

Vernon College Inventory Results

Contributors: John Hardin, Betsy Harkey, Gary Don Harkey, Dusty Johnston, and Michael Ruhl

	0 - No Implementation	1 - Under Discussion	2 - Marginal Implementation	3 - Partial Implementation	4 - Full Implementation
a. Institutional research and information systems provide systematic, timely, useful, and user-friendly information about student persistence, learning, and attainment.	0	0	1	4	0
b1. 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 .	0	0	0	4	1
b2. The institutional culture promotes willingness of governing board members, administrators, faculty, staff and students to rigorously examine and openly discuss institutional performance regarding student learning .	0	1	0	3	1
b3. The institutional 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) .	0	0	0	4	1
c. The institution is committed to cohort tracking of entering students to determine rates of attainment and to identify areas for improvement.	0	0	1	3	1
d1. The institution regularly collects, analyzes, and reports data pertaining to successful completion of remedial/developmental courses .	0	0	1	3	1
d2. The institution regularly collects, analyzes, and reports data pertaining to developmental students' success in entry-level college courses.	0	0	2	2	1
d3. The institution regularly collects, analyzes, and reports data pertaining to 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	2	2	1
d4. The institution regularly collects, analyzes, and reports data pertaining to rate of successful course completion for all courses (C or better) .	0	0	1	1	3
d5. The institution regularly collects, analyzes, and reports data pertaining to student persistence -- re-enrollment from one term to the next.	0	0	1	1	3

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	0 - No Implementation	1 - Under Discussion	2 - Marginal Implementation	3 - Partial Implementation	4 - Full Implementation
d6. The institution regularly collects, analyzes, and reports data pertaining to completion of certificates and associate degrees.	0	0	0	2	3
e1. Data depicting student persistence, learning, and attainment are routinely disaggregated and reported by gender.	0	0	4	1	0
e2. Data depicting student persistence, learning, and attainment are routinely disaggregated and reported by race/ethnicity.	0	1	3	1	0
e3. Data depicting student persistence, learning, and attainment are routinely disaggregated and reported by income level.	0	1	3	1	0
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.	0	0	1	2	2
g1. The results of student and institutional assessments are used routinely to inform institutional decisions regarding strategic priorities.	0	0	1	1	3
g2. The results of student and institutional assessments are used routinely to inform institutional decisions regarding resource allocation.	0	0	1	1	3
g3. The results of student and institutional assessments are used routinely to inform institutional decisions regarding faculty and staff development.	0	0	0	3	2
g4. The results of student and institutional assessments are used routinely to inform institutional decisions regarding improvements in programs and services for learners.	0	0	0	3	2
h. Beliefs and assertions about "what works" in promoting student learning and attainment are evidence-based.	0	0	1	3	1

a. Institutional research and information systems provide systematic, timely, useful, and user-friendly information about student persistence, learning, and attainment.



b1. 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.



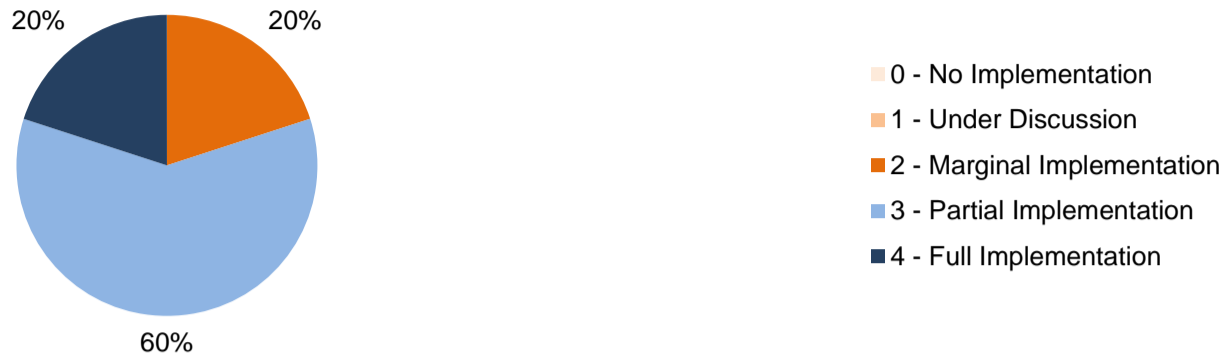
b2. The institutional culture promotes willingness of governing board members, administrators, faculty, staff and students to rigorously examine and openly discuss institutional performance regarding student learning.



