Louisiana State University Eunice

ICAT SENSEMAKING SESSION

OCTOBER 6TH, 2021

Today's ATD Coach Presenters

Institutional Capacity Framework
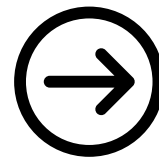## Integrated Approach to Institutional Transformation

The Achieving the Dream Institutional Capacity Framework integrates the fundamental capacities essential to improve student success and close equity gaps.
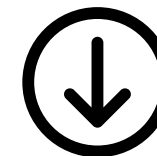
The Institutional Capacity Assessment Tool

Individual Assessment

Wheel diagram centered on "Student-Focused Culture" with segments: TEACHING & LEARNING, ENGAGEMENT & COMMUNICATION, STRATEGY & PLANNING, POLICIES & PRACTICES, LEADERSHIP & VISION, DATA & TECHNOLOGY, EQUITY

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.

Group Conversation
Capacity Cafe

ACTION

Institutional Transformation Assessment

The Institutional Transformation Assessment is an inquiry and learning tool designed to help institutions better understand their strengths and areas for improvement, in order to prioritize transformation efforts.

|	NUMERICAL VALUE
EMERGING	1
DEVELOPING	2
ACCOMPLISHED	3
EXEMPLARY	4

Emerging – A fairly low level of capability maturity, in that limited capabilities exist or those that are present do not exist in any pervasive, repeatable manner.

Developing – An increased level of capability over "non-existent", generally characterized by inconsistent execution and limited repeatable processes

Accomplished – A moderately high level of capability maturity, with consistent execution and repeatable processes

Exemplary – The highest level of capability maturity, characterized by high level of execution, process standardization, and continuous monitoring and feedback to achieve the desired results, that are formalized and part of the way the institution "does business" on a consistent basis I don't know/unsure – You don't know the answer

DATA-DRIVEN RESOURCES AND TOOLS TO SUPPORT TRANSFORMATION
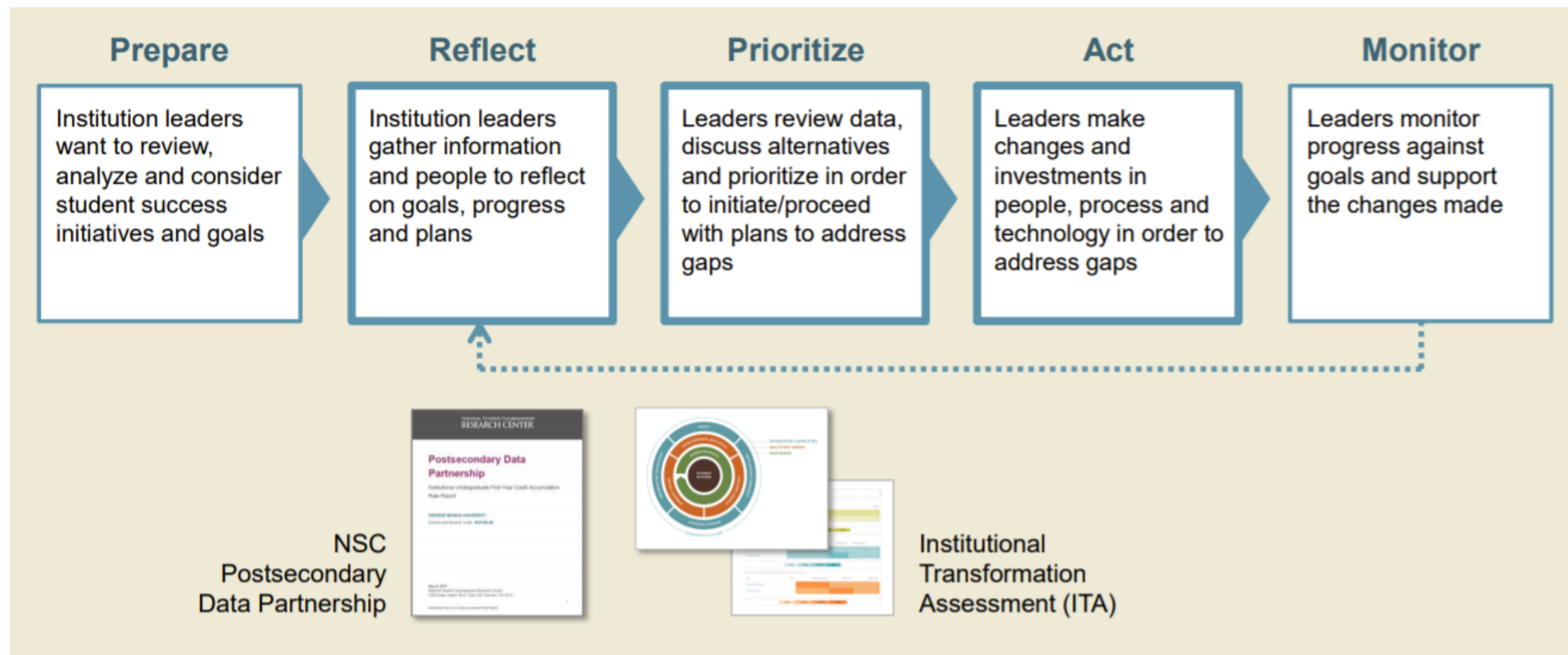
ASSESSMENT RESULTS

Institutional Capacity Assessment (ICAT) Scale

Assessment Rating	Assessment Description
1	Minimal level of capacity in place
2	Moderate level of capacity in place
3	Strong level of capacity in place
4	Exemplary level of capacity in place

