



Achieving
the Dream™

Community Colleges Count

Leveraging Achieving the Dream's Institutional Capacity Assessment Tool for QEP Success

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ACHIEVING THE DREAM

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OUTLINE

- **Overview of Achieving the Dream**
- **Institutional Capacity Framework**
- **Institutional Capacity Assessment Tool**
- **Use case: Accreditation and QEP**
- **Exercise**
- **Q&A**

History of Achieving the Dream

2004 - 2010	2004 - 2010	2016 - 2019
Achieving the Dream was conceived as a national initiative by a visionary group of partners and investors, led by Lumina Foundation	With support from its partners, investors, and Network, Achieving the Dream became an independent national nonprofit organization	Achieving the Dream is moving forward to leverage the lessons learned over its history with the goal of catalyzing systemic institutional change at all its colleges
ATD's reach has expanded to over 220 colleges across 39 states and the District of Columbia		
Together, we changed the conversation from valuing student access to higher education to prizing both ACCESS and SUCCESS for all students		

What is Achieving the Dream

VISION

A nation in which community colleges are highly valued for preserving access and ensuring that their students, especially low-income students and students of color, achieve their goals for academic success, personal growth, and economic opportunity.

MISSION

To lead and support a national network of community colleges to achieve sustainable institutional transformation through sharing knowledge, innovative solutions and effective practices and policies leading to improved outcomes for all students.

VALUES

Evidence-based, student centered, and built on the values of equity and excellence, Achieving the Dream, Inc. embraces continuous improvement, fosters creativity and innovation, and operates with transparency and respect.

THE CHALLENGE



WHY COLLEGES JOIN



Strategic priority to improve student success outcomes

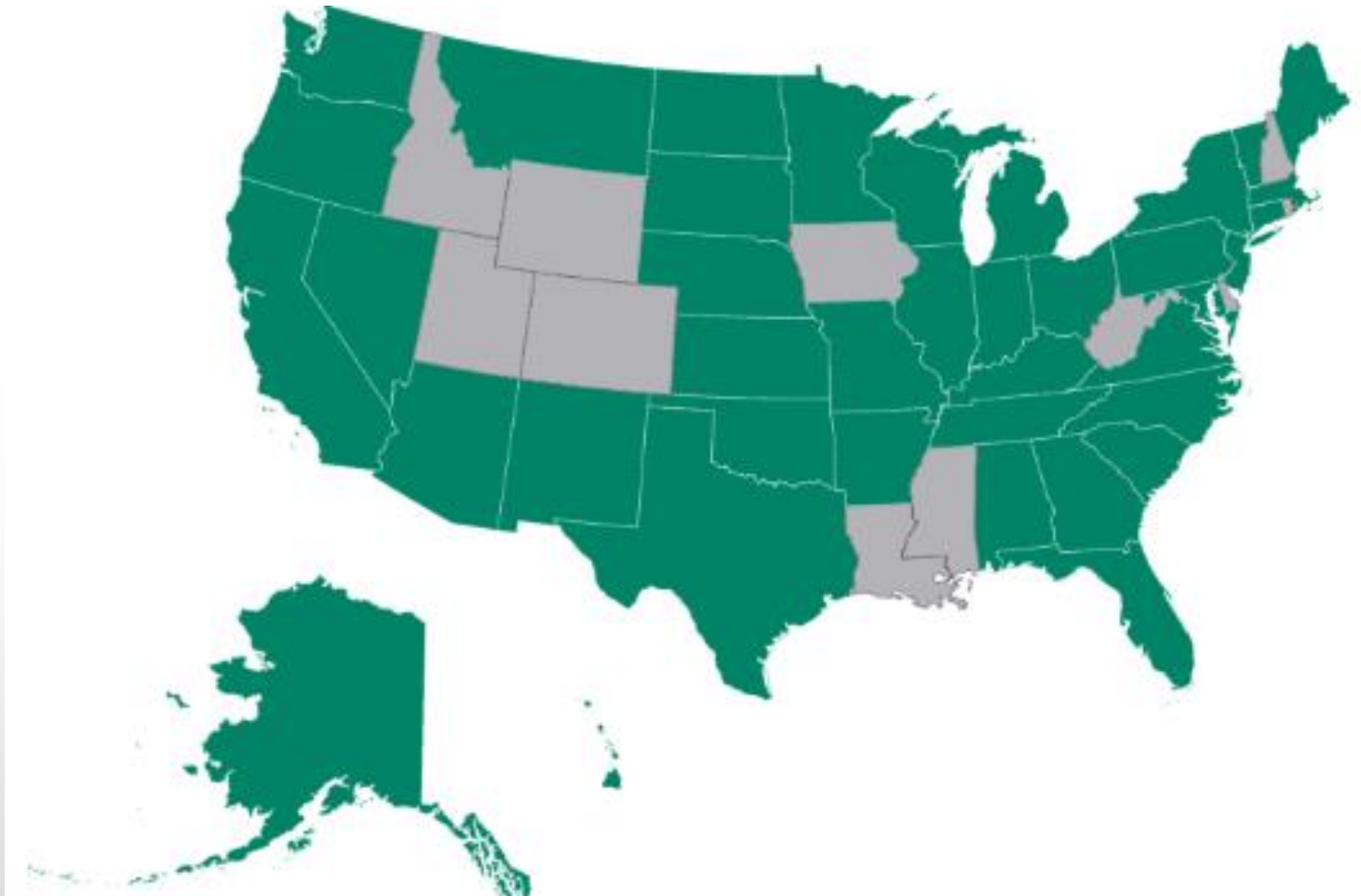
Need for better evidence-based decision making