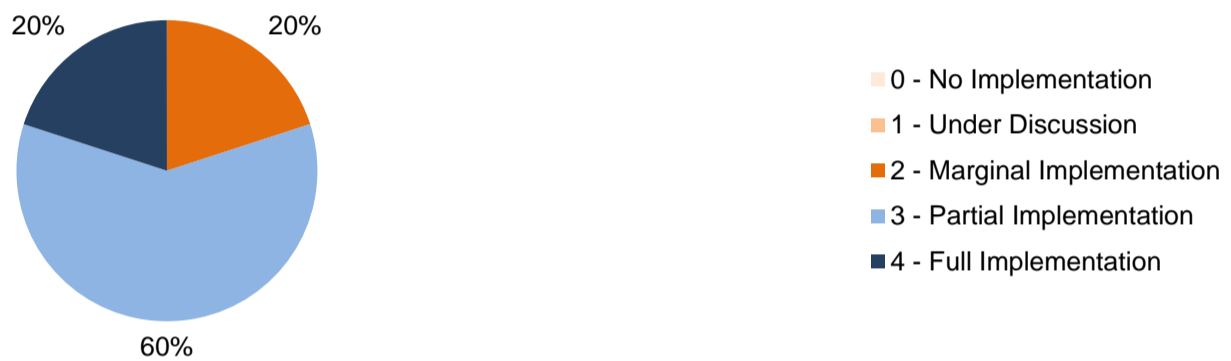
b3. The institutional culture promotes willingness of governing board members, administrators, faculty, staff and students to rigorously examine and openly discuss institutional performance regarding student attainment (certificates, degrees, transfer).



c. The institution is committed to cohort tracking of entering students to determine rates of attainment and to identify areas for improvement.



d1. The institution regularly collects, analyzes, and reports data pertaining to successful completion of remedial/developmental courses.



d2. The institution regularly collects, analyzes, and reports data pertaining to developmental students' success in entry-level college courses.



d3. The institution regularly collects, analyzes, and reports data pertaining to successful completion of selected gatekeeper courses (e.g., high-enrollment/high failure-rate courses such as college algebra, freshman composition, anatomy and physiology, e



d4. The institution regularly collects, analyzes, and reports data pertaining to rate of successful course completion for all courses (C or better).



d5. The institution regularly collects, analyzes, and reports data pertaining to student persistence -- re-enrollment from one term to the next.



d6. The institution regularly collects, analyzes, and reports data pertaining to completion of certificates and associate degrees.



e1. Data depicting student persistence, learning, and attainment are routinely disaggregated and reported by gender.



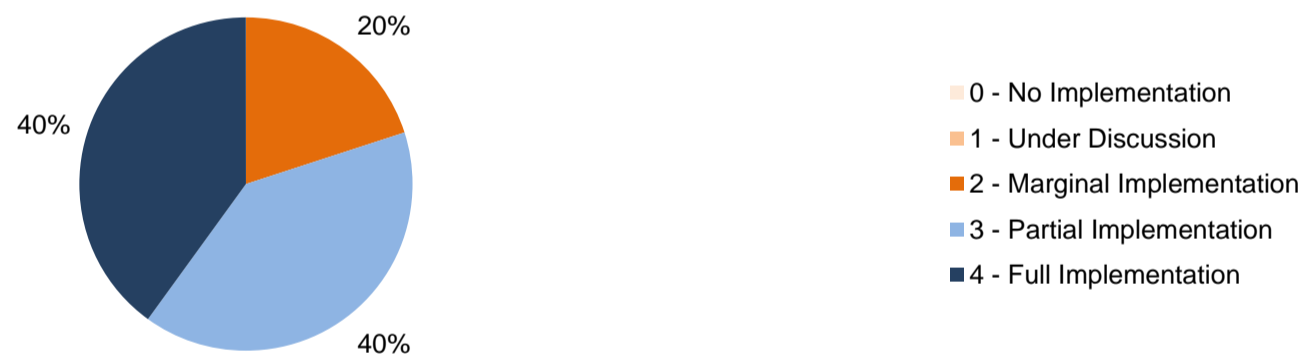
e2. Data depicting student persistence, learning, and attainment are routinely disaggregated and reported by race/ethnicity.



e3. Data depicting student persistence, learning, and attainment are routinely disaggregated and reported by 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.



g1. The results of student and institutional assessments are used routinely to inform institutional decisions regarding strategic priorities.



g2. The results of student and institutional assessments are used routinely to inform institutional decisions regarding resource allocation.



g3. The results of student and institutional assessments are used routinely to inform institutional decisions regarding faculty and staff development.



g4. The results of student and institutional assessments are used routinely to inform institutional decisions regarding improvements in programs and services for learners.



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

