

The Institutional Capacity Assessment Tool

Table Handouts



Teaching and Learning

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

TEACHING & LEARNING

The commitment to engaging full-time and adjunct faculty in examinations of pedagogy, meaningful professional development, and a central role for them as change agents within the institution. Also, the college's commitment to advising, tutoring, and out-of-classroom supports as well as restructuring developmental education to facilitate student learning and success.

LEVEL	AVERAGE RATING
3	2.9

RESULTS BY CATEGORY (N=162)

LEVEL 1 2 3 4

Instructional Practices and Support Services

1. Are faculty engaged as change agents in improving student success?
2. Do faculty apply research-based instructional practices?
3. Does the college provide the resources to maximize the use of technology in educational practice?
4. Does the college offer a comprehensive array of learning supports for students?



Developmental Education

5. Does the college provide accelerated options to traditional developmental education?



Structured Program Maps

6. Are program-level learning outcomes designed to prepare students to transition to the workplace and to transfer to a four-year institution?
7. Does the college regularly monitor student progress and provide focused support?



Professional Development

8. Does the college have an effective professional development program for instruction?
9. Do professional development activities support adjunct faculty participation?
10. Do faculty update their instructional practice based on acquired professional development?



Culture of Evidence

11. Are data regularly used to improve educational practice in the classroom?
12. Are learning outcomes used to improve curriculum and instruction?



TEACHING & LEARNING

The commitment to engaging full-time and adjunct faculty in examinations of pedagogy, meaningful professional development, and a central role for them as change agents within the institution. Also, the college's commitment to advising, tutoring, and out-of-classroom supports as well as restructuring developmental education to facilitate student learning and success.

LEVEL

3

AVERAGE RATING

2.9

Response Distribution by Question

Total Number of Respondents: 162

	Level 1 (N)	Level 2 (N)	Level 3 (N)	Level 4 (N)	Don't Know (N)
1. Are faculty engaged as change agents in improving student success?	10	51	45	34	22
2. Do faculty apply research-based instructional practices?	11	43	34	22	52
3. Does the college provide the resources to maximize the use of technology in educational practice?	7	20	68	57	10
4. Does the college offer a comprehensive array of learning supports for students?	0	28	52	81	1
5. Does the college provide accelerated options to traditional developmental education?	3	16	53	57	33
6. Are program-level learning outcomes designed to prepare students to transition to the workplace and to transfer to a four-year institution?	5	20	68	52	17
7. Does the college regularly monitor student progress and provide focused support?	4	47	55	40	16
8. Does the college have an effective professional development program for instruction?	13	34	63	34	18
9. Do professional development activities support adjunct faculty participation?	13	56	30	22	41
10. Do faculty update their instructional practice based on acquired professional development?	5	28	46	14	69
11. Are data regularly used to improve educational practice in the classroom?	8	39	40	6	69
12. Are learning outcomes used to improve curriculum and instruction?	5	28	51	35	43

TEACHING & LEARNING

The commitment to engaging full-time and adjunct faculty in examinations of pedagogy, meaningful professional development, and a central role for them as change agents within the institution. Also, the college's commitment to advising, tutoring, and out-of-classroom supports as well as restructuring developmental education to facilitate student learning and success.

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. Are faculty engaged as change agents in improving student success?	2	2	1	17	-	22
2. Do faculty apply research-based instructional practices?	10	9	6	26	1	52
3. Does the college provide the resources to maximize the use of technology in educational practice?	2	1	-	7	-	10
4. Does the college offer a comprehensive array of learning supports for students?	-	-	-	1	-	1
5. Does the college provide accelerated options to traditional developmental education?	6	7	8	11	1	33
6. Are program-level learning outcomes designed to prepare students to transition to the workplace and to transfer to a four-year institution?	4	2	1	10	-	17
7. Does the college regularly monitor student progress and provide focused support?	3	6	1	5	1	16
8. Does the college have an effective professional development program for instruction?	3	-	1	14	-	18
9. Do professional development activities support adjunct faculty participation?	7	14	-	20	-	41
10. Do faculty update their instructional practice based on acquired professional development?	11	10	8	38	2	69
11. Are data regularly used to improve educational practice in the classroom?	12	12	9	36	-	69
12. Are learning outcomes used to improve curriculum and instruction?	10	3	3	27	-	43

TEACHING & LEARNING

The commitment to engaging full-time and adjunct faculty in examinations of pedagogy, meaningful professional development, and a central role for them as change agents within the institution. Also, the college's commitment to advising, tutoring, and out-of-classroom supports as well as restructuring developmental education to facilitate student learning and success.

