The Institutional Capacity Assessment Tool

Table Handouts

Engagement and Communication

INSTITUTIONAL CAPACITY ASSESSMENT TOOL

RESPONSE DISTRIBUTION

The Institutional Capacity Assessment Tool helps colleges to assess their capacity and identify strengths and areas for improvement. Completion of the self-assessment allows Board members, administrators, faculty and staff to evaluate their institution's level of capacity in relation to what improved capacity could look like. Institutions that complete the assessment tool benefit from: insight on the key capacities for success; engagement of stakeholders from all areas of the college in using a common language to share opinions and discuss perception gaps; prioritization of areas to improve; and the development of strategies to build strength.

This report summarizes the response distribution for each question in the assessment tool. It is a complimentary report to the Institutional Capacity Assessment *Results Summary*.

Northern Essex Community College

Spring 2017

LEVELS KEY

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.

RESULTS SUMMARY (N=249)

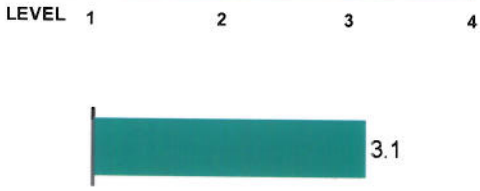
LEADERSHIP & VISION	DATA & TECHNOLOGY	EQUITY	TEACHING & LEARNING	ENGAGEMENT & COMMUNICATION	STRATEGY & PLANNING	POLICIES & PRACTICES
LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3
AVERAGE RATING 3.1	AVERAGE RATING 2.5	AVERAGE RATING 2.7	AVERAGE RATING 3.0	AVERAGE RATING 3.0	AVERAGE RATING 2.9	AVERAGE RATING 2.8

ENGAGEMENT & COMMUNICATION

The creation of strategic partnerships with key external stakeholders, such as K-12, universities, employers and community based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.

LEVEL	AVERAGE RATING
3	3.0

RESULTS BY CATEGORY (N=154)



Internal Engagement and Communication

1. Does the college engage multiple internal stakeholders in student success work?

2. Do college leaders communicate a sense of urgency to improve student success outcomes?

3. Is the value of student success regularly communicated to the college community?

4. Does the college empower those engaged in student success work to take action?

External Engagement and Communication

5. Does the college include external stakeholders in student success efforts?

Culture of Evidence

6. Do faculty and staff examine and discuss student success data and strategies for improvement?

ENGAGEMENT & COMMUNICATION

The creation of strategic partnerships with key external stakeholders, such as K-12, universities, employers and community based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.

LEVEL	AVERAGE RATING
3	3.0

Response Distribution by Question

Total Number of Respondents: 154

	Level 1 (N)	Level 2 (N)	Level 3 (N)	Level 4 (N)	Don't Know (N)
1. Does the college engage multiple internal stakeholders in student success work?	9	24	47	44	30
2. Do college leaders communicate a sense of urgency to improve student success outcomes?	4	19	67	58	6
3. Is the value of student success regularly communicated to the college community?	4	43	47	54	6
4. Does the college empower those engaged in student success work to take action?	8	30	59	40	17
5. Does the college include external stakeholders in student success efforts?	6	37	32	38	41
6. Do faculty and staff examine and discuss student success data and strategies for improvement?	10	42	61	18	23

ENGAGEMENT & COMMUNICATION

The creation of strategic partnerships with key external stakeholders, such as K-12, universities, employers and community based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.

Number of Respondents Who Answered "I don't know" by Question and by Role

	Adminis-trator (N)	Full-time Faculty (N)	Part-time Faculty (N)	Staff Member (N)	Other (N)	Total (N)
1. Does the college engage multiple internal stakeholders in student success work?	3	10	4	13	-	30
2. Do college leaders communicate a sense of urgency to improve student success outcomes?	1	-	1	4	-	6
3. Is the value of student success regularly communicated to the college community?	-	3	1	2	-	6
4. Does the college empower those engaged in student success work to take action?	1	2	2	12	-	17
5. Does the college include external stakeholders in student success efforts?	2	14	11	14	-	41
6. Do faculty and staff examine and discuss student success data and strategies for improvement?	2	2	7	12	-	23

ENGAGEMENT & COMMUNICATION

The creation of strategic partnerships with key external stakeholders, such as K-12, universities, employers and community based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.

