

# COMMUNITY COLLEGE INVENTORY: FOCUS ON STUDENT PERSISTENCE, LEARNING AND ATTAINMENT

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

	0	1	2	3	4	Response Count
a. The system has clearly defined its mission, values, and vision, with a central emphasis on student persistence, learning, and attainment.	0.0% (0)	0.0% (0)	12.5% (3)	33.3% (8)	<b>54.2% (13)</b>	24
b. A shared sense of the mission, values and vision is held by individuals and groups across the UHCC system community.	0.0% (0)	13.0% (3)	13.0% (3)	<b>47.8% (11)</b>	26.1% (6)	23
c. The UHCC system has made an explicit, public commitment to achieve equity in educational persistence and attainment across all student groups.	4.2% (1)	8.3% (2)	4.2% (1)	<b>45.8% (11)</b>	37.5% (9)	24
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.	4.2% (1)	4.2% (1)	8.3% (2)	<b>62.5% (15)</b>	20.8% (5)	24
e. In pursuit of its mission, the UHCC system has developed a strong culture of evidence. (See Part II)	4.2% (1)	0.0% (0)	<b>37.5% (9)</b>	<b>37.5% (9)</b>	20.8% (5)	24
f. The UHCC system promotes and supports broad engagement of the UHCC system community in processes for planning and priority-setting.	4.2% (1)	4.2% (1)	20.8% (5)	<b>50.0% (12)</b>	20.8% (5)	24

g. The UHCC system promotes and supports broad engagement of the broader community in processes for planning and priority-setting.	0.0% (0)	12.5% (3)	33.3% (8)	<b>50.0% (12)</b>	4.2% (1)	24
h. Individuals and groups within the UHCC system demonstrate a collective sense of responsibility for student persistence, learning, and attainment.	4.2% (1)	0.0% (0)	8.3% (2)	<b>62.5% (15)</b>	25.0% (6)	24
<b>answered question</b>						<b>24</b>
<b>skipped question</b>						<b>0</b>

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

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Response Count</b>
a. Institutional research and information systems provide systematic, timely, useful, and user-friendly information about student persistence, learning, and attainment.	4.5% (1)	9.1% (2)	18.2% (4)	<b>54.5% (12)</b>	13.6% (3)	22
<b>answered question</b>						<b>22</b>
<b>skipped question</b>						<b>2</b>

**3. b. The UHCC system culture promotes willingness of governing board members, administrators, faculty, staff and students to rigorously examine and openly discuss institutional performance regarding:**

	0	1	2	3	4	Response Count
• student persistence	0.0% (0)	4.3% (1)	13.0% (3)	<b>56.5% (13)</b>	26.1% (6)	23
• student learning	4.3% (1)	4.3% (1)	21.7% (5)	<b>47.8% (11)</b>	21.7% (5)	23
• student attainment (certificates, degrees, transfer)	0.0% (0)	4.3% (1)	8.7% (2)	<b>65.2% (15)</b>	21.7% (5)	23
<b>answered question</b>						<b>23</b>
<b>skipped question</b>						<b>1</b>

**4. \***

	0	1	2	3	4	Response Count
c. The UHCC system is committed to cohort tracking of entering students to determine rates of attainment and to identify areas for improvement.	4.3% (1)	4.3% (1)	17.4% (4)	30.4% (7)	<b>43.5% (10)</b>	23
<b>answered question</b>						<b>23</b>
<b>skipped question</b>						<b>1</b>

