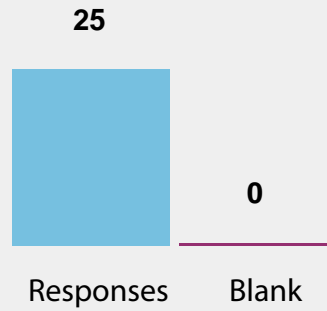
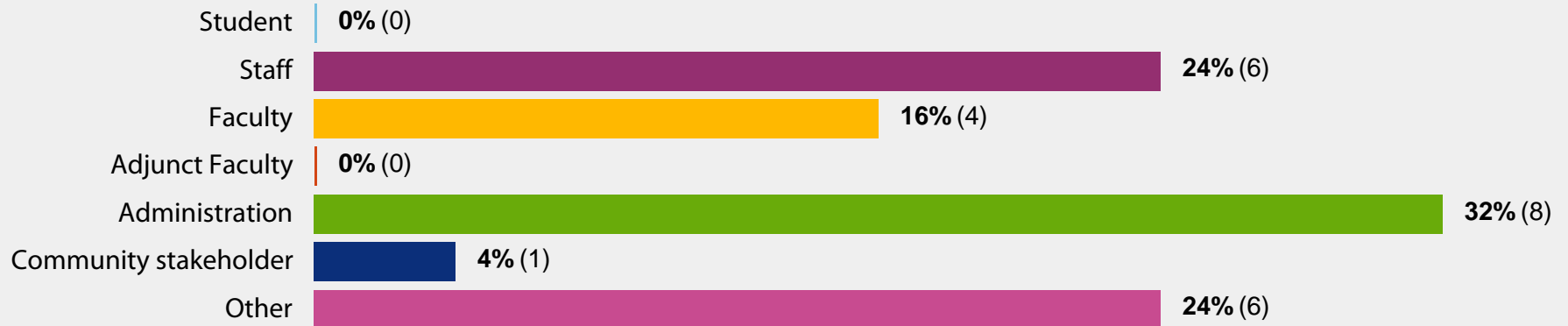


Temple College

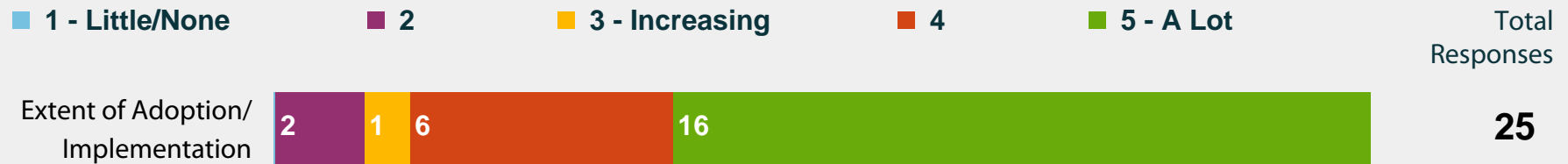


What is your role at your institution?

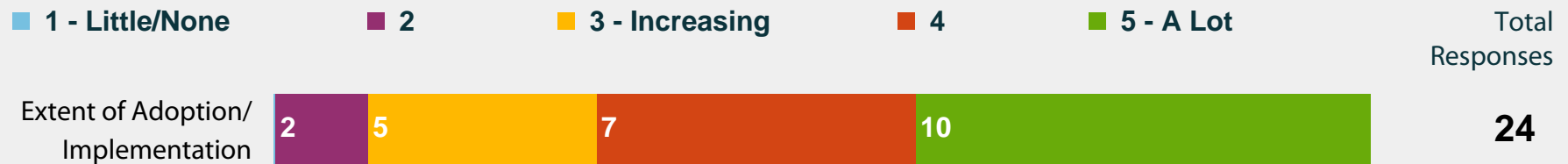


* 25 total responses, 100% of submissions

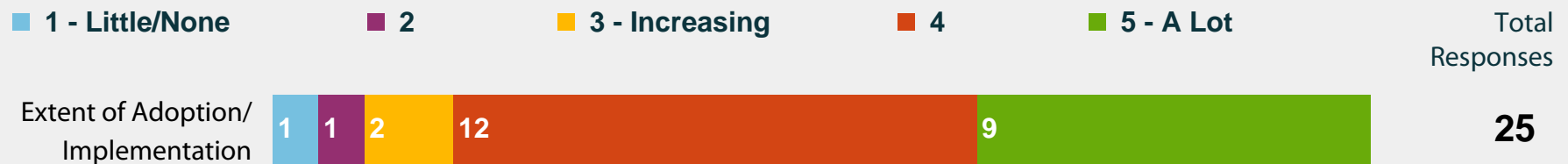
1.1a CEO and leadership team actively support efforts to improve student learning and completion, not just increase enrollments.