Number of Respondents Who Answered "I don't know" by Question and by Functional Area

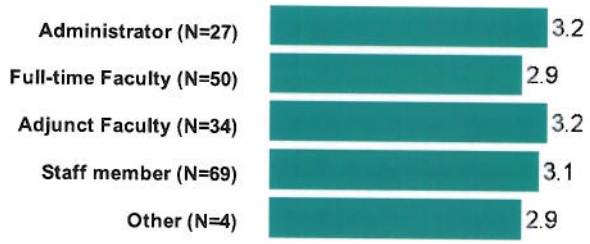
	Academic Affairs (N)	Student Services (N)	Admin. Services (N)	Cont. Ed./ Workforce (N)	Other (N)	Total (N)
1. Does the college engage multiple internal stakeholders in student success work?	12	4	6	2	6	30
2. Do college leaders communicate a sense of urgency to improve student success outcomes?	1	2	2	-	1	6
3. Is the value of student success regularly communicated to the college community?	2	3	-	1	-	6
4. Does the college empower those engaged in student success work to take action?	3	3	7	-	4	17
5. Does the college include external stakeholders in student success efforts?	20	7	3	4	7	41
6. Do faculty and staff examine and discuss student success data and strategies for improvement?	6	4	5	2	6	23

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.

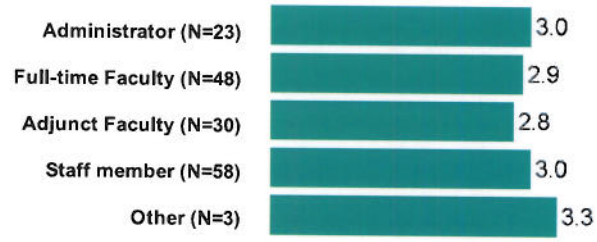
Leadership & Vision



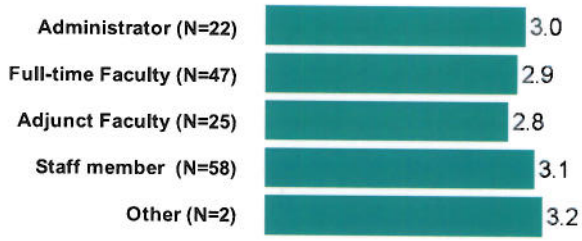
Data & Technology

Equity

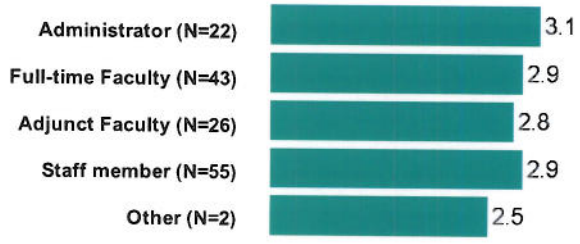
Teaching & Learning



Engagement & Communication



Strategy & Planning



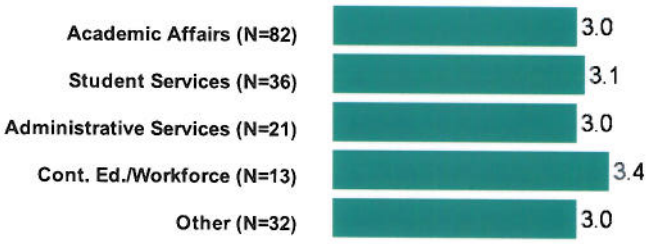
Policies & Practice

AVERAGE CAPACITY RATING BY FUNCTIONAL AREA

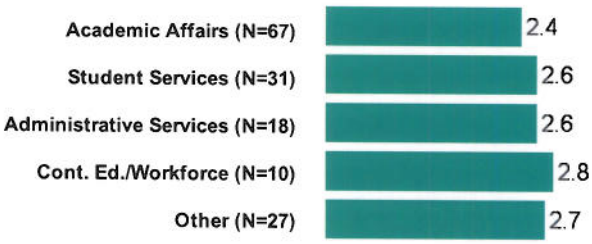
This page presents average capacity rating by respondent functional area so that institutions can identify areas of consensus and divergence.

