

# ICAT Results Report: Engagement and Communication

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## Summary

During a Capacity Café exercise at Convocation in September 2017, the college community discussed the results of the ICAT. Below are the main themes that emerged from the table discussions.

### Strengths

The top theme in this area was that a “sense of urgency” is created, from leadership, about the importance of improving student success. Other areas noted were a sense of empowerment to act to improve student success, engaging others in the dialogue of student success, and good communication about student success initiatives.

### Areas for Improvement

This area had a higher number of comments about the ICAT tool itself and suggesting the need to look at the data in a different way. Other areas were continuing to focus resources on student success, increasing the dialogue about student success outcomes, and communication to external partners about our student success initiatives.

### I Don’t Know

The overarching theme in this section was around the stakeholder involvement – internal and external. Questions included wondering who were all the stakeholders, why were there so many “I don’t know” responses, and that is it important to address that people did not know.

### Communication and Awareness

The importance of having a clear and shared definition of student success was noted.

### Action Steps

Various specific suggestions were given around how to communicate more effectively, internally and externally, including regular newsletters, mobile apps, a faculty/staff information fair, and professional development focusing on what each department does. Another theme was about ensuring that faculty and staff understood that they were empowered to act to enhance student success.

## Convocation Table Reports

At the end of the Capacity Café discussion, each table selected a strength, a gap, and an action step to report to the rest of the group. These were recorded and are available below.

### Strengths

- Focus on service learning and internships
- Communication with sense of urgency
- Public Relations does a good job of relaying success stories

### Gaps

- Survey gauges opinions as opposed to reality
- Do we know the connection between external and internal communication?
- Clear definition of student success – agreement with what we are striving for

### Action Steps

- Provide actual data of student success and allow for discussion before opinion
- Weekly or monthly newsletter about what is new at NECC to replace so many others with a focus on how people can be involved.

## Table Notes

The actual notes taken at each table during the Capacity Café discussion were transcribed and are available below.

### Engagement and Communication – Strengths

- Leaders communicate sense of urgency
- Value of student success regularly communicated
- #4 (4 - Does the college empower those engaged in student success work to take action?) – also demonstrates college empowers those engaged in student success work to take action
- 1+2 are strengths (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?)
- 1 (1 - Does the college engage multiple internal stakeholders in student success work?) - college engage in multiple internal stakeholders
- 2 (2 - Do college leaders communicate a sense of urgency to improve student success outcomes?) - sense of urgency
- Additional strength: public relations relaying success stories of NECC alumni
- A sense of urgency and regular communication re: student success within college (leaders and community)
- According to data ‘empower to action’ looks like a strength, but currently gaps are perceived
- #2 (2 - Do college leaders communicate a sense of urgency to improve student success outcomes?) – A sense of urgency of student success is communicated
- #3 (3 - Is the value of student success regularly communication to the college community?) – Value of student success communicated
- #4 (4 - Does the college empower those engaged in student success work to take action?) – empower those in student success to take action
- College does focus on service-learning and internships/practicums
- Communication – with a sense of urgency
- People feel empowered to take action around student success
- Programs with outside accreditation actively involved with external stakeholders
- Q#2 (2 - Do college leaders communicate a sense of urgency to improve student success outcomes?) – College communicated the urgency to improve student success outcomes
- Q#3 (3 - Is the value of student success regularly communication to the college community?) – the value of student success is regularly communicated to the college community

### Engagement and Communication - Gaps

- Results do not reflect engagement of faculty and staff (# of participants are low)
- Part time faculty ranked the lowest – they are less likely to be engaged because they are on campus for a smaller amount of time
- What percentage of each group on campus actually responded? It would help to have that info on survey
- Not understanding the chart (who falls under administrative services?)
- College communicates with external stakeholders about student success efforts
- Further examination: faculty and staff examine and discuss student success data
- Delivery of information to all departments
- The way in which the survey was administered is an example of a gap