1.1b: CEO and other senior leaders have made an explicit policy commitment, communicated to faculty, staff, students and community, to achieve equity in student outcomes across racial/ethnic and income groups.



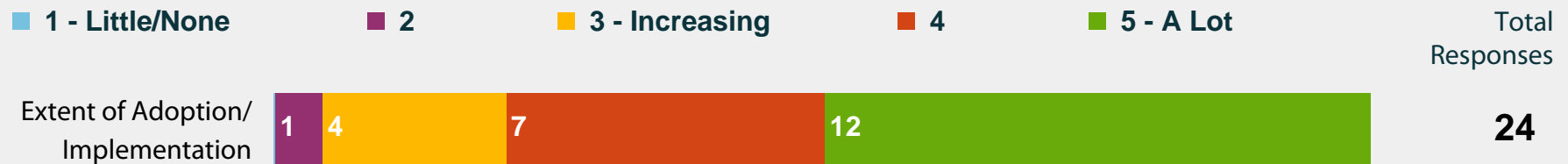
1.1c College communications, including website and news releases, emphasize a student success agenda.



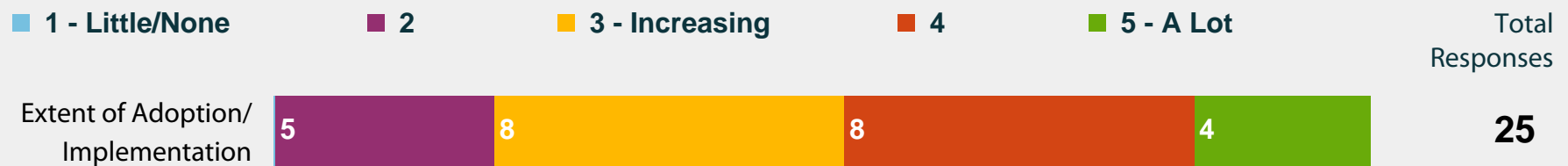
1.2a The board expects, and the CEO provides, regular reports on student outcomes and the impact of efforts to improve success rates.



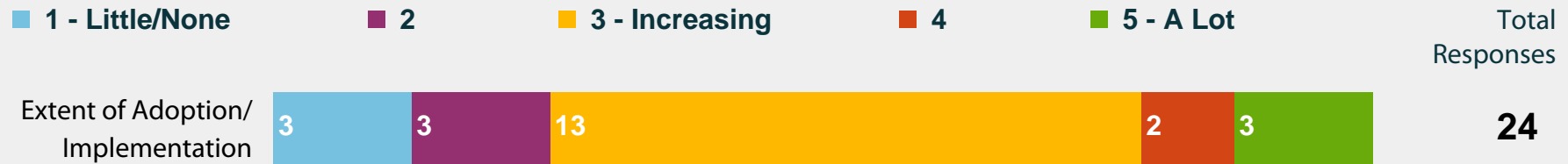
1.2b Senior leaders demonstrate willingness to support changes in policy, procedures and resource allocation to improve student success.



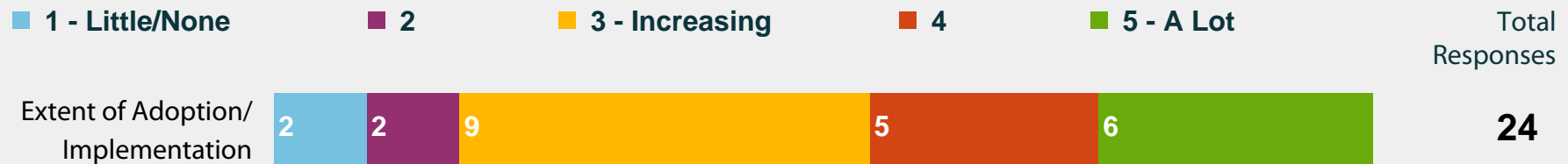
1.2c Faculty leaders actively support a broad-based student success agenda.



