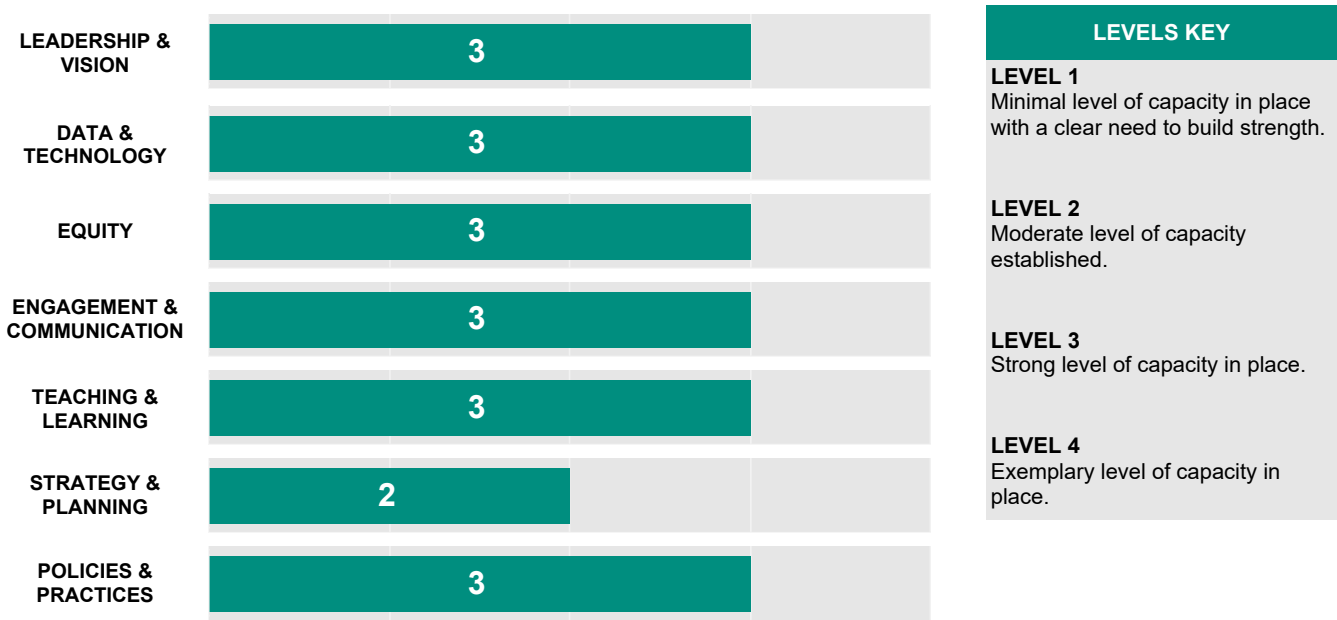# INSTITUTIONAL CAPACITY ASSESSMENT TOOL 1.5
RESULTS SUMMARY

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 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 or build on, opportunities to build, and actions to build capacity.

Louisiana State University - Eunice

Fall 2021

All

Area	Rating
LEADERSHIP & VISION	3
DATA & TECHNOLOGY	3
EQUITY	3
ENGAGEMENT & COMMUNICATION	3
TEACHING & LEARNING	3
STRATEGY & PLANNING	2
POLICIES & PRACTICES	3

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.

Total Number of Respondents: 126

LEADERSHIP & VISION	DATA & TECHNOLOGY	EQUITY	ENGAGEMENT & COMMUNICATION	TEACHING & LEARNING	STRATEGY & PLANNING	POLICIES & PRACTICES
LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 2	LEVEL 3
AVERAGE RATING 2.6	AVERAGE RATING 2.5	AVERAGE RATING 2.6	AVERAGE RATING 2.5	AVERAGE RATING 2.5	AVERAGE RATING 2.4	AVERAGE RATING 2.7

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	**2.6**

Results by Category

Total Number of Respondents: **126**

	LEVEL	1	2	3	4

Vision and Goals

1. Does the institution have a clear and compelling vision for student success?

2. Do leaders ensure the core work of the institution aligns with student success vision and goals?

2.6

Leadership

3. Does the president actively support efforts to improve student success?

4. Does the governing body of the institution empower and support the president and leadership team in their efforts to improve student success?