Need to focus on equity gaps and appropriate interventions

COLLECTIVE GOAL

- To help all students—particularly the most underserved—realize substantial value from their postsecondary experience and their earned credentials, thereby strengthening their communities.

FOOTPRINT: 39 STATES PLUS THE DISTRICT OF COLUMBIA



THREE PILLARS OF WORK

INNOVATE to successfully implement, align, and scale cutting edge reforms that increase student success, close achievement gaps, and generate economic benefit for communities.

COACH colleges to build institutional capacity, lead whole-college reform, and sustain continuous improvement.

CONNECT to a network to foster innovation and peer learning.

ABOUT ACHIEVING THE DREAM

<https://www.youtube.com/watch?v=EQ-JunyVFTc>

Change at the margins, produces marginal change.

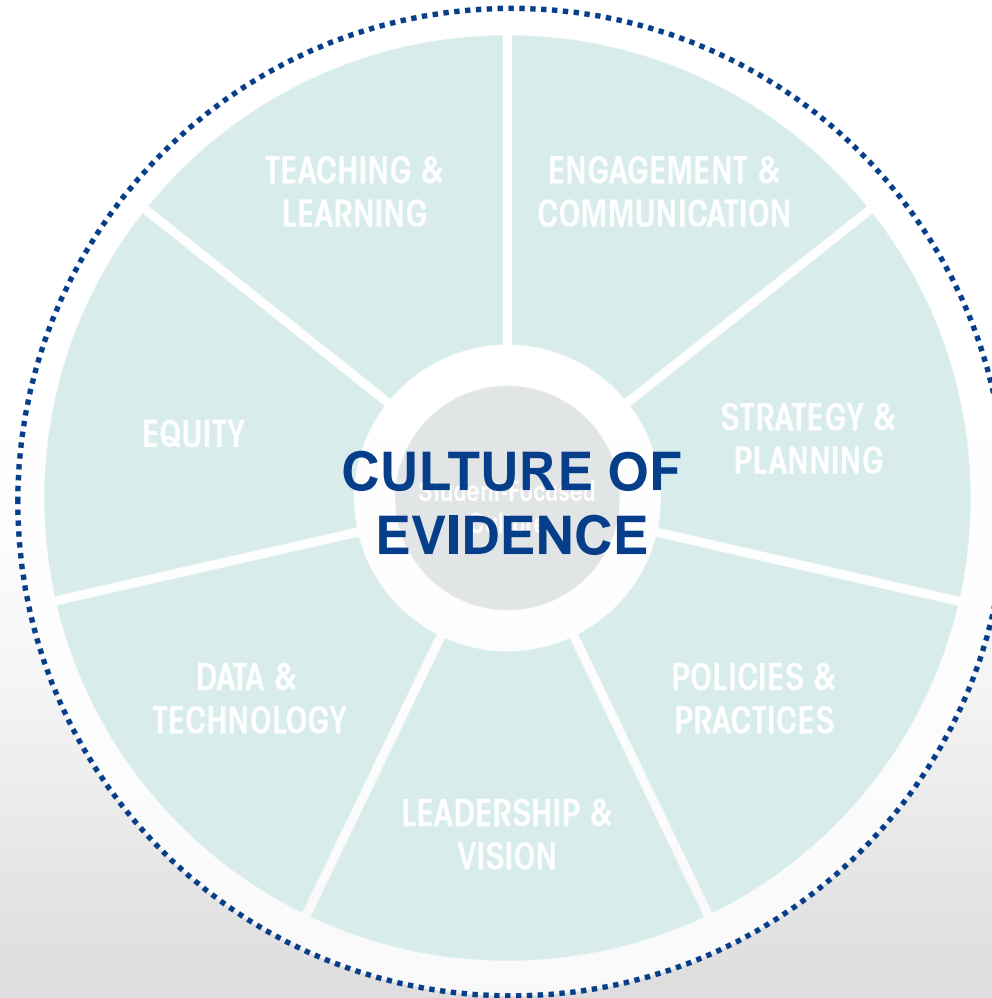
To improve student success on a substantial scale, colleges need to engage in bold and holistic institutional change.