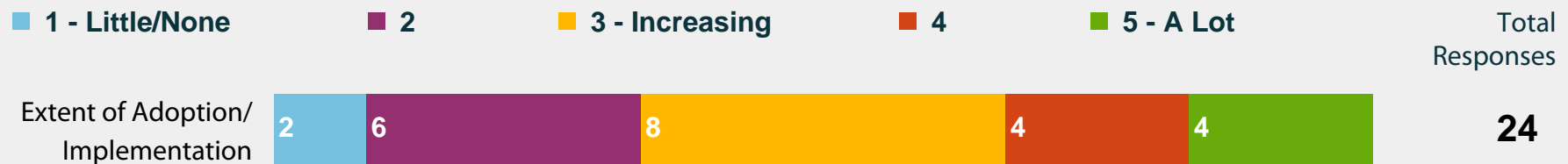
2.1a IT capacity is adequate to meet the demand for data and institutional research.



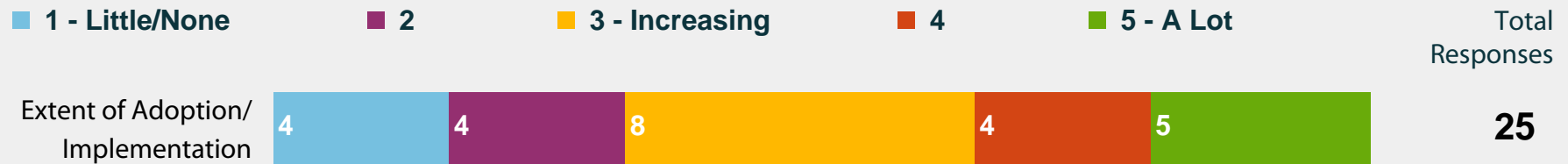
2.1b Policies and procedures are in place to ensure integrity of data collected.



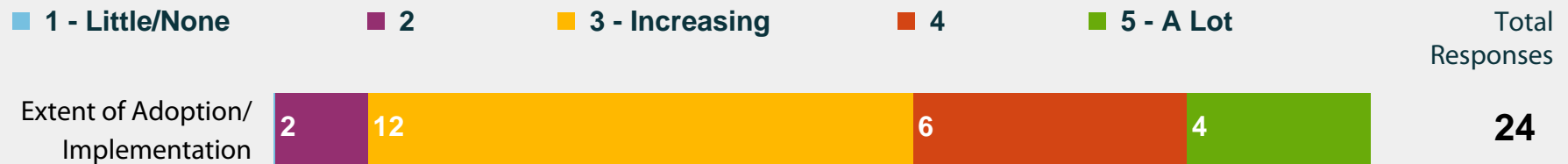
2.1c IR staff capacity is adequate to meet demand for data and research.



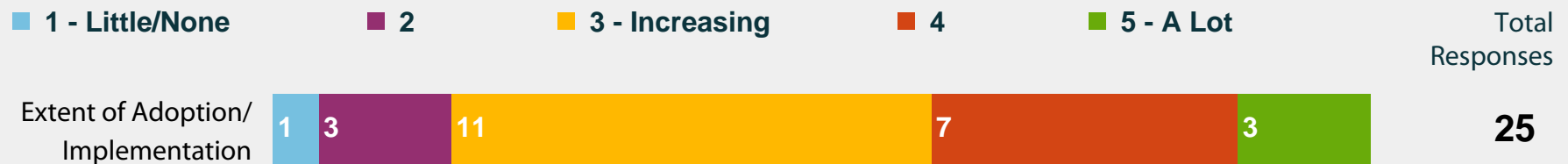
2.1d IR staff effectively educates and assists college personnel to use data and research to improve programs and services.



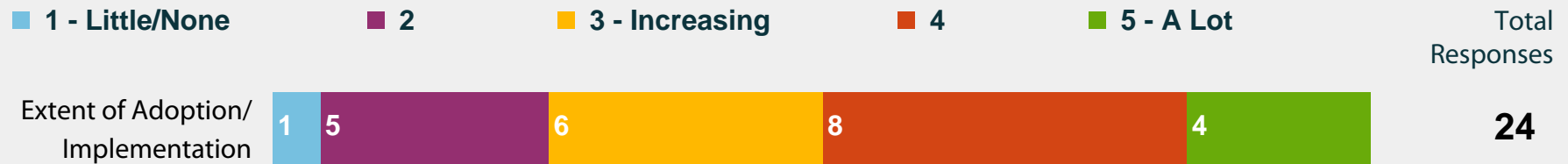
2.2a College routinely collects, analyzes and reports longitudinal data on cohorts of students to chart student progression and outcomes.



