

The Institutional Capacity Assessment Tool

Table Handouts



Leadership and Vision

INSTITUTIONAL CAPACITY ASSESSMENT TOOL RESULTS SUMMARY

The Achieving the Dream Institutional Capacity Assessment Tool is an online self-assessment to help colleges assess areas of strength and improvement in the Institutional Capacity Framework. Institutions may also use the tool to measure changes in capacity over time. The purpose of this *Results Summary* is to display the aggregated responses from all college participants and disaggregated results by functional area and role to identify areas where there is a convergence of opinion or divergence of opinion. The results may be used for individual reflection and as a springboard for campus conversations on overarching themes, strengths to celebrate and build on, opportunities to improve and actions to build capacity.

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 2.9	AVERAGE RATING 3.0	AVERAGE RATING 2.9	AVERAGE RATING 2.8

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.



RESULTS BY CATEGORY (N=184)

LEVEL 1 2 3 4

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?
5. Does student success drive personnel decisions such as hiring and performance evaluations?
6. Do college leaders seek transformational change to improve the student experience?
7. Do college leaders encourage open dialog and risk-taking?
8. Do faculty initiate and lead efforts to improve student success?
9. Does a culture of shared leadership for student success exist across all levels of the college?



Culture of Evidence

10. Does the Board of Trustees use data to promote the college's vision for student success?
11. Do college leaders share and use data to inform decision-making?
12. Is there a climate of accountability and expectation of the use of data for decision-making?



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LEVEL

3

AVERAGE RATING

3.1

Response Distribution by Question

Total Number of Respondents: 184

	Level 1 (N)	Level 2 (N)	Level 3 (N)	Level 4 (N)	Don't Know (N)
1. Does the college have a clear and compelling vision for student success?	1	21	74	83	5
2. Is the student success vision used to set priorities and direct action?	3	44	75	50	12
3. Does the Board of Trustees provide leadership for student success?	17	15	36	27	89
4. Does the president actively support efforts to improve student success?	10	24	36	100	14
5. Does student success drive personnel decisions such as hiring and performance evaluations?	10	44	40	43	47
6. Do college leaders seek transformational change to improve the student experience?	11	24	70	60	19
7. Do college leaders encourage open dialog and risk-taking?	10	36	78	57	3
8. Do faculty initiate and lead efforts to improve student success?	3	31	75	51	24
9. Does a culture of shared leadership for student success exist across all levels of the college?	4	29	67	63	21
10. Does the Board of Trustees use data to promote the college's vision for student success?	6	17	14	25	122
11. Do college leaders share and use data to inform decision-making?	4	43	81	44	12
12. Is there a climate of accountability and expectation for the use of data for decision-making?	14	31	71	33	35

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.

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 have a clear and compelling vision for student success?	-	1	2	2	-	5
2. Is the student success vision used to set priorities and direct action?	1	2	3	6	-	12
3. Does the Board of Trustees provide leadership for student success?	10	21	20	37	1	89
4. Does the president actively support efforts to improve student success?	-	5	4	5	-	14
5. Does student success drive personnel decisions such as hiring and performance evaluations?	5	6	15	21	-	47
6. Do college leaders seek transformational change to improve the student experience?	-	3	7	9	-	19
7. Do college leaders encourage open dialog and risk-taking?	-	-	3	-	-	3
8. Do faculty initiate and lead efforts to improve student success?	5	-	5	14	-	24
9. Does a culture of shared leadership for student success exist across all levels of the college?	-	7	8	5	1	21
10. Does the Board of Trustees use data to promote the college's vision for student success?	15	36	24	47	-	122
11. Do college leaders share and use data to inform decision-making?	1	2	5	4	-	12
12. Is there a climate of accountability and expectation of the use of data for decision-making?	2	4	11	17	1	35

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.

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

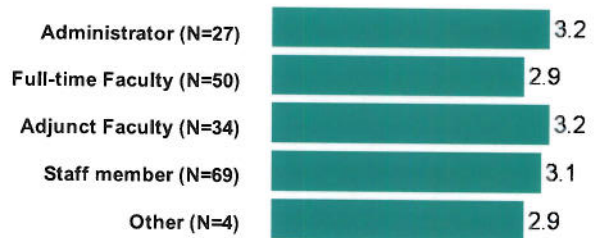
	Academic Affairs (N)	Student Services (N)	Admin. Services (N)	Cont. Ed./ Workforce (N)	Other (N)	Total (N)
1. Does the college have a clear and compelling vision for student success?	2	1	1	-	1	5
2. Is the student success vision used to set priorities and direct action?	2	3	3	1	3	12
3. Does the Board of Trustees provide leadership for student success?	36	18	11	6	18	89
4. Does the president actively support efforts to improve student success?	7	3	1	-	3	14
5. Does student success drive personnel decisions such as hiring and performance evaluations?	15	14	4	4	10	47
6. Do college leaders seek transformational change to improve the student experience?	6	3	3	-	7	19
7. Do college leaders encourage open dialog and risk-taking?	1	-	-	-	2	3
8. Do faculty initiate and lead efforts to improve student success?	3	8	7	-	6	24
9. Does a culture of shared leadership for student success exist across all levels of the college?	11	4	-	-	6	21
10. Does the Board of Trustees use data to promote the college's vision for student success?	55	25	16	8	18	122
11. Do college leaders share and use data to inform decision-making?	4	3	-	2	3	12
12. Is there a climate of accountability and expectation of the use of data for decision-making?	15	7	5	-	8	35

