

The Institutional Capacity Assessment Tool

Table Handouts



Strategy and Planning

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

STRATEGY & PLANNING

The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.

LEVEL	AVERAGE RATING
3	2.9

RESULTS BY CATEGORY (N=148)

LEVEL 1 2 3 4

Planning

1. Does the college's strategic plan focus on student success?
2. Is the student success agenda integrated into other core work?



Resource Alignment

3. Do revenue and resource allocation decisions support student success?
4. Does the college pursue external grant funding to support student success?
5. Is professional development appropriately aligned to advance student success?



Strategy Execution

6. Does the college focus on a set of high-priority student success goals?
7. Is responsibility for student success goals clearly defined and broadly shared?
8. Does the college have a group of individuals responsible for coordinating and executing the student success agenda?



Culture of Evidence

9. Does the institution use key performance indicators to measure student success?
10. Are short-term measures defined so that their achievement ultimately leads to the accomplishment of student success goals?
11. Is there an established culture of continuous improvement?



STRATEGY & PLANNING

The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.

LEVEL

3

AVERAGE RATING

2.9

Response Distribution by Question

Total Number of Respondents: 148

	Level 1 (N)	Level 2 (N)	Level 3 (N)	Level 4 (N)	Don't Know (N)
1. Does the college's strategic plan focus on student success?	1	7	72	63	5
2. Is the student success agenda integrated into other core work?	3	16	70	38	21
3. Do revenue and resource allocation decisions support student success?	7	23	42	27	49
4. Does the college pursue external grant funding to support student success?	2	17	59	24	46
5. Is professional development appropriately aligned to advance student success?	9	50	39	27	23
6. Does the college focus on a set of high-priority student success goals?	16	24	69	20	19
7. Is responsibility for student success goals clearly defined and broadly shared?	12	32	58	23	23
8. Does the college have a group of individuals responsible for coordinating and executing the student success agenda?	2	20	53	34	39
9. Does the institution use key performance indicators to measure student success?	4	17	52	22	53
10. Are short-term measures defined so that their achievement ultimately leads to the accomplishment of student success goals?	14	20	43	21	50
11. Is there an established culture of continuous improvement?	14	29	58	28	19

STRATEGY & PLANNING

The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.

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's strategic plan focus on student success?	-	4	1	-	-	5
2. Is the student success agenda integrated into other core work?	1	10	3	7	-	21
3. Do revenue and resource allocation decisions support student success?	4	19	8	18	-	49
4. Does the college pursue external grant funding to support student success?	2	18	10	16	-	46
5. Is professional development appropriately aligned to advance student success?	3	9	2	8	1	23
6. Does the college focus on a set of high-priority student success goals?	3	2	5	8	1	19
7. Is responsibility for student success goals clearly defined and broadly shared?	2	6	6	9	-	23
8. Does the college have a group of individuals responsible for coordinating and executing the student success agenda?	3	13	8	14	1	39
9. Does the institution use key performance indicators to measure student success?	3	14	11	24	1	53
10. Are short-term measures defined so that their achievement ultimately leads to the accomplishment of student success goals?	6	15	9	19	1	50
11. Is there an established culture of continuous improvement?	-	6	3	10	-	19

STRATEGY & PLANNING

The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.

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

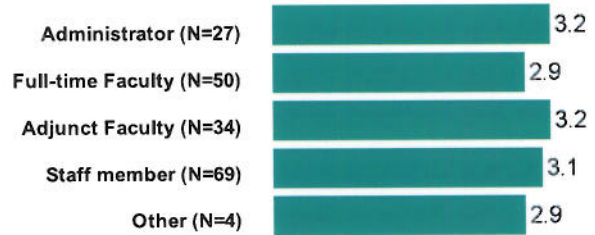
	Academic Affairs (N)	Student Services (N)	Admin. Services (N)	Cont. Ed./ Workforce (N)	Other (N)	Total (N)
1. Does the college's strategic plan focus on student success?	2	-	-	-	3	5
2. Is the student success agenda integrated into other core work?	6	5	1	-	9	21
3. Do revenue and resource allocation decisions support student success?	14	14	8	4	9	49
4. Does the college pursue external grant funding to support student success?	17	9	7	3	10	46
5. Is professional development appropriately aligned to advance student success?	7	3	6	1	6	23
6. Does the college focus on a set of high-priority student success goals?	4	4	6	1	4	19
7. Is responsibility for student success goals clearly defined and broadly shared?	11	2	4	1	5	23
8. Does the college have a group of individuals responsible for coordinating and executing the student success agenda?	15	8	6	-	10	39
9. Does the institution use key performance indicators to measure student success?	23	12	7	3	8	53
10. Are short-term measures defined so that their achievement ultimately leads to the accomplishment of student success goals?	23	12	6	2	7	50
11. Is there an established culture of continuous improvement?	10	5	1	-	3	19