INSTITUTIONAL CAPACITY FRAMEWORK

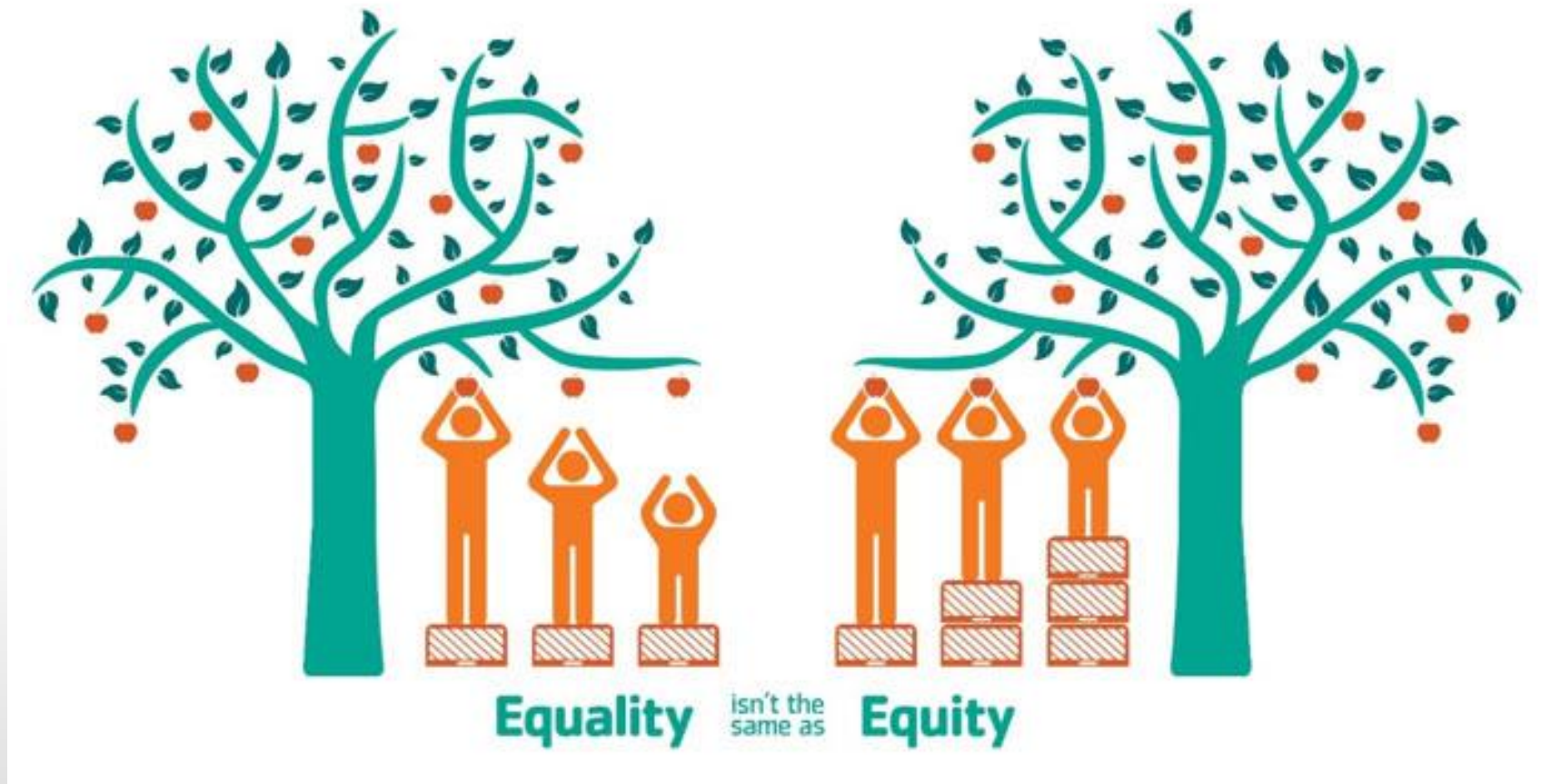


A framework for supporting, accelerating and sustaining systemic change.

EMBEDDED CULTURE OF EVIDENCE



EQUITY



Institutional Capacity Assessment Tool (ICAT)

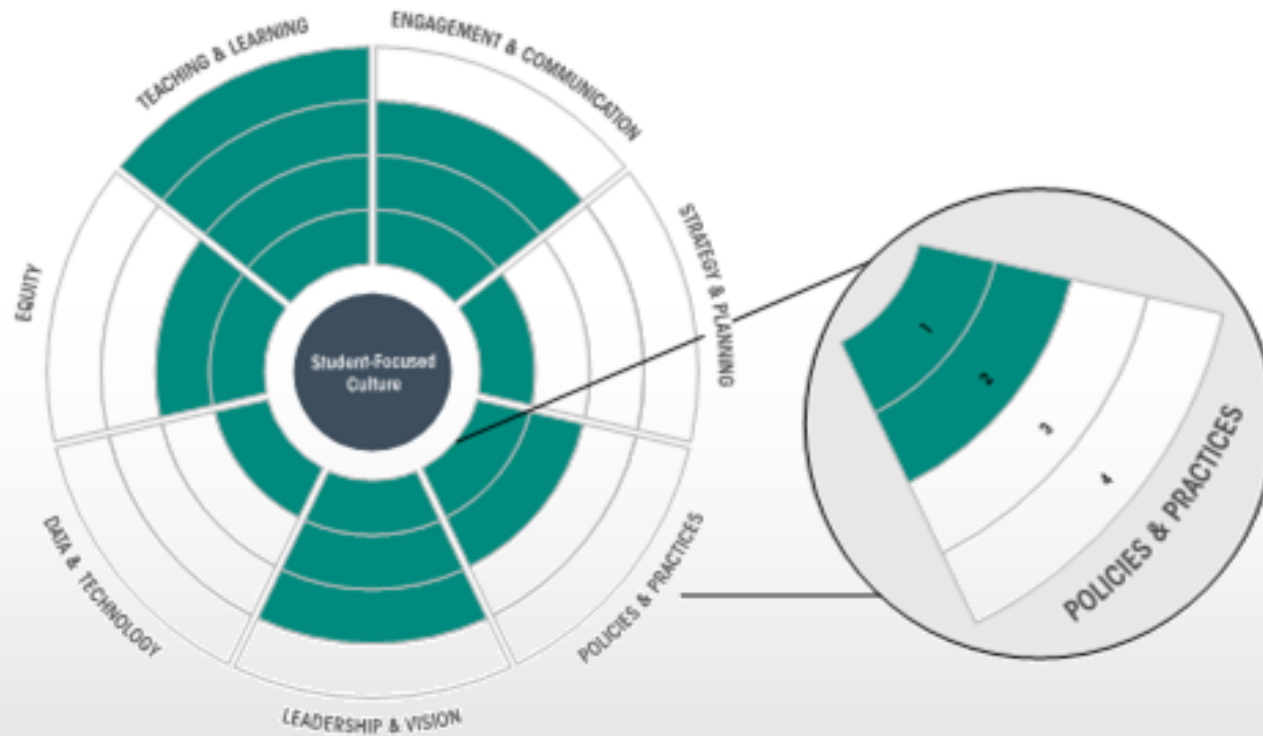
THE ICAT

- Launched in September 2016 as a companion to the Institutional Capacity Framework
- Fully online assessment, with unique code for each college
- Designed as diagnostic to stimulate thought and spark discussion—not as psychometric instrument
- Designed for use by a broad cross-representation of the college community
- Provides results in aggregate and by role and functional area
- For multicampus colleges: results available by campus
- Coach facilitated Capacity Café used to engage respondents in debrief and to capture action items
- Results leveraged for multiple purposes including accreditation