**5. d. The UHCC system regularly collects, analyzes, and reports data pertaining to the following:**

	0	1	2	3	4	Response Count
• successful completion of remedial/developmental courses	0.0% (0)	4.3% (1)	8.7% (2)	30.4% (7)	<b>56.5% (13)</b>	23
• developmental students' success in entry-level college courses	0.0% (0)	8.7% (2)	21.7% (5)	<b>34.8% (8)</b>	<b>34.8% (8)</b>	23
• successful completion of selected gatekeeper courses (e.g., high enrollment/ high failure-rate courses such as college algebra, freshman composition, anatomy and physiology, etc.)	0.0% (0)	8.7% (2)	13.0% (3)	<b>39.1% (9)</b>	<b>39.1% (9)</b>	23
• rate of successful course completion for all courses (C or better)	4.3% (1)	8.7% (2)	4.3% (1)	39.1% (9)	<b>43.5% (10)</b>	23
• student persistence – re-enrollment from one term to the next	4.3% (1)	0.0% (0)	8.7% (2)	26.1% (6)	<b>60.9% (14)</b>	23
• completion of certificates and associate degrees	0.0% (0)	4.3% (1)	8.7% (2)	13.0% (3)	<b>73.9% (17)</b>	23
<b>answered question</b>						<b>23</b>
<b>skipped question</b>						<b>1</b>

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

	0	1	2	3	4	Response Count
• gender	0.0% (0)	8.7% (2)	8.7% (2)	26.1% (6)	<b>56.5% (13)</b>	23
• race/ethnicity	0.0% (0)	4.3% (1)	8.7% (2)	26.1% (6)	<b>60.9% (14)</b>	23
• income level	13.6% (3)	9.1% (2)	<b>36.4% (8)</b>	13.6% (3)	27.3% (6)	22
<b>answered question</b>						<b>23</b>
<b>skipped question</b>						<b>1</b>

## 7. \*

	0	1	2	3	4	Response Count
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.	5.3% (1)	10.5% (2)	15.8% (3)	<b>52.6% (10)</b>	15.8% (3)	19
<b>answered question</b>						<b>19</b>
<b>skipped question</b>						<b>5</b>

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

	0	1	2	3	4	Response Count
• strategic priorities	4.5% (1)	9.1% (2)	4.5% (1)	<b>45.5% (10)</b>	36.4% (8)	22
• resource allocation	4.5% (1)	13.6% (3)	22.7% (5)	27.3% (6)	<b>31.8% (7)</b>	22
• faculty and staff development	4.5% (1)	13.6% (3)	<b>36.4% (8)</b>	<b>36.4% (8)</b>	9.1% (2)	22
• improvements in programs and services for learners	4.5% (1)	4.5% (1)	31.8% (7)	<b>45.5% (10)</b>	13.6% (3)	22
<b>answered question</b>						<b>22</b>
<b>skipped question</b>						<b>2</b>

9. \*

	0	1	2	3	4	Response Count
h. Beliefs and assertions about “what works” in promoting student learning and attainment are evidence-based.	4.5% (1)	4.5% (1)	18.2% (4)	<b>59.1% (13)</b>	13.6% (3)	22
				<b>answered question</b>		<b>22</b>
				<b>skipped question</b>		<b>2</b>

**10. 0 - No implementation -- There is no evidence that this practice has been implemented systemwide. 1 - Under discussion -- This practice is being discussed or is in the planning stages. 2 - Marginal implementation -- There are isolated examples of this practice across the system. 3 - Partial implementation -- This practice is being implemented in some areas of the system in a visible and substantial way. 4 - Full implementation -- This practice has been fully implemented across the UHCC system.**

	0	1	2	3	4	Response Count
a. The UHCC system has a strategic plan that clearly and succinctly states its goals for future development.	4.3% (1)	0.0% (0)	4.3% (1)	13.0% (3)	<b>78.3% (18)</b>	23
b. The UHCC system strategic plan is used to guide operational planning for each fiscal year.	4.3% (1)	0.0% (0)	13.0% (3)	26.1% (6)	<b>56.5% (13)</b>	23
c. Strategic focus is created through the identification of a small number of clear priorities for systemwide action.	4.3% (1)	0.0% (0)	13.0% (3)	30.4% (7)	<b>52.2% (12)</b>	23
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.	4.3% (1)	17.4% (4)	<b>34.8% (8)</b>	26.1% (6)	17.4% (4)	23
e. The results of student and system assessments are used routinely to inform plans for improvement in programs and services.	4.3% (1)	4.3% (1)	17.4% (4)	<b>47.8% (11)</b>	26.1% (6)	23
f. Members of the UHCC system community participate extensively in the planning and priority-setting processes.	4.3% (1)	4.3% (1)	21.7% (5)	<b>43.5% (10)</b>	26.1% (6)	23
g. Resources are consistently allocated and re-allocated to address priorities identified through the planning process.	8.7% (2)	4.3% (1)	8.7% (2)	<b>52.2% (12)</b>	26.1% (6)	23
<b>answered question</b>						<b>23</b>
<b>skipped question</b>						<b>1</b>