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



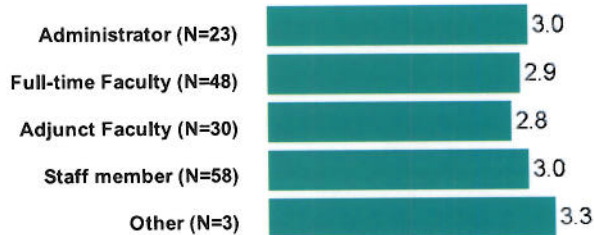
Data & Technology



Equity



Teaching & Learning



Engagement & Communication



Strategy & Planning



Policies & Practice



AVERAGE CAPACITY RATING BY FUNCTIONAL AREA

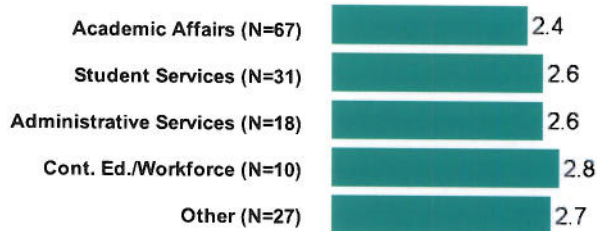
This page presents average capacity rating by respondent functional area so that institutions can identify areas of consensus and divergence.

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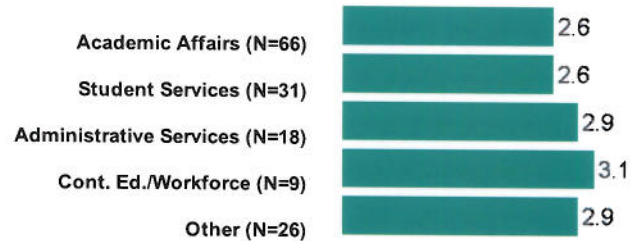
Leadership & Vision



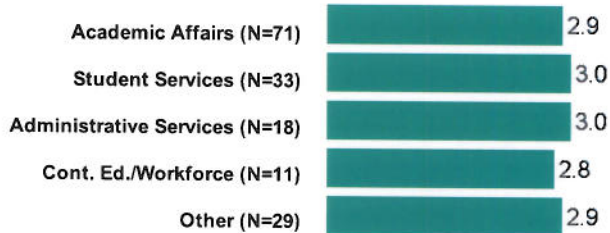
Data & Technology



Equity



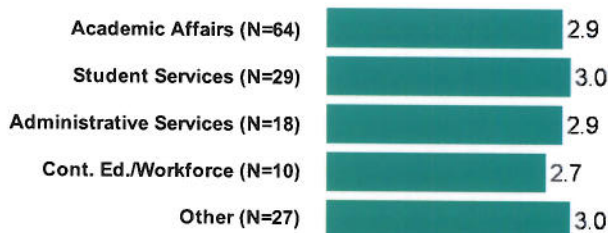
Teaching & Learning



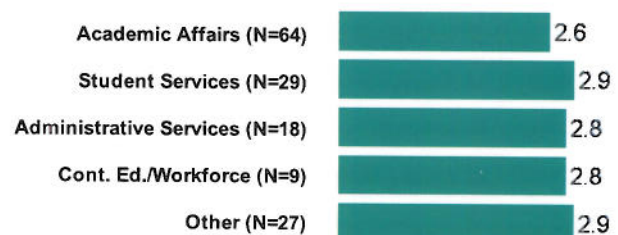
Engagement & Communication



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 companion *Results Summary* report summarizes the assessment results for the institution by aggregating respondent ratings by capacity area and by respondent roles and functional areas. This *Response Distribution* report provides a response distribution for each of the 77 questions in the Institutional Capacity Assessment Tool.

What Information Is Presented in the *Response Distribution* Report?

The *Response Distribution* report starts with a summary page of the college's assessment results of all seven capacity areas. Following the summary page, three pages of response distribution information are presented for each capacity area:

- The response distribution across Level 1 to Level 4, in addition to "I don't know", for each question;
- The number of respondents who answered "I don't know" by role for each question;
- The number of respondents who answered "I don't know" by respondent functional area for each question.

The Response Distribution report provides more detail to the college at the question level. It helps colleges to understand the dispersion pattern of respondent opinions as well as the familiarity of respondents from particular roles or functional areas with a specific capacity area.

How Are the Average Ratings on the Summary Page 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 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. 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.