Average ICAT Ratings Per Capacity Area
LSU-Eunice

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	AVERAGE RATING	AVERAGE RATING	AVERAGE RATING	AVERAGE RATING	AVERAGE RATING	AVERAGE RATING
2.6	2.5	2.6	2.5	2.5	2.4	2.7

College Strengths

Strengths to Celebrate and Sustain: Levels 3/4 ≥56%

LEADERSHIP & VISION

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

5. Are leaders willing to change structures, processes, and policies in support of student success?

STRATEGY & PLANNING

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

EQUITY

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?

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

ENGAGEMENT & COMMUNICATION

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

Strengths to Celebrate and Sustain: Levels 3/4 ≥56%

DATA & TECHNOLOGY

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?

POLICIES & PRACTICES

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

TEACHING & LEARNING

9. Does the institution address basic student needs that might affect their attendance, class participation, and overall institution engagement?

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?

15. Does the institution support seamless student transfer to four-year institutions?

College Opportunities

Opportunities to Bolster: Levels 1/2 >50%

LEADERSHIP & VISION

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?

DATA & TECHNOLOGY

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

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

ENGAGEMENT & COMMUNICATION

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

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?

POLICIES & PRACTICES

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

Opportunities to Bolster: Levels 1/2 >50%

TEACHING & LEARNING

5. Does professional development meet the needs of faculty (full-time and adjunct) at various stages of their career?

8. Has the institution redesigned processes so they are easier to navigate, and student supports are more personalized?

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?

STRATEGY & PLANNING

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

EQUITY

6. Do data analyses yield insights about the past (i.e., trends) and the future (i.e., predictive analytics)?

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

Areas with Greatest "Don't Knows"

LEADERSHIP & VISION

4. Does the governing body of the institution empower and support the president and leadership team in their efforts to improve student success?	38%
6. Are leaders willing to take risks to improve student outcomes and narrow equity gaps?	39%
9. Do leaders set expectations and hold people accountable for data-informed decision making?	37%

Areas with Greatest "Don't Knows"

DATA & TECHNOLOGY

5. Are data disaggregated by sub-groups of students to identify equity gaps and inform improvements?	55%
9. Does the institution track labor market data?	53%

Areas with Greatest "Don't Knows"

EQUITY

1. Does the institution's strategic plan include measurable goals and strategies to advance equity? — 48%

5. Does the institution have a formal entity or process in place to coordinate equity efforts? — 49%

ENGAGEMENT & COMMUNICATION

6. Does the institution work with employers to assess and align programs and services with market demand? — 44%

Areas with Greatest "Don't Knows"

TEACHING & LEARNING

|	
2. Does the institution develop and refine program-level learning outcomes to align with labor market demand?	47%
16. Are data regularly used to improve instructional practices?	43%

POLICIES & PRACTICES

3. Are internal and external stakeholders engaged in development and improvement of policies and practices to help more students succeed?	52%

Contribute Your Thinking:
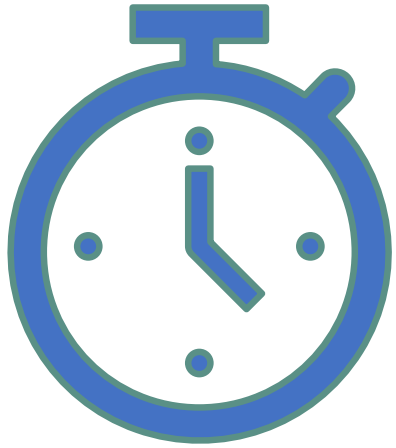
Capacity Café Process: Sensemaking Session

Welcome and Framing:	25 minutes	
	60 minutes	Breakout Discussions Topics
Table 1:		Policy & Equity
Table 2:		Data & Tech & Equity
Table 3:		Teaching & Learning & Equity
Table 4:		Policy & Equity
Table 5:		Data & Tech & Equity
Table 6:		Teaching & Learning & Equity
Table 7:		Policy & Equity
Report Out	30 minutes	

Discussion Reflecting on the Results

- Strengths: When looking at the questions and responses from the capacity areas, what 2-3 specific aspects of this capacity appear to be areas of strength for the college?

- Lack of information: Are there areas in which large numbers of items are marked "Don't Know"? Is this a surprise or is there a logical explanation? What implications does this have for the strength of this capacity? Is it okay that lots of people don't know about this?

- Gaps: When looking at all the questions and responses, what 2-3 areas point to gaps in capacity you need to strengthen?

- Action steps: Looking at the strengths, the "Don't Know", and the gaps, what 2-3 actions should the college consider to strengthen the capacity?

if you want to go fast...*go alone.*

if you want to go far...*go together*

— African Proverb