers and community-based organizations leading to hands-on experiential learning experiences for students.	2.47

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PART IV – STUDENT LEARNING (continued)	
l1. The UHCC system has developed curricula with explicit career pathways that feature:• articulation with secondary school programs	2.47
i. Frequent student interaction with peers, faculty, and academic/student support staff is purposefully incorporated into the design of learning experiences and course requirements.	2.53
m. Expectations regarding students' responsibilities in the learning process are explicitly stated and are communicated to all students by faculty, counselors, and fellow students.	2.65
l3. The UHCC system has developed curricula with explicit career pathways that feature:• certificate programs providing the first step to the A.A.S. degree	2.71
l3. The UHCC system has developed curricula with explicit career pathways that feature:• articulation with related baccalaureate programs	2.71
o. Faculty members provide students with frequent and timely feedback on their progress in learning.	2.71
Characteristic #7: Effective developmental/remedial education, tutoring, and other appropriate support services for learners who are under-prepared for college-level work	**2.18**
e. The UHCC system has created learning communities that link developmental courses to courses in other disciplines.	1.75
a. The UHCC system conducts thorough reviews of current programs for underprepared students to determine student success rates and identify needs for improvement.	1.94
c. Exit competencies for developmental education and ESL courses are fully aligned with competencies required for success in entry-level college courses.	2.12
d. Faculty who teach developmental courses do so voluntarily and have undergone training in appropriate teaching strategies.	2.35
b. Mandatory assessment and course placement policies have been implemented for entering students.	2.71

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PART V – STUDENT AND ACADEMIC SUPPORT SERVICES	2.28
f. Student needs drive class schedule development.	2.18
a. Across the system, all student processes (financial aid application, registration, etc.) are student-friendly.	2.24
c. The advising process stresses steps toward degree attainment.	2.24
b. A strong and systematic advising system ensures that each student develops an academic plan.	2.29
d. The UHCC system employs informational and instructional technology in ways specifically targeted to improve student persistence, learning, and attainment.	2.29
e. Fundraising efforts are focused on providing financial aid to low-income students.	2.29
h. Strong articulation agreements with UH Manoa, UH Hilo, and UH West Oahu promote smooth transfer without inappropriate loss of credit for UH Community College students.	2.29
g. Strong partnerships with K-12 systems ease the transition for high school graduates coming to the community college.	2.41

PART VI — THE PEOPLE OF THE UHCC SYSTEM	2.20
g. Reward systems recognize and reward outstanding contributions to improving student persistence, learning, and attainment and creating more effective learning environments.	1.47
f. At all levels of The UHCC system, personnel evaluation criteria and processes reflect a focus on activities and behaviors that contribute to student learning – and promote learning by the person being evaluated.	2.00
h. Faculty and staff development opportunities are focused on improvement of student persistence, learning, and attainment and informed by the results of student and institutional assessments.	2.00
d. Personnel recruitment, selection, and orientation processes explicitly reflect the focus on student persistence, learning, and attainment.	2.06
b. Staffing patterns and workload arrangements reflect a focus on student persistence, learning, and attainment.	2.06
a. The roles of faculty, staff, and administrators are defined in terms of functions and behaviors that contribute to student success.	2.24
c. Employment practices reflect high value placed on diversity.	2.76
e. Systematic evaluation of teaching effectiveness includes evaluation by both peers and students.	3.00

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PART VII — LEADERSHIP FOR LEARNING	2.56
b. The Vice President for Community Colleges, Associate Vice Presidents, Chancellors, Vice Chancellors and Deans, Faculty Senate Chairs, and other leaders frequently use data about student persistence and learning to drive decisions.	2.35
a. The Vice President for Community Colleges, Associate Vice Presidents, Chancellors, Vice Chancellors and Deans, Faculty Senate Chairs, and other leaders demonstrate a commitment to strengthening student persistence, learning, and attainment — a commitment that extends beyond rhetoric to actions in resource allocation, policymaking, and data-driven decision making.	2.76

PART VIII — INSTITUTIONAL POLICY	2.27
d. The UH Board of Regents regularly examines key performance indicators of student persistence, learning, and attainment.	1.76
c. The UH Board of Regents has established an explicit policy that calls for closing the gap in educational attainment between low-income students and students of color in comparison with their peers.	1.94
e. The UH Board of Regents supports resource allocation and re-allocation to promote improvement in student persistence, learning, and attainment.	2.12
b. Academic policies (e.g., provisions for registration, assessment and course placement upon entry, class changes, college orientation, first-year experience, feedback on academic progress, etc.) reflect priority placed on student persistence, learning, and attainment.	2.59
a. Key UHCC system and individual college documents (e.g., mission and vision statements, college catalogue, program descriptions) reflect the focus on student success.	2.94

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