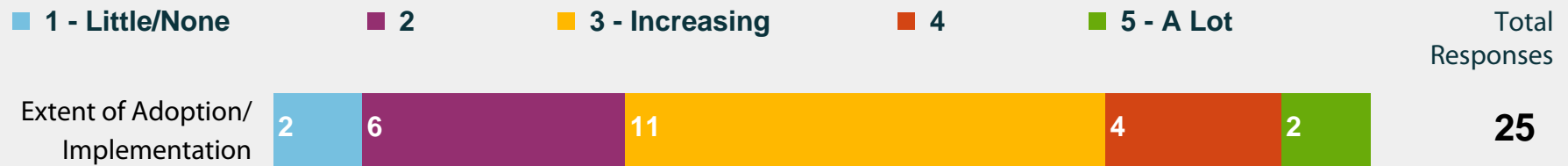
2.2b College routinely disaggregates student cohort data by age, race, gender, income, and other factors to identify gaps in achievement among student groups.



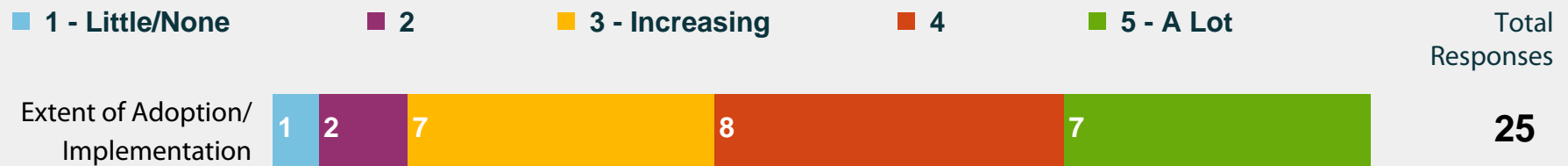
2.2c College regularly conducts surveys and focus groups with students, faculty, and staff to identify weaknesses in programs and services and opportunities for improvement.



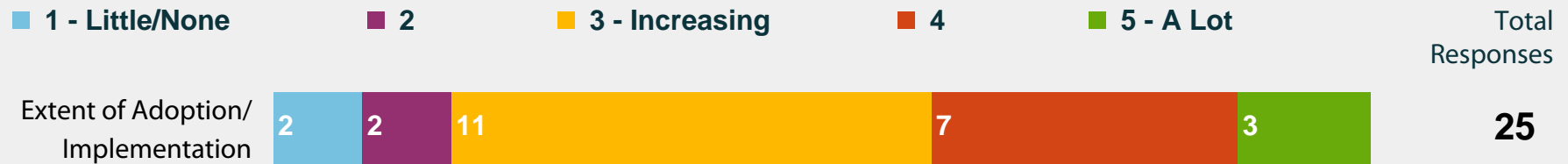
2.3a College routinely engages personnel from across the campus community to review data on student achievement and help develop and refine strategies for addressing priority problems.



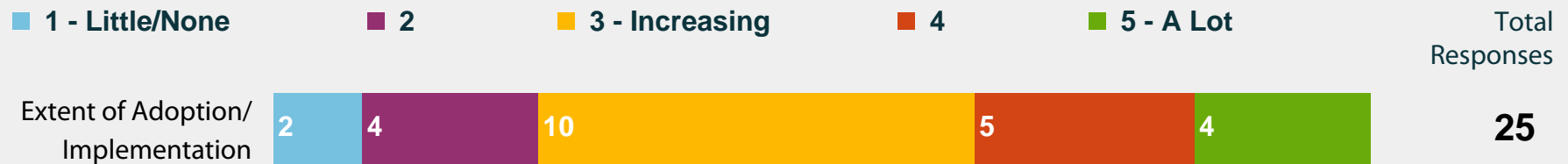
2.3b College routinely evaluates the effectiveness of efforts to improve student success and uses the results to improve policy and practice.