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. Are faculty engaged as change agents in improving student success?	4	5	6	1	6	22
2. Do faculty apply research-based instructional practices?	18	13	12	2	7	52
3. Does the college provide the resources to maximize the use of technology in educational practice?	2	3	4	-	1	10
4. Does the college offer a comprehensive array of learning supports for students?	-	-	-	-	1	1
5. Does the college provide accelerated options to traditional developmental education?	7	6	11	2	7	33
6. Are program-level learning outcomes designed to prepare students to transition to the workplace and to transfer to a four-year institution?	3	5	7	-	2	17
7. Does the college regularly monitor student progress and provide focused support?	5	3	5	-	3	16
8. Does the college have an effective professional development program for instruction?	5	7	3	-	3	18
9. Do professional development activities support adjunct faculty participation?	14	10	8	-	9	41
10. Do faculty update their instructional practice based on acquired professional development?	23	18	13	3	12	69
11. Are data regularly used to improve educational practice in the classroom?	23	20	13	1	12	69
12. Are learning outcomes used to improve curriculum and instruction?	8	14	12	-	9	43

AVERAGE CAPACITY RATING BY ROLE

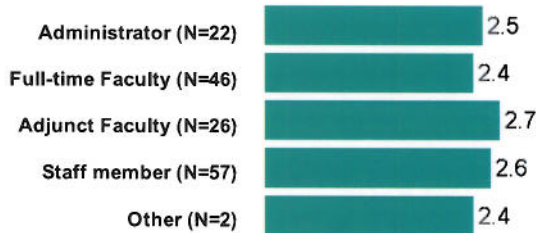
This page presents average capacity rating by respondent role so that institutions can identify areas of consensus and divergence.

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



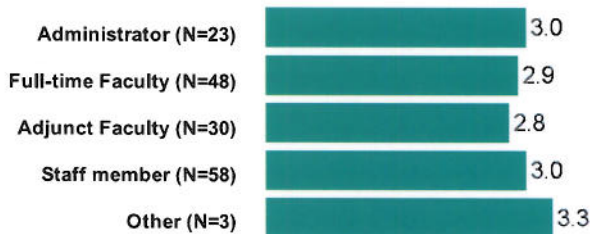
Data & Technology



Equity



Teaching & Learning



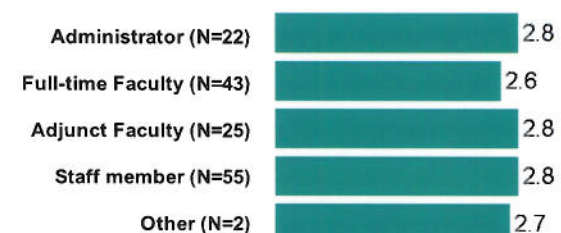
Engagement & Communication



Strategy & Planning



Policies & Practice



AVERAGE CAPACITY RATING BY FUNCTIONAL AREA

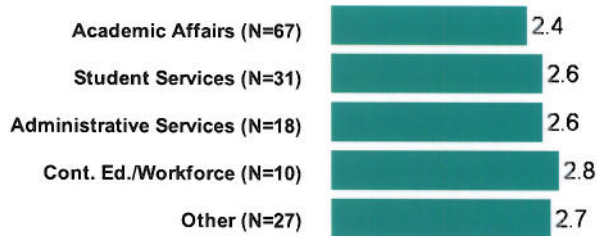
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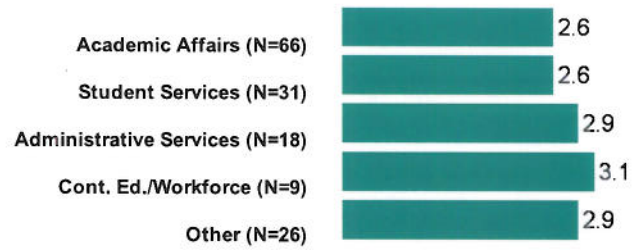
Leadership & Vision



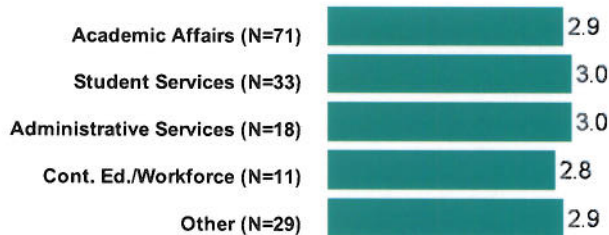
Data & Technology



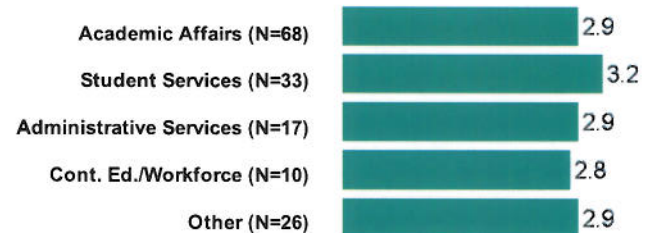
Equity



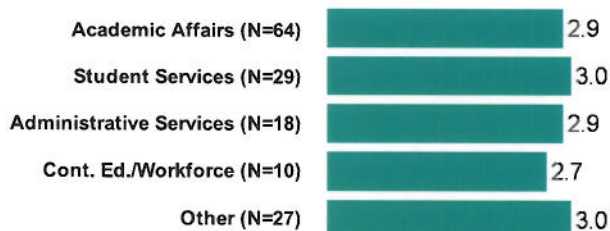
Teaching & Learning



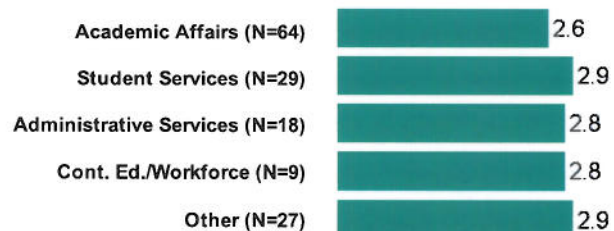
Engagement & Communication



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 *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.