AVERAGE CAPACITY RATING BY ROLE

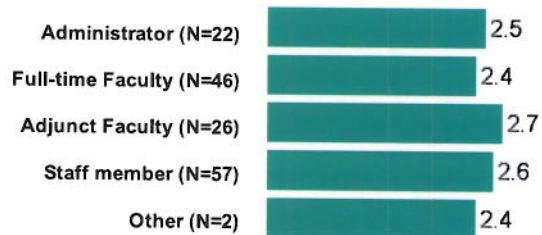
This page presents average capacity rating by respondent role so that institutions can identify areas of consensus and divergence.

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

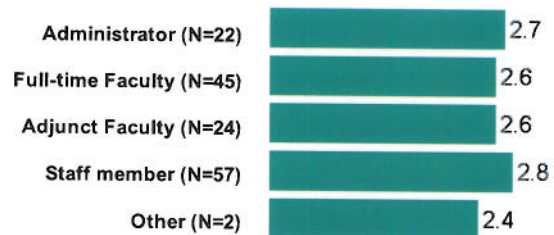
Leadership & Vision



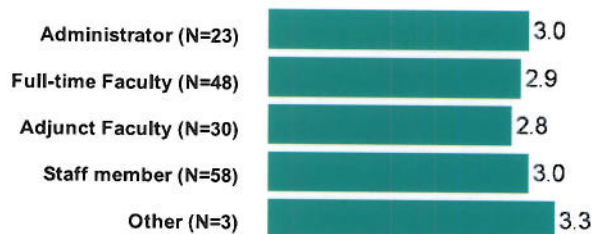
Data & Technology



Equity



Teaching & Learning



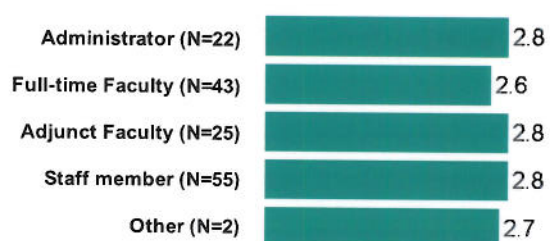
Engagement & Communication



Strategy & Planning



Policies & Practice

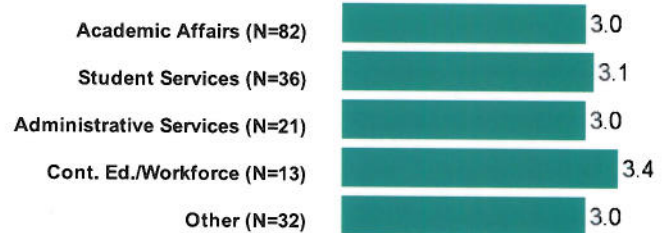


AVERAGE CAPACITY RATING BY FUNCTIONAL AREA

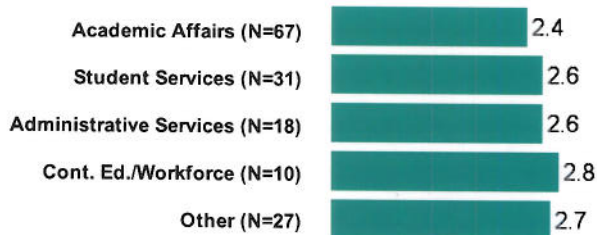
This page presents average capacity rating by respondent functional area so that institutions can identify areas of consensus and divergence.

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.

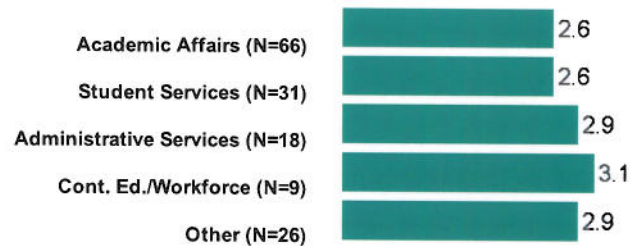
Leadership & Vision



Data & Technology



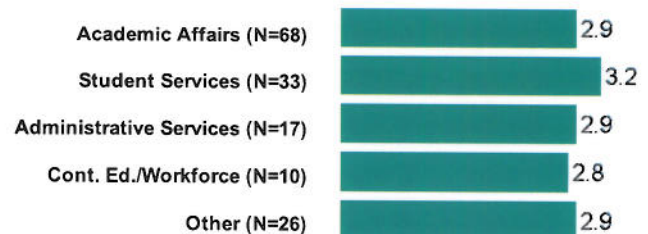
Equity



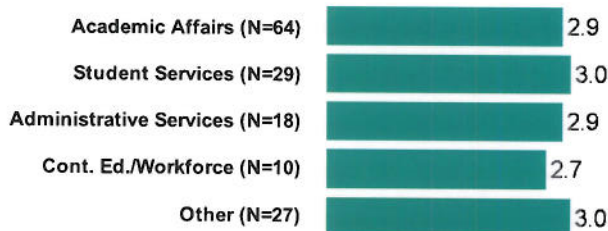
Teaching & Learning



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.