

ICAT Results Report: Leadership and Vision

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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 main strengths mentioned were that the college has a clear and compelling vision related to student success, and that its leaders (with particular mention of the President), at all levels, are committed to this vision. The college's commitment to developing leaders and shared leadership was also noted.

Areas for Improvement

The majority of the comments in this section related to the Board of Trustees and knowledge about their role in leadership at the college. There were also comments related to college-wide understanding of the student success vision – including the definition of student success.

I Don't Know

This section had two key areas – the lack of knowledge or information about the role/workings of the Board of Trustees, and whether student success outcomes are used to guide personnel decisions. There were a number of notes, though, that questioned how important it was for all people to know certain things – including a comment that a “not applicable” response could be more appropriate than “I don't know.”

Communication and Awareness

The three suggestions for communication were to make more information available about the Board of Trustee meetings (including sharing the agendas), to provide data about why are students leaving NECC, and to define student success.

Action Steps

There were many ideas about how to improve leadership and vision. The two main areas were about the role and visibility of the Board of Trustees and the need for better communication in general.

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

- Clear and compelling vision for student success
- Supporting college efforts
- Shared leadership for student success
- Encouragement of transformation change and risk-taking

Gaps

- Too many “I don’t know” with trustees
- Communication gap between faculty, staff, and the Board of Trustees
- Board of Trustees were noted because of the number of “I don’t know” responses
- Does student success drive personnel decisions

Action Steps

- Making information about trustees available
- Add on a permanent staff and faculty to the Board of Trustees and send notes out
- One place to communicate information about the Board of Trustees – bullet points and information about what their role is
- Definition of student success and the metrics associated with it

Table Notes

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

Leadership and Vision - Strengths

- The college and president have a vision of student success and effort to improve
- Collaboration and leadership for this vision
- Overall commitment to student success by leaders, staff and faculty
- Transformational change and risk taking is encouraged – leadership academy (leadership at all levels)
- AMP focused on student success at all levels with lots of involvement
- Vision and leadership
- Clear and compelling vision
- President's efforts to improve student success
- Open dialogue and risk taking
- Capacity overall scored as a strength for NECC
- College has a clear and compelling vision for student success
- President actively supports efforts to improve student success
- Examples of shared leadership for student success exist across all levels of college
- Leadership scores high while trustees score lower. How trustees function and utilize data appears less clear. (see pg. 2)
- Student success umbrella; college has a vision – President supports efforts – culture of shared leadership
- President supports success programs
- College has a clear vision of student success

Leadership and Vision - Gaps

- Culture of evidence
- Need more direct board involvement throughout the institution
- Board of Trustees leadership
- Getting the result of a Board of Trustee decision after it was made
- Board of Trustees – knowledge of what their function is and their use of data – people don't know what they're doing
- Administration doesn't seem to know what the Board of Trustees is doing
- Lots of people don't know if student success drives personnel decisions like hiring/evaluations
- Student success driving personnel decisions – big 'don't know'
- A big amount of 'don't knows' for the number of respondents
- Lack of knowledge of role and function of BOT
- Lots of part time staff so busy in their role – hard for them to get the information they need
- We have the information through these types of activities, however, the info is then too distilled and narrowed and loses value through the process
- Board of Trustees uses data to promote college's vision for success
- Board of Trustees provides leadership for student success
- Student success drives personnel decisions such as hiring and performance evaluations
- Noteworthy that the sample size is small based on the size of the college (see page 3)

- Thoughts: greater percentage of DCE faculty (59%) don't know the role of Board of Trustees vs. FT faculty (42%) and Admins were 37%
- People at NECC are not sure of what Board of Trustees does or who they are and how they impact the college
- The definition of student success at the college is complicated because depending on your role at the college. So is there a clear unified vision?
- Define student success

Leadership and Vision – Lack of Information or “Don't Know”