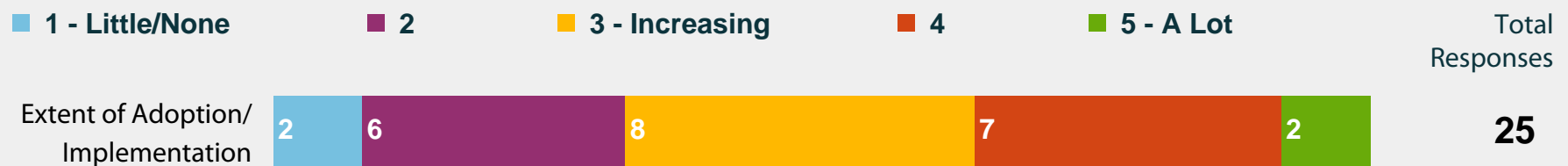
3.1a Faculty meets regularly to examine course and program outcomes and develop strategies for addressing achievement gaps and improving student success.



3.1b Faculty routinely assesses academic programs and teaching strategies from the perspective of current research on effective practice.



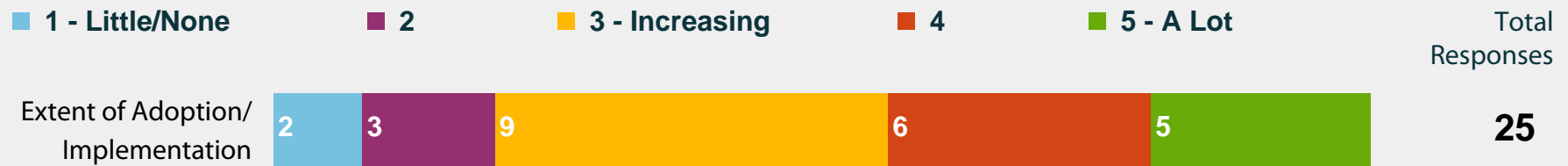
3.1c Part-time or adjunct faculty are actively engaged in institutional efforts to improve student success.



3.1d Student services staff routinely assesses student success strategies from the perspective of current research on effective practice.



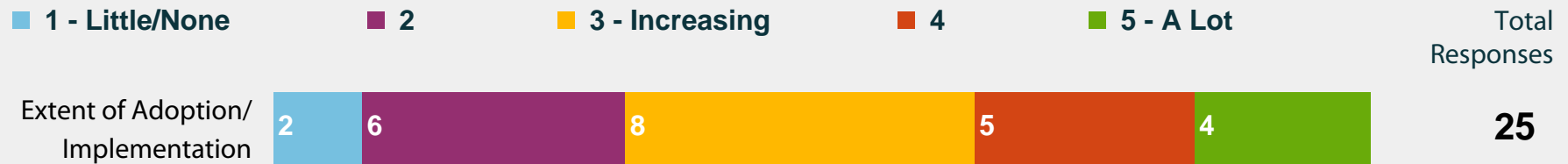
3.1e There is alignment and extensive collaboration on efforts to improve student success between academic/instructional affairs and student services.



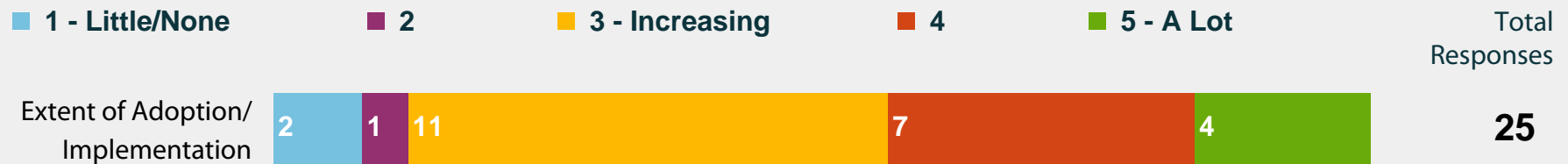
3.2a College secures active student participation in efforts to improve student outcomes.



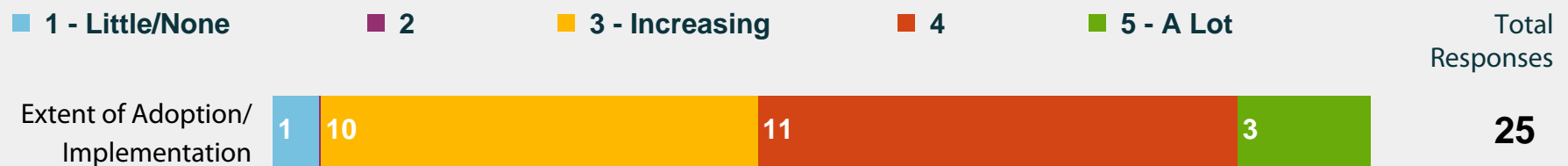
3.2b College secures input from external stakeholders to identify causes of achievement gaps and inform the development of strategies for improving student success.