3.0

Transformational Change

5. Are leaders willing to change structures, processes, and policies in suppo..

6. Are leaders willing to take risks to improve student outcomes and narrow equity gaps?

7. Do leaders create a sense of urgency to improve student outcomes and narrow equity gaps?

8. Do leaders celebrate early wins to motivate faculty and staff to act in support of student success?

2.5

Culture of Evidence

9. Do leaders set expectations and hold people accountable for data-informed decision making?

2.6

DATA & TECHNOLOGY

The institution's capacity to collect, access, analyze, and use data to inform decisions, and to use powerful technology to support student success.

LEVEL	AVERAGE RATING
3	**2.5**

Results by Category

Total Number of Respondents: **126**

LEVEL	1	2	3	4

Defined Student Success Metrics

1. Does the institution have a defined set of measurable key performance indicators to track student progress and inform strategy development?
2. Does the institution set performance targets for improvement?

2.7

Data Collection and Analytics

3. Are qualitative data gathered to deepen the institution's understanding of student needs and motivations?
4. Is student progress tracked within the first term and first year (using leading indicators) to inform timely interventions?
5. Are data disaggregated by sub-groups of students to identify equity gaps and inform improvements?
6. Do data analyses yield insights about the past (i.e., trends) and the future (i.e., predictive analytics)?
7. Are data comparisons made with other institutions or organizations to inform improvements?
8. Does the institution track progress of student success initiatives/interventions and revise as appropriate based on data?
9. Does the institution track labor market data?
10. Are retention and baccalaureate degree attainment monitored for transfer students?

2.5

Data Management

11. Does the institution have a formal entity and defined set of policies and procedures for overall data management?

3.1

Data Dissemination and Application

12. Are student success data broadly shared and translated into meaningful information?

2.5

Information Technology

13. Have student success technologies been prioritized, selected, and implemented to align with student success vision and goals?
14. Do technology systems work together across multiple applications and platforms to support student success efforts?

2.5

Talent Development

15. Does the institution provide professional development for faculty and staff to maximize use of student success technologies?

2.3

EQUITY

The commitment, capabilities, and experiences of an institution to fairly serve low-income students, students of color, and other at-risk student populations with respect to access, success, and campus climate.

LEVEL	AVERAGE RATING
3	**2.6**

Results by Category

Total Number of Respondents: **126**

	LEVEL	1	2	3	4

Leadership and Vision

1. Does the institution's strategic plan include measurable goals and strategies to advance equity?

2. Does the institution have a clear and compelling definition or statement of equity?

3.0

Strategy and Planning

3. Does the institution engage in targeted outreach to underrepresented populations?

4. Is the institution working towards a clear understanding of the differences between equity, diversity, and inclusion among institutional stakeholders?

5. Does the institution have a formal entity or process in place to coordinate equity efforts?

2.6

Engagement and Communication

6. Are all members of the institution broadly engaged in conversations about equity to inform action?

2.3

Policies and Practices

7. Is equity an important consideration in the development and review of policies and practices?

8. Are faculty and staff hiring, retention, and promotion policies in place to address equity, diversity, and inclusion?

9. Are faculty and staff culturally, racially and socio-economically representative of the student populations they serve?

2.8

Teaching and Learning

10. Do faculty and staff engage in equitable practices inside and outside the classroo..

11. Does the institution offer professional development for faculty and staff to strengthen their work with diverse student populations and address equitable practices?

2.4

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** **2.5**

Results by Category

Total Number of Respondents: **126**

	LEVEL	1	2	3	4

Communication

2.4

1. Are student success vision and goals communicated regularly and broadly across the institution?

2. Is communication planning an integral part of the institution's student success work?

Internal Engagement

2.3

3. Is broad-based input from faculty, staff, and students solicited to inform student success efforts?

4. Are faculty, staff, and students engaged in the design of student success initiatives?

External Engagement

2.8

5. Does the institution engage with local K-12 to align curriculum, serve dual-enrolled students and strengthen the high school to institution pipeline?

6. Does the institution work with employers to assess and align programs and services with market demand?

7. Does the institution partner with four-year institutions to ensure academic expectations for transfer align?

8. Does the institution partner with community-based organizations to foster an institution-going culture and deliver student supports?

9. Does the institution mobilize community support for student access and success to improve regional educational attainment?

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	**2.5**

Results by Category

Total Number of Respondents: 126

	LEVEL	1	2	3	4

Instructional Practices

1. Do faculty apply research-based instructional practices that align with the institution's student success vision and goals?
2. Does the institution develop and refine program-level learning outcomes to align with labor market demand?
3. Do faculty use assessment of program-level learning outcomes to inform instructional practice?