- 122/184 'don't know' Question #10 (10 - Does the Board of Trustees use data to promote the college's vision for student success?)
- Does Board of Trustees use data to promote vision student success?
- Logical – most visible in daily NECC life – everyone needs to know – Yes!
- 47/184 'don't know' Question #5 (5 - Does student success drive personnel decisions such as hiring and performance evaluations?)
- Does student success drive personnel decisions such as hiring and performance evaluations?
- Not a surprise – the program audit didn't address student success aspect
- Yes! Faculty need to know this info/process?
- Doesn't seem it's an expectation for everyone to know everything going on college wide.
- Different departments have different goals that are important to them. For instance, admissions goal is to get students enrolled, faculty goal is to keep students engaged and enrolled till they graduate.
- Definition of student success and your role at the college. An administrator's success might be a graduate rate, where a faculty success could be after they graduate what is their success.
- Question #3 (3 - Does the Board of Trustees provide leadership for student success?) – Does the BOT provide leadership for student success? 89 out of 184 don't know!
- Logical explanation: many don't know what BOT is involved with
- Does everyone need to know: depends on area you are in (maybe administrative should know more than staff?) How much does each area/department need to know?
- Is it ok that some groups don't know? Unsure?
- Addresses Question #10 as well (10 - Does the Board of Trustees use data to promote the college's vision for student success?) – Does BOT use data to promote the college vision for student success?
- The Board questions have the most 'I don't know's' across administration, faculty and staff
- Specifically Questions #3 and #10 (3 - Does the Board of Trustees provide leadership for student success? 10 - Does the Board of Trustees use data to promote the college's vision for student success?)
- Student success driving personnel decisions (p-t faculty and staff)
- Climate of accountability (p-t faculty and staff)
- The vision of the Board of Trustees
- Data that the Board of Trustees look at to make decisions
- Info needs to be transparent between Board of Trustees and rest of college
- Info should be shared, but minutes could be biased
- Why should we know if the BOT uses data – if you did know would you be able to do your role better?
- BOT should be rooted in our community

- We should know why its valuable to understand what happens at the BOT levels
- We need to know who the stakeholders are
- Survey really should break out 'I don't know' and 'does not apply to me' options – then this could really be analyzed saying doesn't apply but it should

Leadership and Vision – Action Steps

- Making sure info is more accessible
- Open forum for faculty/staff to present both sides of the issues – what's being viewed and from what angle
- Explain/educate role of the Board of Trustees
- Explanation of budget process and more faculty/staff engagement
- Continued development of the definition of student success and metrics
- Enhanced communication
- Evaluations linked towards student success
- Have a liaison Board of Trustees – and faculty/staff
- Be more visible – vocal – present at convocation?
- Can NECC please define the role of Board of Trustee members?
- Bullet points that all faculty/staff should know about the college i.e. amount of students we have enrolled, students graduation that current year, college partnerships, college vision statement...typically asked questions in the community about NECC
- More communication and transparencies between board of trustees and all levels of college
- More direct access to Trustee members
- More Trustee participation in events such as convocation
- We want to hear what the Trustees thoughts are about the colleges strengths and weaknesses
- Where can we improve and what do we want more of?
- Be careful what you wish for?
- Increase communication on decisions being made by Board of Trustees

Leadership and Vision – Communications or Awareness Steps

- Why are students leaving NECC?
- Define 'student success' – does that mean graduation? Job acquisition?
- Availability of the information used by Board of Trustees (share Trustee agenda)

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				
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.

LEVEL	AVERAGE RATING
3	3.1

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?



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.

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

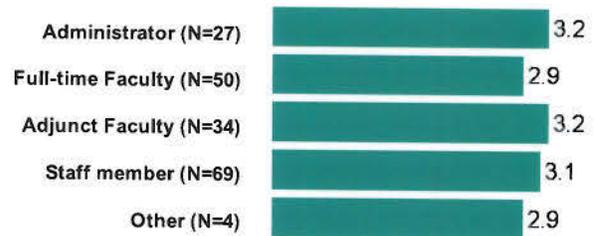
	Academic Affairs (N)	Student Services (N)	Admin. Services (N)	Cont. Ed./ Workforce (N)	Other (N)	Total (N)
1. Does the college have a clear and compelling vision for student success?	2	1	1	-	1	5
2. Is the student success vision used to set priorities and direct action?	2	3	3	1	3	12
3. Does the Board 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