THE ICAT

- 7 capacities
- 77 questions
- 4 levels: level 1 (minimal capacity) to a level 4 (exemplary capacity)
- Culture of Evidence is embedded in each capacity area
- The Equity capacity is mapped to the other six capacities

SAMPLE RESULTS



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.

SAMPLE RESULTS

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.



RESULTS BY CATEGORY (N=55)

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?



SAMPLE RESULTS

Total Number of Respondents: 82

	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?	0	10	31	39	1
2. Is the student success vision used to set priorities and direct action?	0	18	43	18	2
3. Does the Board of Trustees provide leadership for student success?	0	5	19	55	2
4. Does the president actively support efforts to improve student success?	1	3	18	48	11

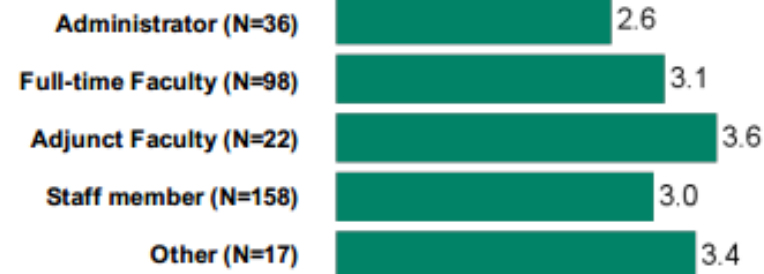
SAMPLE RESULTS

AVERAGE CAPACITY RATING BY ROLE

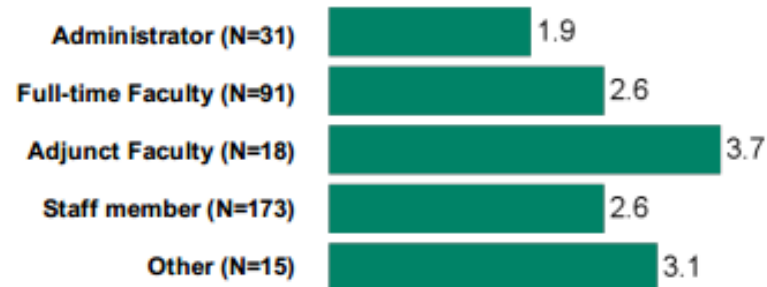
This page presents average capacity rating by respondent role so that institutions can identify areas of consensus and divergence.

A capacity rating of 0.0 from a particular role indicates no respondent from that role has completed the assessment of this capacity area.