**11. a. The UHCC system has clearly defined required student learning outcomes...**

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Response Count</b>
• for core abilities/ general education (degree level)	5.0% (1)	5.0% (1)	<b>35.0% (7)</b>	<b>35.0% (7)</b>	20.0% (4)	20
• for each program/major area	5.0% (1)	5.0% (1)	30.0% (6)	<b>45.0% (9)</b>	15.0% (3)	20
• for each course	5.3% (1)	5.3% (1)	<b>36.8% (7)</b>	<b>36.8% (7)</b>	15.8% (3)	19
<b>answered question</b>						<b>20</b>
<b>skipped question</b>						<b>4</b>

**12. \***

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Response Count</b>
b. Statements of required learning outcomes reflect consensus achieved by teaching faculty.	5.3% (1)	5.3% (1)	26.3% (5)	<b>52.6% (10)</b>	10.5% (2)	19
<b>answered question</b>						<b>19</b>
<b>skipped question</b>						<b>5</b>

**13. \***

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Response Count</b>
c. Statements of required learning outcomes are congruent with the mission and values of The UHCC system.	5.0% (1)	5.0% (1)	15.0% (3)	<b>60.0% (12)</b>	15.0% (3)	20
<b>answered question</b>						<b>20</b>
<b>skipped question</b>						<b>4</b>



14. \*

	0	1	2	3	4	Response Count
d. Statements of required learning outcomes are prominently and publicly displayed and communicated.	10.0% (2)	5.0% (1)	35.0% (7)	<b>45.0% (9)</b>	5.0% (1)	20
<b>answered question</b>						<b>20</b>
<b>skipped question</b>						<b>4</b>

15. a. Faculty members have designed and/or identified and implemented an array of appropriate assessments of student learning...

	0	1	2	3	4	Response Count
• in all credit courses	0.0% (0)	5.3% (1)	36.8% (7)	<b>42.1% (8)</b>	15.8% (3)	19
• in the program/major area	0.0% (0)	0.0% (0)	31.6% (6)	<b>57.9% (11)</b>	10.5% (2)	19
• in core abilities/general education	0.0% (0)	5.3% (1)	31.6% (6)	<b>57.9% (11)</b>	5.3% (1)	19
<b>answered question</b>						<b>19</b>
<b>skipped question</b>						<b>5</b>

16. \*

	0	1	2	3	4	Response Count
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.	0.0% (0)	21.1% (4)	<b>47.4% (9)</b>	15.8% (3)	15.8% (3)	19
<b>answered question</b>						<b>19</b>
<b>skipped question</b>						<b>5</b>

17. *						
	0	1	2	3	4	Response Count
c. Third-party judgment or validation is routinely incorporated in assessment approaches.	5.3% (1)	<b>36.8% (7)</b>	31.6% (6)	26.3% (5)	0.0% (0)	19
<b>answered question</b>						<b>19</b>
<b>skipped question</b>						<b>5</b>

18. *						
	0	1	2	3	4	Response Count
a. Faculty design curriculum and teaching strategies to ensure alignment with required student learning outcomes.	0.0% (0)	5.3% (1)	26.3% (5)	<b>63.2% (12)</b>	5.3% (1)	19
<b>answered question</b>						<b>19</b>
<b>skipped question</b>						<b>5</b>