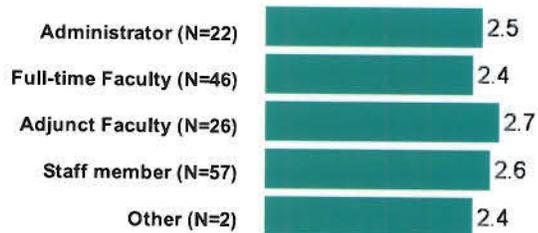
This page presents average capacity rating by respondent role so that institutions can identify areas of consensus and divergence.

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



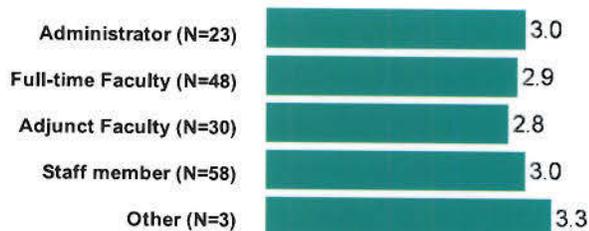
Data & Technology



Equity



Teaching & Learning



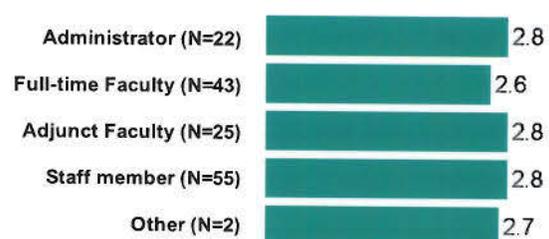
Engagement & Communication



Strategy & Planning



Policies & Practice



AVERAGE CAPACITY RATING BY FUNCTIONAL AREA

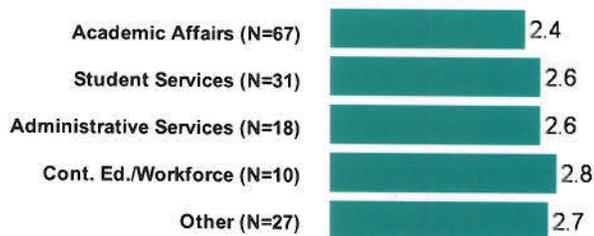
This page presents average capacity rating by respondent functional area so that institutions can identify areas of consensus and divergence.

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.

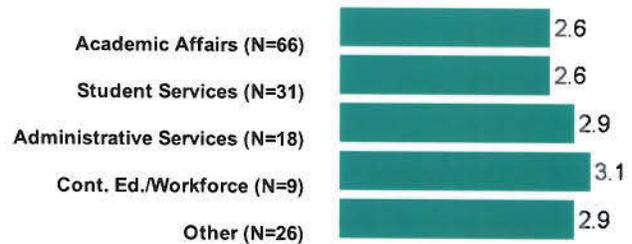
Leadership & Vision



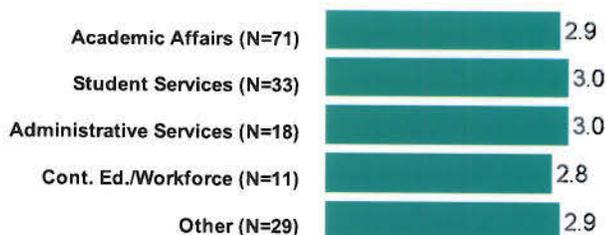
Data & Technology



Equity



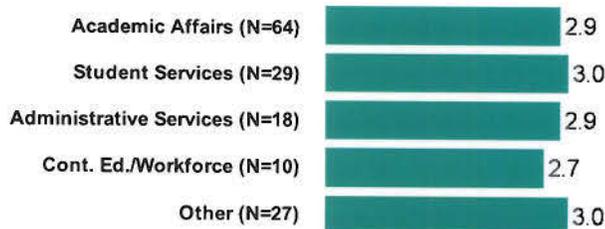
Teaching & Learning



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.