- ‘Information overload’ – not knowing which initiatives or what data is most important
- According to discussion – Concern about recent loss of ‘student success’ staff not reflected/measured by this data
- According to data – Faculty and staff are not really examining and/or discussing ‘Student Success’ data and strategies for improvement
- Discussed – Grants ending for student success initiatives – GP stem and student success center
- Not everyone knows what each area offers for student success –services, a list of all
- Functional area charts on website
- Better understanding needed of external stakeholders
- This survey gauges opinions vs. reality (e.g. opinions about engagement and multiple external stakeholders vs. reality of engagement)
- Don’t know the connection between internal/external stakeholders (ex. board of trustees – staff doesn’t know – back and forth communication)
- Gaps between student success – don’t know when a student drops off across the system
- Communications to external partnerships

### [Engagement and Communication – Lack of Information or ‘Don’t Know’](#)

- Clarity of question (i.e. outside stakeholders)
- Question #5 (5 - Does the college include external stakeholders in student success efforts?)
- Certain programs may not have the same interactions with stakeholders that others do (health professions, education etc. have greater interactions)
- Is it important all stakeholders know? 41 don’t know #5 (5 - Does the college include external stakeholders in student success efforts?); 30 don’t know #1 (1 - Does the college engage multiple internal stakeholders in student success work?) – it would be important that they know – figure out reasons why
- ‘Does the college include external stakeholders in student success efforts?’
- Do another level of research to understand what was meant by ‘I don’t know’!
- Can we prioritize and streamline initiatives?
- Data – Academic Affairs does not know if external stakeholders are included in student success efforts and total of most ‘don’t knows’ are also in this area
- External stakeholders – who are they and what is their role?
- Internal stakeholders – for student success
- Staff: largest # of ‘I don’t knows’ – emails do out to Academic Affairs, not staff
- Can’t keep up with emails – what is engagement?
- Did not survey students!

### [Engagement and Communication – Action Steps](#)

- Representative on boards – inclusion of people ‘on the margins’ (reach out)
- Wide coordinate communication net
- What’s new at NECC – every Friday (consistent with app/website) – goes to everyone, opportunities to get involved – need to trim content
- Key points of info – distributed monthly (trim content)
- Have to have a need/desire to do something
- College needs to do more to empower those engaged in student success to take more action
- Clarify the pathway for faculty and staff to take action for improving student success
- Website – section heading – what to do if you’re having academic difficulty

- Professional development day – each office discuss their area
- Resource fair for staff - like adjunct
- Faculty fair – could be on assessment day
- Provide actual data about student success first before any ‘opinion’ data is requested (such as this self-report survey) and allow for discussion among college community
- Increase motivation for people to find info – Info exists, find out why people are not paying attention – can we find out more about the “I don’t know”? More research
- Investigate ways to involve more faculty in correspondence/opportunities with stakeholders (outreach)
- Promoting a better understanding of how all parties could benefit from knowing more about outside collaboration
- We need a clear definition of ‘student success’ and agreement across entities at the college
- Create a physical time/place to include all faculty and staff to compete survey (to increase participation)
- Time/place to actually meet stakeholders and understand their roles
- Communication ('cross training') between departments (CIT, library, Academic Affairs)
- Specific communication with adjuncts

#### [Engagement and Communication – Action Steps](#)

- Clarify definition to verify common understanding
- We need a clear definition of ‘student success’ and agreement across entities at the college

# 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
<b>LEVEL 1</b>
Minimal level of capacity in place with a clear need to build strength.
<b>LEVEL 2</b>
Moderate level of capacity established.
<b>LEVEL 3</b>
Strong level of capacity in place.
<b>LEVEL 4</b>
Exemplary level of capacity in place.