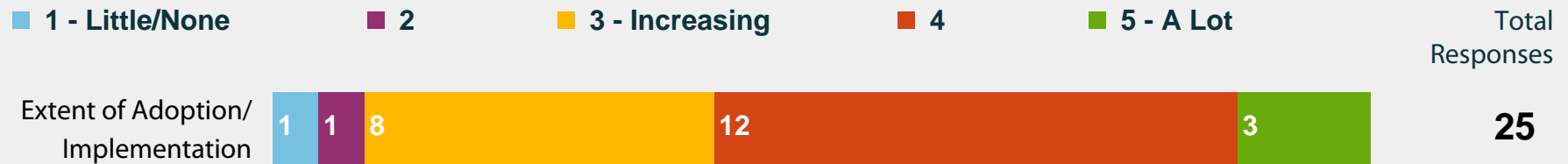
4.1a College has established strategic planning process that relies on data to set goals for student success and measure of goal attainment.



4.1b Plans for a given year are driven by a limited set of strategic priorities that have a focus on student success.



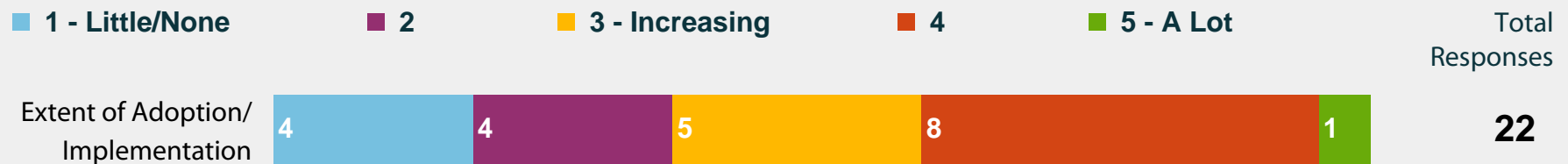
4.1c College regularly evaluates its academic programs and student services to determine how well they promote student success and how they can be improved.



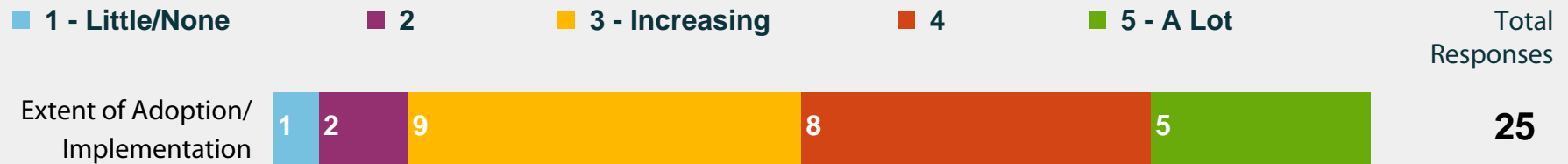
4.1d Decisions about budget allocations are based on evidence of program effectiveness and linked to plans to increase rates of student success.



4.1e College uses external grant funds strategically to support systemic efforts to improve outcomes for students broadly, not just for isolated projects that benefit small numbers of students.



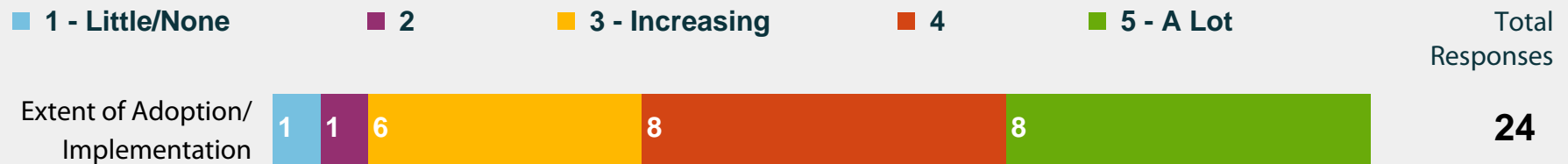
4.1f College actively works to scale up and sustain pilot programs or practices that prove effective.