19. b. The UHCC system has designed and implemented across-the-curriculum teaching/learning strategies in areas such as:						
	0	1	2	3	4	Response Count
• writing	5.3% (1)	5.3% (1)	15.8% (3)	<b>47.4% (9)</b>	26.3% (5)	19
• quantitative reasoning	5.3% (1)	15.8% (3)	21.1% (4)	<b>42.1% (8)</b>	15.8% (3)	19
• technology /computing	5.3% (1)	21.1% (4)	26.3% (5)	<b>31.6% (6)</b>	15.8% (3)	19
<b>answered question</b>						<b>19</b>
<b>skipped question</b>						<b>5</b>

## 20. \*

	0	1	2	3	4	Response Count
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.	5.3% (1)	5.3% (1)	<b>47.4% (9)</b>	31.6% (6)	10.5% (2)	19
d. Faculty members implement diverse approaches to learning that address and challenge the variety of learning styles among their students.	5.3% (1)	5.3% (1)	21.1% (4)	<b>57.9% (11)</b>	10.5% (2)	19
e. Faculty members document their teaching approaches, and students use the information in their selection of courses and other learning options.	10.5% (2)	10.5% (2)	<b>52.6% (10)</b>	21.1% (4)	5.3% (1)	19
f. The UHCC system has built partnerships with employers and community-based organizations leading to hands-on experiential learning experiences for students.	5.0% (1)	5.0% (1)	20.0% (4)	<b>60.0% (12)</b>	10.0% (2)	20
g. Students typically participate in opportunities for experiential learning (e.g., service learning, internships, cooperative learning).	0.0% (0)	15.8% (3)	26.3% (5)	<b>57.9% (11)</b>	0.0% (0)	19
h. Students frequently engage in other active and collaborative learning experiences (e.g., learning communities, team learning, problem-based learning, mentoring, peer tutoring, etc.).	0.0% (0)	10.5% (2)	31.6% (6)	<b>57.9% (11)</b>	0.0% (0)	19
i. Frequent student interaction with peers, faculty, and academic/student support staff is purposefully incorporated into the design of learning experiences and course requirements.	0.0% (0)	21.1% (4)	21.1% (4)	<b>42.1% (8)</b>	15.8% (3)	19

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.).	5.3% (1)	5.3% (1)	42.1% (8)	<b>47.4% (9)</b>	0.0% (0)	19
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	5.3% (1)	10.5% (2)	<b>47.4% (9)</b>	31.6% (6)	5.3% (1)	19
<b>answered question</b>						<b>20</b>
<b>skipped question</b>						<b>4</b>

**21. I. The UHCC system has developed curricula with explicit career pathways that feature:**

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Response Count</b>
• articulation with secondary school programs	5.0% (1)	15.0% (3)	25.0% (5)	<b>45.0% (9)</b>	10.0% (2)	20
• strong links between basic skills/ ESL/ developmental courses and college-level courses	5.0% (1)	15.0% (3)	20.0% (4)	<b>40.0% (8)</b>	20.0% (4)	20
• certificate programs providing the first step to the A.A.S. degree	5.0% (1)	0.0% (0)	25.0% (5)	<b>60.0% (12)</b>	10.0% (2)	20
• articulation with related baccalaureate programs	5.3% (1)	10.5% (2)	21.1% (4)	<b>52.6% (10)</b>	10.5% (2)	19
<b>answered question</b>						<b>20</b>
<b>skipped question</b>						<b>4</b>

## 22. \*

	0	1	2	3	4	Response Count
m. Expectations regarding students' responsibilities in the learning process are explicitly stated and are communicated to all students by faculty, counselors, and fellow students.	5.3% (1)	10.5% (2)	15.8% (3)	<b>52.6% (10)</b>	15.8% (3)	19
n. Students frequently engage in self-assessment and reflection on their learning processes and goals.	5.3% (1)	10.5% (2)	<b>47.4% (9)</b>	36.8% (7)	0.0% (0)	19
o. Faculty members provide students with frequent and timely feedback on their progress in learning.	0.0% (0)	10.5% (2)	<b>42.1% (8)</b>	36.8% (7)	10.5% (2)	19
<b>answered question</b>						<b>19</b>
<b>skipped question</b>						<b>5</b>