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.

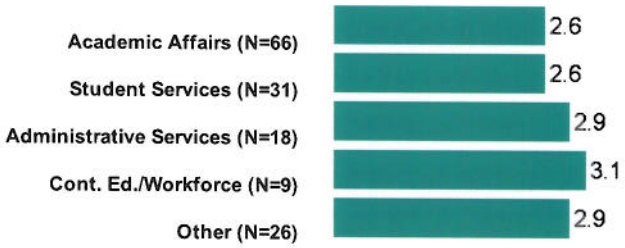
Leadership & Vision



Data & Technology



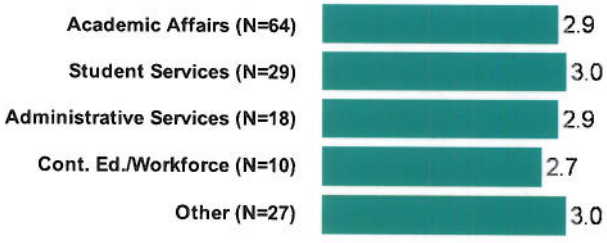
Equity



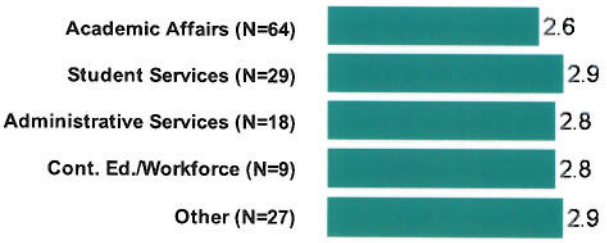
Teaching & Learning

Engagement & Communication

Strategy & Planning



Policies & Practice



ABOUT THE INSTITUTIONAL CAPACITY ASSESSMENT TOOL

The Institutional Capacity Assessment Tool is 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. The assessment asks a broad range of college stakeholders to assess their institution's capacity across four levels, from a low of Level 1 (minimal) to a high of Level 4 (exemplary). The *Results Summary* report summarizes the assessment results for the institution by aggregating respondent ratings by capacity area and by respondent roles and functional areas.

How Are the Average Ratings Calculated?

For each question in the assessment, there are four answer choices representing four levels of capacity. Additionally, there is an "I don't know" option if the respondent is unfamiliar with the topic or has no basis to judge. After a respondent makes their selection, the following points are assigned:

- Level 1: One point
- Level 2: Two points
- Level 3: Three points
- Level 4: Four points
- "I don't know": Not calculated

The points are summed for all respondents who completed the assessment of a given capacity area. The average rating is calculated by dividing the sum of points by the total number of questions answered. The "I don't know" responses are not weighted in this calculation.

How Are Capacity Levels Designated?

The level of each capacity area is designated by rounding the average rating of that capacity area to the nearest level in order to give colleges a high-level overview of their institutional capacities. For example, if the average rating for the Equity section was 2.48, the capacity level would be rounded to Level 2.

Is a Response Summary Available By Question?

Yes, the *Response Distribution* provides a response distribution for each of the 77 questions in the Institutional Capacity Assessment Tool. A summary of "I don't know" choices is also included in this report. The report is available on the college's community on ATD Connect.

How Do I Interpret the Ratings?

Collectively, the *Results Summary* and *Response Distribution* reports highlight the average and distribution of responses by capacity area, subcategory and by question. Additionally, the reports highlight the level of convergence of opinion, and divergence of opinion based on respondent role and functional area of work. The reports reflect an institution's perspective of their current level of capacity and serve as a springboard for large group dialogue on identified strengths to celebrate and build upon, areas where there are opportunities to improve, areas to build alignment where there is divergence of opinion and areas to target for improved communication where there are large numbers of "I don't know" responses.

Please note that the Institutional Capacity Assessment Tool is not a scientific tool based on rigorous psychometrics principles and should not be used as one. The ratings are meant to provide a general indicator of institutional capacity at a given time and to provide actionable insights.

Additional Questions

For additional questions, please email Achieving the Dream at ICAT@achievingthedream.org.