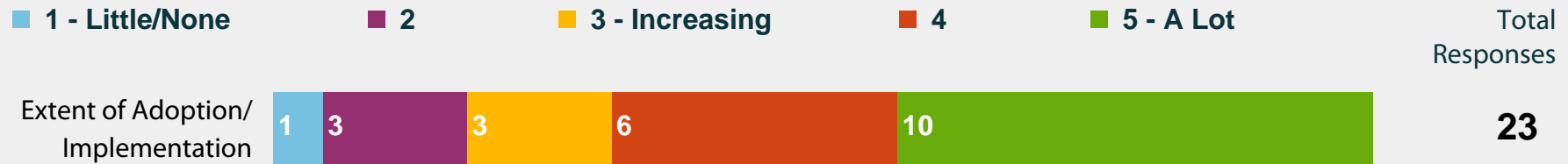
4.1g The student success agenda is integrated with on-going accreditation activity.



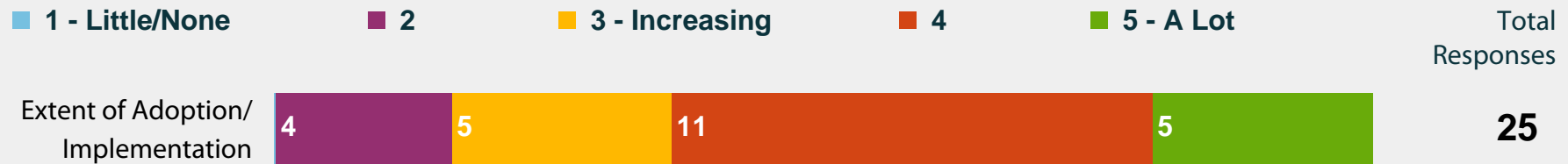
4.2a The college has a standing committee or committees responsible for guiding and monitoring efforts to improve student outcomes.



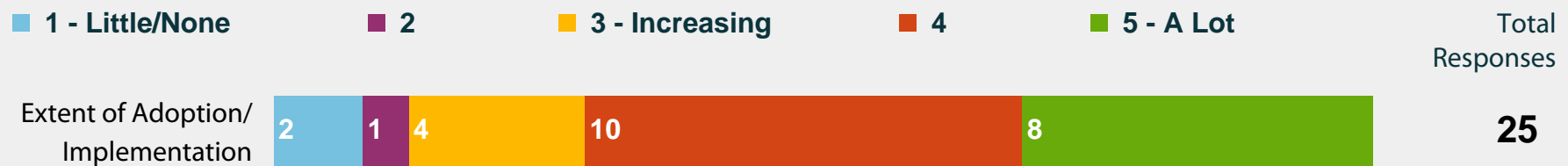
4.2b Major meetings, organizational units, and work groups regularly focus on student success.



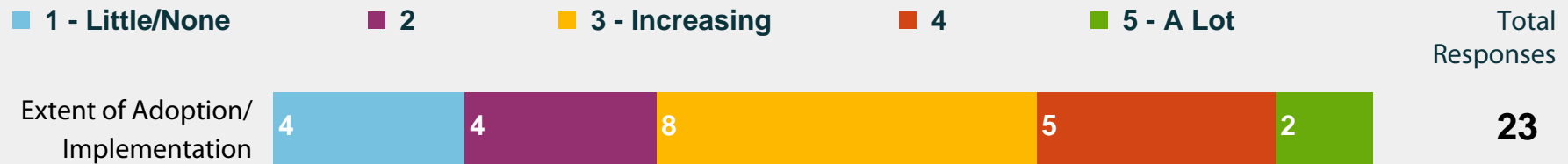
4.3a The college offers faculty and staff professional development that reinforces efforts to improve student success and close achievement gaps.



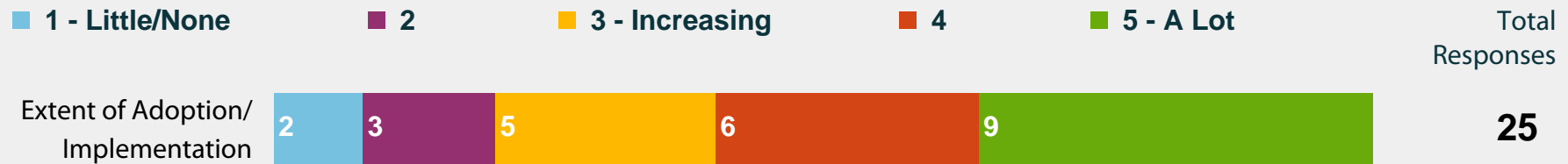
4.3b Induction and orientation activities for new faculty and staff foster a commitment to student success.