## 23. \*

	0	1	2	3	4	Response Count
a. The UHCC system conducts thorough reviews of current programs for underprepared students to determine student success rates and identify needs for improvement.	4.8% (1)	4.8% (1)	9.5% (2)	<b>47.6% (10)</b>	33.3% (7)	21
b. Mandatory assessment and course placement policies have been implemented for entering students.	0.0% (0)	10.0% (2)	15.0% (3)	<b>45.0% (9)</b>	30.0% (6)	20
c. Exit competencies for developmental education and ESL courses are fully aligned with competencies required for success in entry-level college courses.	5.6% (1)	22.2% (4)	16.7% (3)	<b>44.4% (8)</b>	11.1% (2)	18
d. Faculty who teach developmental courses do so voluntarily and have undergone training in appropriate teaching strategies.	0.0% (0)	16.7% (3)	<b>38.9% (7)</b>	<b>38.9% (7)</b>	5.6% (1)	18
e. The UHCC system has created learning communities that link developmental courses to courses in other disciplines.	10.5% (2)	5.3% (1)	31.6% (6)	<b>47.4% (9)</b>	5.3% (1)	19
<b>answered question</b>						<b>21</b>
<b>skipped question</b>						<b>3</b>

**24. 0 - No implementation -- There is no evidence that this practice has been implemented systemwide. 1 - Under discussion -- This practice is being discussed or is in the planning stages. 2 - Marginal implementation -- There are isolated examples of this practice across the system. 3 - Partial implementation -- This practice is being implemented in some areas of the system in a visible and substantial way. 4 - Full implementation -- This practice has been fully implemented across the UHCC system.**

	0	1	2	3	4	Response Count
a. Across the system, all student processes (financial aid application, registration, etc.) are student-friendly.	5.6% (1)	5.6% (1)	33.3% (6)	<b>44.4% (8)</b>	11.1% (2)	18
b. A strong and systematic advising system ensures that each student develops an academic plan.	5.3% (1)	10.5% (2)	26.3% (5)	<b>52.6% (10)</b>	5.3% (1)	19
c. The advising process stresses steps toward degree attainment.	5.6% (1)	0.0% (0)	5.6% (1)	<b>66.7% (12)</b>	22.2% (4)	18
d. The UHCC system employs informational and instructional technology in ways specifically targeted to improve student persistence, learning, and attainment.	4.8% (1)	9.5% (2)	28.6% (6)	<b>42.9% (9)</b>	14.3% (3)	21
e. Fundraising efforts are focused on providing financial aid to low-income students.	10.5% (2)	0.0% (0)	31.6% (6)	21.1% (4)	<b>36.8% (7)</b>	19
f. Student needs drive class schedule development.	5.6% (1)	11.1% (2)	<b>33.3% (6)</b>	27.8% (5)	22.2% (4)	18
g. Strong partnerships with K-12 systems ease the transition for high school graduates coming to the community college.	0.0% (0)	15.8% (3)	26.3% (5)	<b>42.1% (8)</b>	15.8% (3)	19
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.	5.0% (1)	15.0% (3)	10.0% (2)	<b>50.0% (10)</b>	20.0% (4)	20
<b>answered question</b>						<b>21</b>

**25. 0 - No implementation -- There is no evidence that this practice has been implemented systemwide. 1 - Under discussion -- This practice is being discussed or is in the planning stages. 2 - Marginal implementation -- There are isolated examples of this practice across the system. 3 - Partial implementation -- This practice is being implemented in some areas of the system in a visible and substantial way. 4 - Full implementation -- This practice has been fully implemented across the UHCC system.**