4. Does instruction take into consideration different ways students learn because of varied cultural values and backgrounds?

2.6

Faculty Support

5. Does professional development meet the needs of faculty (full-time and adjunct) at various stages of their career?
6. Do faculty demonstrate evidence-based, innovative, and reflective teaching practices as a result of professional development?
7. Is teaching excellence integrated with institution hiring, retention and promotion policies and practices?

2.4

Student Support

8. Has the institution redesigned processes so they are easier to navigate, and student supports are more personalized?
9. Does the institution address basic student needs that might affect their attendance, class participation, and overall institution engagement?
10. Is the institution working towards integration of academic and non-academic supports for students?
11. Does the institution take proactive measures to engage more students in institution life and activities?

2.5

Developmental Education Reform

12. Has the institution restructured developmental education so students can complete at least one institution-level course in both math and English in the first year?

3.0

Clear Pathways for Students

13. Does the institution provide early career guidance to help all students make informed career choices leading to high demand jobs and increased earning potential?

14. Does the institution provide students with clear program maps detailing all the curricular requirements to earn a credential?
15. Does the institution support seamless student transfer to four-year institutions?

2.5

Culture of Evidence

16. Are data regularly used to improve instructional practices?

2.7

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
2	**2.4**

Results by Category

Total Number of Respondents: **126**

	LEVEL	1	2	3	4

Strategic Planning

1. Does the institution's strategic plan focus on a clearly defined set of student success goals?

3.2

Strategic Finance

2. Does the institution have a multi-year financial plan to support the student succ..

3. Are revenue and resource allocation decisions driven from the institution's stud..

4. Does the institution assess the benefits/impact of student success efforts relative to cost?

5. Does the institution generate revenue from external sources to align with student success vision and goals?

6. Does the institution set aside funds to encourage development of innovative, new student success initiatives (e.g., launch fund)?

2.4

Strategy Execution

7. Is a climate of shared responsibility for student success established across all levels of the institution?

8. Are initiative teams effectively organized and mobilized to bridge institutional silos and foster collaboration/coordination?

9. Do faculty and staff prioritize student success among competing objectives?

10. Does the institution review all student success initiatives and strategically integrate the work to avoid duplication of effort and ensure maximum impact?

2.5

Talent Development

11. Are talent decisions such as hiring, retention and promotion driven from the institution's student success vision and goals?

2.3

POLICIES & PRACTICES

The institutional policies and practices that impact student success and the processes for examining and aligning processes and practices to remove barriers and foster student completion.

LEVEL	AVERAGE RATING
3	**2.7**

Results by Category

Total Number of Respondents: 126

	LEVEL	1	2	3	4

Policy Review, Development, and Implementation

1. Does the institution proactively review, identify, and remove policies and practices that create barriers for students?

2. Are formal processes in place to support development of new policies and practices that help students succeed?

3. Are internal and external stakeholders engaged in development and improvement of policies and practices to help more students succeed?

