Administering the Institutional Capacity Assessment Tool Essentials
2018 Kick-off, Cleveland, OH

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Changes at the Margin Yield Marginal Change

To improve student success on a substantial scale, colleges need to engage in bold and holistic institutional change.
WHAT WE'VE LEARNED

- Pilots of boutique interventions are insufficient in moving the needle.
- An institution’s student success agenda is sustained by a student-focused culture.
- Cultivation of a student-focused culture required a holistic approach that builds capacity in multiple areas to support student success.
- Committed leadership is essential but change must be led at multiple levels within an institution.
WHAT WE'VE LEARNED

- Faculty engagement, especially part-time faculty engagement, is one of the toughest and most common community college reform challenges, but is essential for faculty to develop their role as change agents.
- Systemic change takes a long time.
- Capacity building is often not a linear process, especially when leadership transitions occur.
- Evaluation designs, measures and data collection systems should be carefully planned.
Institutional Capacity Framework Vs. Capacity Assessment Tool
EMBEDDED CULTURE OF EVIDENCE

- Teaching & Learning
- Engagement & Communication
- Strategy & Planning
- Policies & Practices
- Leadership & Vision
- Data & Technology
- Equity

CULTURE OF EVIDENCE
STRENGTHS OF THE FRAMEWORK

- Helps colleges to understand the seven capacity areas essential to cultivating a student focused culture.

- Elevates the value of capacity building in systemic institutional transformation to help colleges move beyond an intervention-only focus.

- Assists colleges in gauging where they are, assessing their capacity building needs and informing action.

- Integrates and aligns efforts colleges may have already begun to implement such as guided pathways, integrated planning and advising systems, development education redesign, and assesses readiness for future efforts.

- Provides opportunity for tailored coaching services and supports to assist colleges in optimizing capacity.
Table Activity
WHAT IS YOUR OVERALL GOAL OR VISION FOR IMPROVING STUDENT SUCCESS?

Think about and discuss the following:

• What is the most critical student success goal at your college?
• What 2-3 capacities would be most critical in achieving your goals?
Institutional Capacity Assessment Tool (ICAT)
WHAT IS THE INSTITUTIONAL CAPACITY ASSESSMENT TOOL (ICAT)?

- An online self-assessment to help colleges assess their strengths and areas for improvement in the seven key dimensions encompassed in the **Institutional Capacity Framework**.

- Asks a **broad range of college stakeholders** to assess their institution’s capacity across four levels, from minimal to exemplary.

- Once completed, participants engage in a **large group dialogue (Capacity Café)** using the Institutional Capacity Framework and discussion prompts to celebrate strengths, prioritize areas for improvement and identify concrete actions for building capacity to support student success efforts.
THE INSTITUTIONAL CAPACITY FRAMEWORK IN ACTION
BACKGROUND OF THE ICAT

- Launched in September 2016 as a companion to the Institutional Capacity Framework
- Fully online assessment, with unique code for each college
- Designed as diagnostic to stimulate thought and spark discussion—not as psychometric instrument
- Designed for use by a broad cross-representation of the college community
- Provides results in aggregate and by role and functional area
- For multicampus colleges: results available by campus
- Coach facilitated Capacity Café used to engage respondents in debrief and to capture action items
BENEFITS OF COMPLETING THE ASSESSMENT:

- **Insight** into institutional strengths and areas to improve
- **Picture** of what improved capacity looks like through use of examples
- **Broad engagement** of stakeholders from all areas of the college
- **Gaps** in communication and perception
- **Common language** to spark dialogue and engagement in capacity conversations
- **Action steps** to build strength across the seven capacity areas
- **Apply** to reform priorities e.g. pathways
RECOMMENDED PROCESS

PREPARE

Prepare to use the tool by determining who should take the assessment and when.

Include a broad range of stakeholders that represent a cross-functional, cross-hierarchical representation of the college community.

Consider your planning cycles, in-service days and ATD coaching visit schedule when selecting your survey administration dates.