### RESULTS SUMMARY (N=249)

LEADERSHIP & VISION	DATA & TECHNOLOGY	EQUITY	TEACHING & LEARNING	ENGAGEMENT & COMMUNICATION	STRATEGY & PLANNING	POLICIES & PRACTICES
<b>LEVEL 3</b>	<b>LEVEL 3</b>	<b>LEVEL 3</b>				
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.



### RESULTS BY CATEGORY (N=154)

LEVEL 1 2 3 4

#### 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

3

AVERAGE RATING

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**

	Administrator (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**

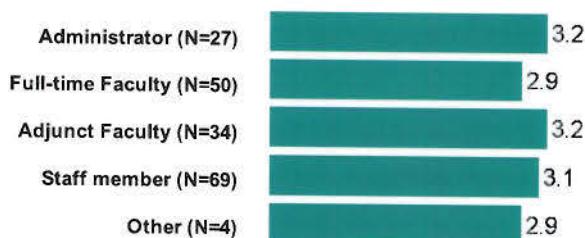
	Academic Affairs (N)	Student Services (N)	Admin. Services (N)	Cont. Ed./ Workforce (N)	Other (N)	Total (N)
1. Does the college engage multiple internal stakeholders in student success work?	12	4	6	2	6	30
2. Do college leaders communicate a sense of urgency to improve student success outcomes?	1	2	2	-	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



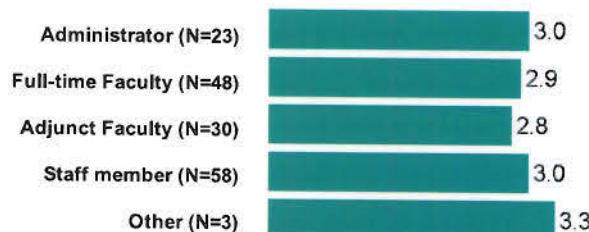
### Data & Technology



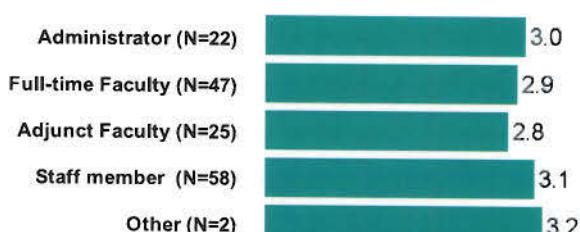
### Equity



### 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.

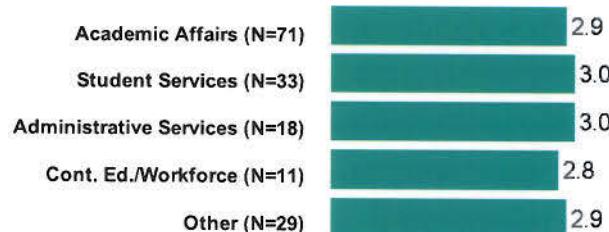
### Data & Technology



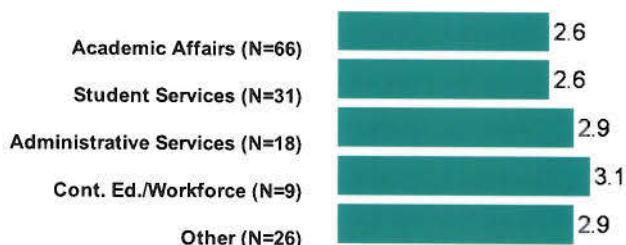
### Leadership & Vision



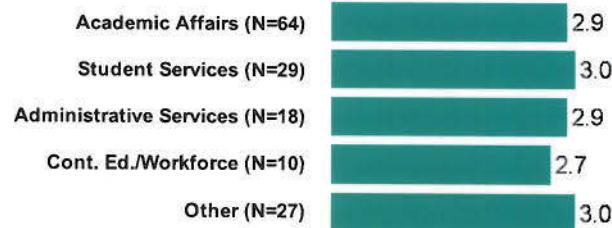
### Teaching & Learning



### Equity



### 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](mailto:ICAT@achievingthedream.org).