4. Are faculty, staff, and students held accountable for effective implementation of institutional policies?

2.7

Culture of Evidence

5. Are policy review and development processes data-informed?

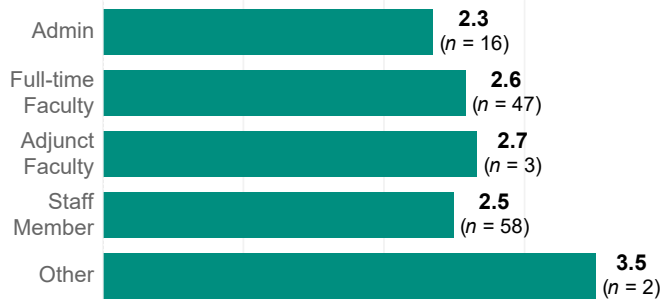**2.8**

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 blank capacity rating from a particular role indicates no respondent from that role has completed the assessment of this capacity area.
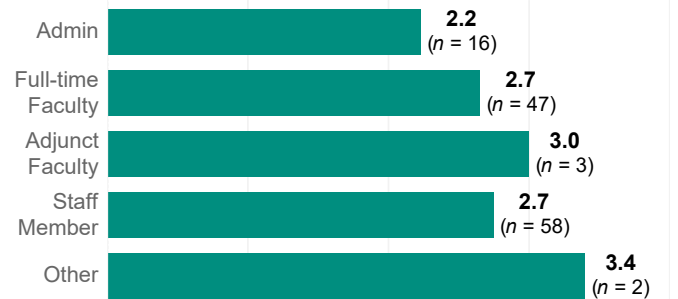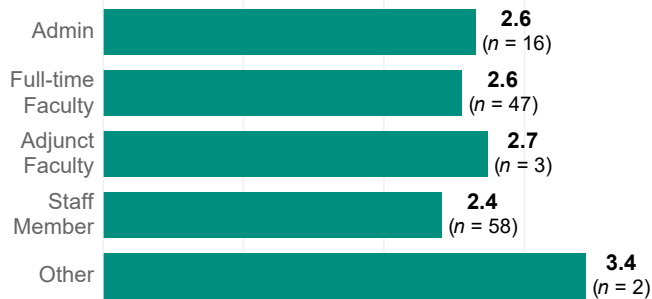
Leadership & Vision

Role	Rating
Admin	**2.8** (*n* = 16)
Full-time Faculty	**2.6** (*n* = 47)
Adjunct Faculty	**2.7** (*n* = 3)
Staff Member	**2.6** (*n* = 58)
Other	**3.7** (*n* = 2)

Data & Technology

Role	Rating
Admin	**2.3** (*n* = 16)
Full-time Faculty	**2.6** (*n* = 47)
Adjunct Faculty	**2.7** (*n* = 3)
Staff Member	**2.5** (*n* = 58)
Other	**3.5** (*n* = 2)

Equity

Role	Rating
Admin	**2.2** (*n* = 16)
Full-time Faculty	**2.7** (*n* = 47)
Adjunct Faculty	**3.0** (*n* = 3)
Staff Member	**2.7** (*n* = 58)
Other	**3.4** (*n* = 2)

Engagement & Communication

Role	Rating
Admin	**2.6** (*n* = 16)
Full-time Faculty	**2.6** (*n* = 47)
Adjunct Faculty	**2.7** (*n* = 3)
Staff Member	**2.4** (*n* = 58)
Other	**3.4** (*n* = 2)

Teaching & Learning

Role	Rating
Admin	**2.4** (*n* = 16)
Full-time Faculty	**2.6** (*n* = 47)
Adjunct Faculty	**3.3** (*n* = 3)
Staff Member	**2.4** (*n* = 58)
Other	**3.3** (*n* = 2)

Strategy & Planning

Role	Rating
Admin	**2.4** (*n* = 16)
Full-time Faculty	**2.5** (*n* = 47)
Adjunct Faculty	**2.5** (*n* = 3)
Staff Member	**2.4** (*n* = 58)
Other	**3.3** (*n* = 2)

Policies & Practices

Role	Rating
Admin	**2.8** (*n* = 16)
Full-time Faculty	**2.7** (*n* = 47)
Adjunct Faculty	**3.4** (*n* = 3)
Staff Member	**2.7** (*n* = 58)
Other	**3.5** (*n* = 2)