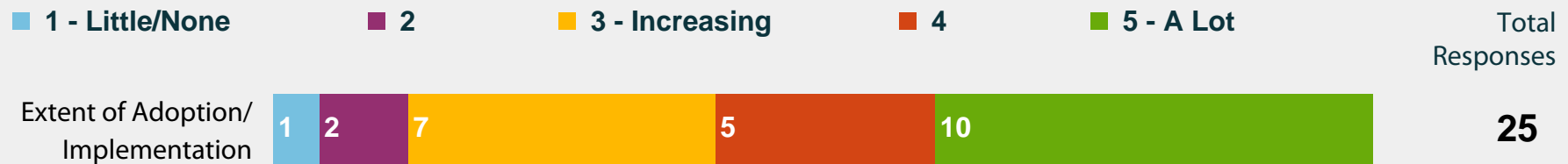
4.3c College provides training to faculty and staff on using data and research to improve programs and services.



5.1a The institution has a climate of respect for inclusiveness.



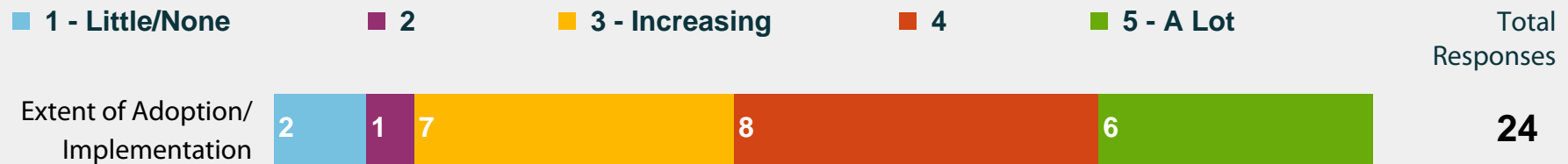
5.1b The institution consistently demonstrates a commitment to equity for all students.



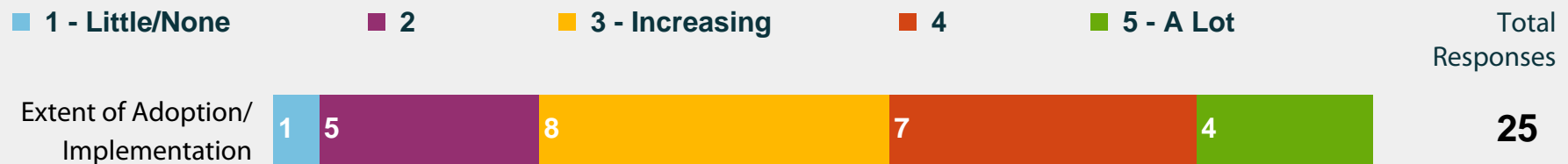
5.1c The institution's staffing reflects the demographic composition of its service area's population (community or region).



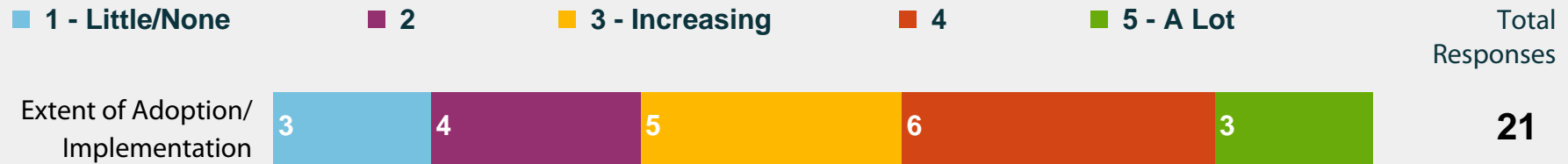
5.1d The institution routinely creates opportunities for all students, especially those who have traditionally faced the most significant barriers to achievement, to voice opinions about their college experience.



5.2a Faculty members proactively create a learning environment that promotes the success of all students.



5.2b Multicultural perspectives are integrated throughout the curriculum.



5.2c Adjunct and full-time faculty, staff (including front-line and student support services), and administrators have experience or knowledge of how to work with students from diverse backgrounds and are sensitive to the unique needs of culturally diverse students.