	0	1	2	3	4	Response Count
a. The roles of faculty, staff, and administrators are defined in terms of functions and behaviors that contribute to student success.	5.3% (1)	5.3% (1)	21.1% (4)	<b>47.4% (9)</b>	21.1% (4)	19
b. Staffing patterns and workload arrangements reflect a focus on student persistence, learning, and attainment.	5.3% (1)	5.3% (1)	31.6% (6)	<b>42.1% (8)</b>	15.8% (3)	19
c. Employment practices reflect high value placed on diversity.	5.0% (1)	0.0% (0)	25.0% (5)	25.0% (5)	<b>45.0% (9)</b>	20
d. Personnel recruitment, selection, and orientation processes explicitly reflect the focus on student persistence, learning, and attainment.	5.3% (1)	0.0% (0)	21.1% (4)	<b>57.9% (11)</b>	15.8% (3)	19
e. Systematic evaluation of teaching effectiveness includes evaluation by both peers and students.	0.0% (0)	5.0% (1)	0.0% (0)	<b>50.0% (10)</b>	45.0% (9)	20
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.	5.0% (1)	0.0% (0)	25.0% (5)	<b>55.0% (11)</b>	15.0% (3)	20
g. Reward systems recognize and reward outstanding contributions to improving student persistence, learning, and attainment and creating more effective learning environments.	10.0% (2)	15.0% (3)	<b>35.0% (7)</b>	<b>35.0% (7)</b>	5.0% (1)	20



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.	5.0% (1)	15.0% (3)	20.0% (4)	<b>40.0% (8)</b>	20.0% (4)	20
<b>answered question</b>						<b>20</b>
<b>skipped question</b>						<b>4</b>

**26. 0 - No implementation -- There is no evidence that this practice has been implemented systemwide. 1 - Under discussion -- This practice is being discussed or is in the planning stages. 2 - Marginal implementation -- There are isolated examples of this practice across the system. 3 - Partial implementation -- This practice is being implemented in some areas of the system in a visible and substantial way. 4 - Full implementation -- This practice has been fully implemented across the UHCC system.**

	0	1	2	3	4	Response Count
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.	4.8% (1)	4.8% (1)	9.5% (2)	19.0% (4)	<b>61.9% (13)</b>	21
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.	0.0% (0)	14.3% (3)	0.0% (0)	38.1% (8)	<b>47.6% (10)</b>	21
<b>answered question</b>						<b>21</b>
<b>skipped question</b>						<b>3</b>

**27. 0 - No implementation -- There is no evidence that this practice has been implemented systemwide. 1 - Under discussion -- This practice is being discussed or is in the planning stages. 2 - Marginal implementation -- There are isolated examples of this practice across the system. 3 - Partial implementation -- This practice is being implemented in some areas of the system in a visible and substantial way. 4 - Full implementation -- This practice has been fully implemented across the UHCC system.**

	0	1	2	3	4	Response Count
a. Key UHCC system and individual college documents (e.g., mission and vision statements, college catalogue, program descriptions) reflect the focus on student success.	5.0% (1)	5.0% (1)	5.0% (1)	25.0% (5)	<b>60.0% (12)</b>	20
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.	4.8% (1)	0.0% (0)	23.8% (5)	<b>38.1% (8)</b>	33.3% (7)	21
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.	0.0% (0)	9.5% (2)	9.5% (2)	<b>52.4% (11)</b>	28.6% (6)	21
d. The UH Board of Regents regularly examines key performance indicators of student persistence, learning, and attainment.	5.3% (1)	0.0% (0)	26.3% (5)	31.6% (6)	<b>36.8% (7)</b>	19
e. The UH Board of Regents supports resource allocation and re-allocation to promote improvement in student persistence, learning, and attainment.	5.3% (1)	5.3% (1)	21.1% (4)	<b>42.1% (8)</b>	26.3% (5)	19
				<b>answered question</b>		<b>21</b>
				<b>skipped question</b>		<b>3</b>