COMPLETE

Administer the online Institutional Capacity Assessment Tool to assess your institution’s strengths and areas for improvement in the seven key dimensions encompassed in the Institutional Capacity Framework:

DISCUSS

Conduct a large group engagement activity with the participants and your Achieving the Dream coaches to discuss the results, celebrate strengths, prioritize areas for improvement and identify concrete steps to build capacity in areas needing improvement.

ACT

Act on the concrete steps identified to build capacity. Coordinate with your coaches on targeted strategic assistance, participate in learning events and professional development opportunities, access resources from the ATD capacity toolkit.
PREPARATION: LESSONS LEARNED

• College-wide participation – all employee groups and departments
• Letter from the President (sample provided)
• Sufficient time – monitor and encourage
• Plan for Capacity Café with Coaches – wide participation
• Prepare materials & logistics
• Disseminate actions from Capacity Café
RESOURCES/TOOLS FROM ATD

• Sizzle reel
• ICAT brochure, overview document, sample reports
• Check list for administering
• Demonstration and sand box
• Sample invite from president to take the ICAT
• Sample Capacity Café invite
• Briefing Sheet for Capacity Café Logistics
• Sample questions for Capacity Café (may be customized)
• Pierce College ICAT video story
What do results look like?
AGGREGATE RESULTS

- Administered by over **170** Network colleges since September 2016
- Over **24,000** individual responses
- **Highest** capacity area: Leadership & Vision
- **Lowest** capacity areas: Equity; Data & Technology
- LMA winners have higher average capacity levels than the Network average in all seven areas
SAMPLE RESULTS

**Level 1**
Minimal level of capacity in place with a clear need to build strength.

**Level 2**
Moderate level of capacity established.

**Level 3**
Strong level of capacity in place.

**Level 4**
Exemplary level of capacity in place.
SAMPLE RESULTS

LEADERSHIP & VISION
The commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for desired change.

LEVEL 2
AVERAGE RATING 2.4

RESULTS BY CATEGORY (N=55)

Vision
1. Does the college have a clear and compelling vision for student success?
2. Is the student success vision used to set priorities and direct action?

Leadership
3. Does the Board of Trustees provide leadership for student success?
4. Does the president actively support efforts to improve student success?
SAMPLE RESULTS – STRENGTHS & GAPS

Total Number of Respondents: 82

<table>
<thead>
<tr>
<th>Question</th>
<th>Level 1 (N)</th>
<th>Level 2 (N)</th>
<th>Level 3 (N)</th>
<th>Level 4 (N)</th>
<th>Don’t Know (N)</th>
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</thead>
<tbody>
<tr>
<td>1. Does the college have a clear and compelling vision for student success?</td>
<td>0</td>
<td>10</td>
<td>31</td>
<td>39</td>
<td>1</td>
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<tr>
<td>2. Is the student success vision used to set priorities and direct action?</td>
<td>0</td>
<td>18</td>
<td>43</td>
<td>18</td>
<td>2</td>
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<tr>
<td>3. Does the Board of Trustees provide leadership for student success?</td>
<td>0</td>
<td>5</td>
<td>19</td>
<td>55</td>
<td>2</td>
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<tr>
<td>4. Does the president actively support efforts to improve student success?</td>
<td>1</td>
<td>3</td>
<td>18</td>
<td>48</td>
<td>11</td>
</tr>
</tbody>
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DON’T KNOW: BY DEPARTMENT & POSITION
WHO IS UNAWARE OF COLLEGE CAPACITIES?

Total Number of Respondents: 82

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SAMPLE RESULTS

AVERAGE CAPACITY RATING BY ROLE

This page presents average capacity rating by respondent role so that institutions can identify areas of consensus and divergence.

A capacity rating of 0.0 from a particular role indicates no respondent from that role has completed the assessment of this capacity area.