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 blank capacity rating from a particular role indicates no respondent from that functional area has completed the assessment of this capacity area.
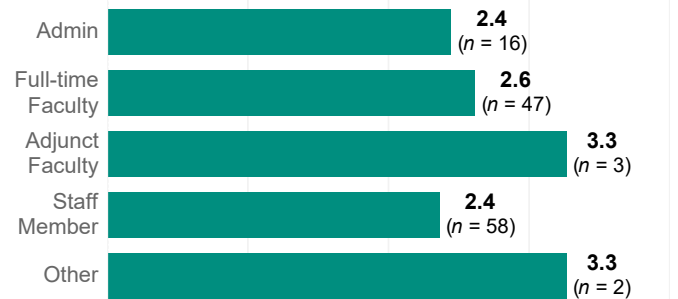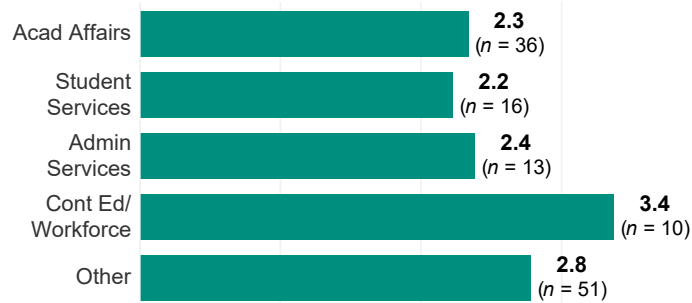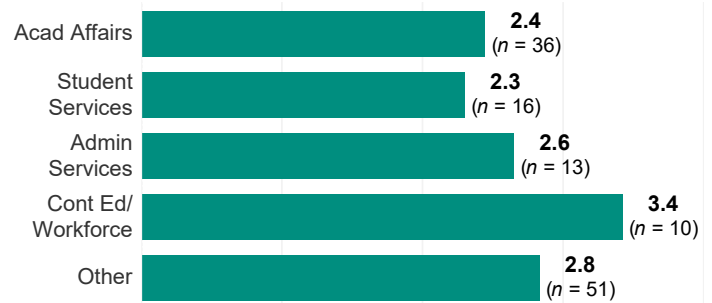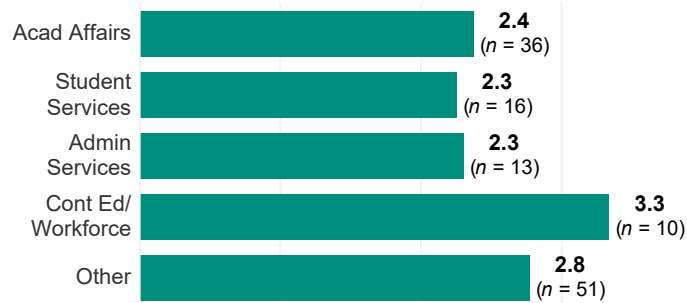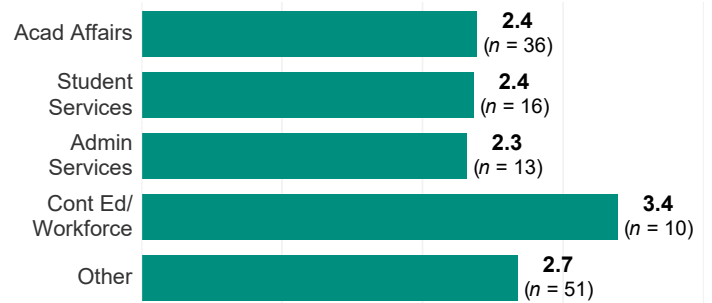
Leadership & Vision

Functional Area	Rating	n
Acad Affairs	2.5	(n = 36)
Student Services	2.5	(n = 16)
Admin Services	2.5	(n = 13)
Cont Ed/ Workforce	3.4	(n = 10)
Other	2.8	(n = 51)

Data & Technology

Functional Area	Rating	n
Acad Affairs	2.3	(n = 36)
Student Services	2.2	(n = 16)
Admin Services	2.4	(n = 13)
Cont Ed/ Workforce	3.4	(n = 10)
Other	2.8	(n = 51)

Equity

Functional Area	Rating	n
Acad Affairs	2.4	(n = 36)
Student Services	2.3	(n = 16)
Admin Services	2.6	(n = 13)
Cont Ed/ Workforce	3.4	(n = 10)
Other	2.8	(n = 51)

Engagement & Communication

Functional Area	Rating	n
Acad Affairs	2.4	(n = 36)
Student Services	2.3	(n = 16)
Admin Services	2.3	(n = 13)
Cont Ed/ Workforce	3.3	(n = 10)
Other	2.8	(n = 51)

Teaching & Learning

Functional Area	Rating	n
Acad Affairs	2.4	(n = 36)
Student Services	2.4	(n = 16)
Admin Services	2.3	(n = 13)
Cont Ed/ Workforce	3.4	(n = 10)
Other	2.7	(n = 51)

Strategy & Planning

Functional Area	Rating	n
Acad Affairs	2.3	(n = 36)
Student Services	2.1	(n = 16)
Admin Services	2.3	(n = 13)
Cont Ed/ Workforce	3.5	(n = 10)
Other	2.7	(n = 51)

Policies & Practices

Functional Area	Rating	n
Acad Affairs	2.5	(n = 36)
Student Services	2.7	(n = 16)
Admin Services	2.5	(n = 13)
Cont Ed/ Workforce	3.7	(n = 10)
Other	2.9	(n = 51)

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, as well as a "Not Applicable" option for a topic that does not apply to the institution. 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" or "Not Applicable": 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" and "Not Applicable" 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 detailed information for each of the 76 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. 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 psychometric 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 e-mail Achieving the Dream at ICAT@achievingthedream.org.