<table>
<thead>
<tr>
<th>Leadership &amp; Vision</th>
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</thead>
<tbody>
<tr>
<td>Administrator (N=36)</td>
</tr>
<tr>
<td>Full-time Faculty (N=98)</td>
</tr>
<tr>
<td>Adjunct Faculty (N=22)</td>
</tr>
<tr>
<td>Staff member (N=158)</td>
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<tr>
<td>Other (N=17)</td>
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<th>Data &amp; Technology</th>
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<tbody>
<tr>
<td>Administrator (N=31)</td>
</tr>
<tr>
<td>Full-time Faculty (N=91)</td>
</tr>
<tr>
<td>Adjunct Faculty (N=18)</td>
</tr>
<tr>
<td>Staff member (N=173)</td>
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<tr>
<td>Other (N=15)</td>
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</tbody>
</table>

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<th>Equity</th>
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<tbody>
<tr>
<td>Administrator (N=27)</td>
</tr>
<tr>
<td>Full-time Faculty (N=88)</td>
</tr>
<tr>
<td>Adjunct Faculty (N=17)</td>
</tr>
<tr>
<td>Staff member (N=144)</td>
</tr>
<tr>
<td>Other (N=13)</td>
</tr>
</tbody>
</table>
SAMPLE RESULTS

AVERAGE CAPACITY RATING BY FUNCTIONAL AREA

This page presents average capacity rating by respondent functional area so that institutions can identify areas of consensus and divergence.

A capacity rating of 0.0 from a particular functional area indicates that no respondent from that functional area has completed the assessment of this capacity area.

Leadership & Vision

- Academic Affairs (N=144) 3.0
- Student Services (N=70) 3.0
- Administrative Services (N=32) 3.0
- Cont. Ed./Workforce (N=5) 3.6
- Other (N=80) 3.2

Data & Technology

- Academic Affairs (N=133) 2.5
- Student Services (N=67) 2.5
- Administrative Services (N=32) 2.4
- Cont. Ed./Workforce (N=4) 3.4
- Other (N=92) 2.9

Equity

- Academic Affairs (N=126) 2.4
- Student Services (N=60) 2.5
- Administrative Services (N=31) 2.6
- Cont. Ed./Workforce (N=3) 3.5
- Other (N=69) 3.1
**Overview of the Capacity Café**

**Capacity Café** is a facilitated large group engagement activity and includes a debrief with your institution’s administration, faculty and staff to discuss the results from the ICAT, celebrate strengths and identify potential areas for improvement.
Capacity Café: Valued cross-college discussion

- Meaningful engagement
- Discuss communication gaps
- Apply capacity to reform e.g. pathways
Actions Infused into College Reform Agenda: Examples

• Pathways - What capacities are essential for strong pathways outcomes?
• Who understands how we use data for decisions?
• Are equity goals clear to most in the college?
• Are there communication gaps that will impact improving student outcomes?
• Other?
COLLEGES ARE USING ICAT RESULTS FOR...

• Strategic planning
• Accreditation – Identification of QEP topic
• Building guided pathways
• Identifying areas for professional development
• Communication strategies
• Framework for alignment
• Triangulating raw data with CCSSE and other data sources
• Implementing high impact practices
• Educational master planning
• Integration in a comprehensive data and technology assessment
• Campus-wide discussions
• Implementing continuous improvements
ICAT ORIENTATION VIDEO

https://youtu.be/5LzKA8cJhAY
Table Activity
EXPLORING YOUR CAPACITIES

• Thinking about your goals for student success and looking at the Capacity Wheel ----
  • Identify which capacity you feel is strongest at your college and which area you feel you have the least capacity.
  • Explain why you believe _____ is your strongest capacity. Why this above other capacities?
  • Explain why you believe ______ is where you have the least capacity. Why do you believe you need improvements or increased capacity here?

• Next…..
NEXT STEPS FOR ICAT AT YOUR COLLEGE

Take a few minutes to explore….

• How do you think the ICAT could help your college explore capacity strengths and gaps?

• Who should take the ICAT and engage in discussion about the results?

• What are a couple of ways you could use the results to improve your student success goals?

• Summarize your answers to share with the group
Questions?