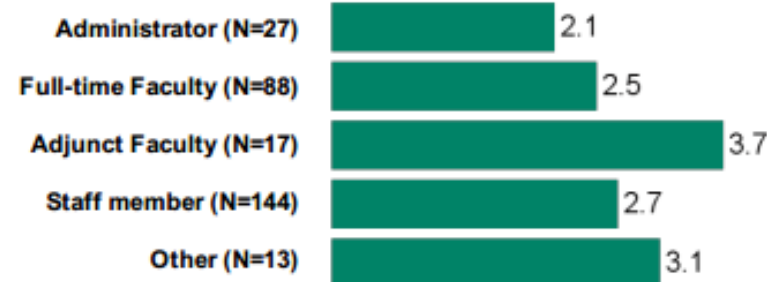
Leadership & Vision



Data & Technology



Equity



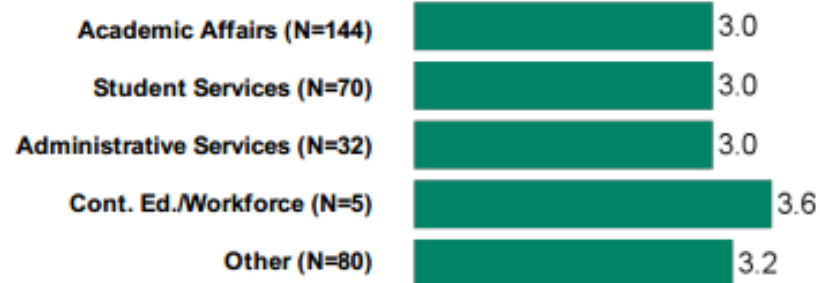
SAMPLE RESULTS

AVERAGE CAPACITY RATING BY FUNCTIONAL AREA

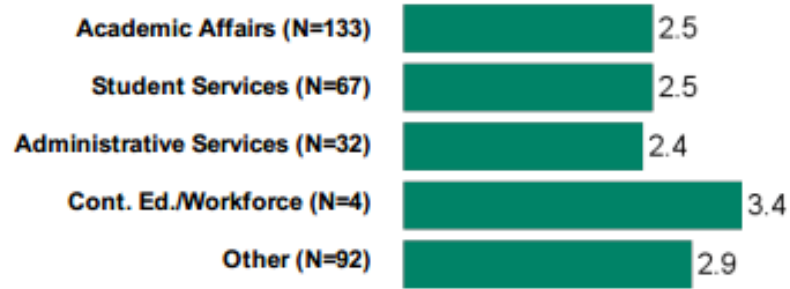
This page presents average capacity rating by respondent functional area so that institutions can identify areas of consensus and divergence.

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.

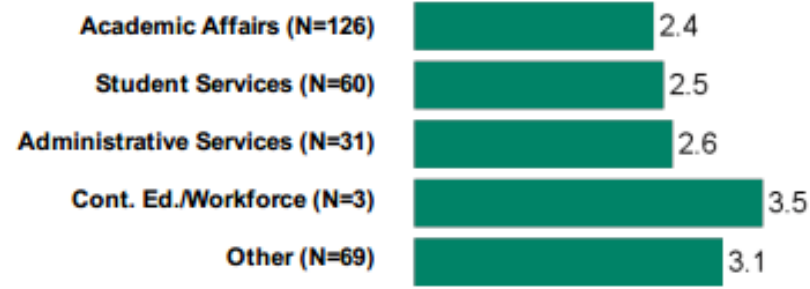
Leadership & Vision



Data & Technology



Equity



AGGREGATE RESULTS

Since September 2016

- Over 160 Network colleges have administered the ICAT
- Over 22,000 individuals have completed the assessment
- Highest capacity: Leadership & Vision
- Lowest capacity: Data & Technology, Equity

NETWORK RESULTS: SCALE 1 (LOW) TO 4 (HIGH)

Network

Capacity Area

3.1

Leadership & Vision

3.0

Strategy & Planning

3.0

Policies & Practices

2.9

Engagement & Communication

2.9

Teaching & Learning

2.8

Equity

2.7

Data & Technology

0.4

Range Difference: High to Low

ASSESSMENT TOOL: RECOMMENDED PROCESS

PREPARE

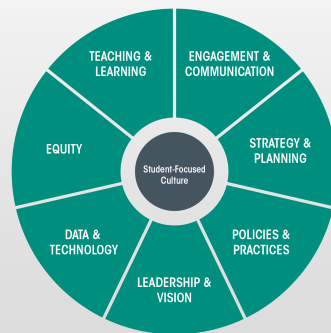
Prepare to use the tool by determining who should take the assessment and when.

Include a broad range of stakeholders that represent a cross-functional, cross-hierarchical representation of the college community.

Consider your planning cycles, in-service days and ATD coaching visit schedule when selecting your survey administration dates.

COMPLETE

Administer the online Institutional Capacity Assessment Tool to assess your institution's strengths and areas for improvement in the seven key dimensions encompassed in the Institutional Capacity Framework:



DISCUSS

Conduct a large group engagement activity with the participants and your Achieving the Dream coaches to discuss the results, celebrate strengths, prioritize areas for improvement and identify concrete steps to build capacity in areas needing improvement.

ACT

Act on the concrete steps identified to build capacity. Coordinate with your coaches on targeted strategic assistance, participate in learning events and professional development opportunities, access resources from the ATD capacity toolkit

BENEFITS OF COMPLETING THE ASSESSMENT:

- **Insight** into institutional strengths and areas to improve
- **Picture** of what improved capacity looks like through use of examples
- **Broad engagement** of stakeholders from all areas of the college
- **Gaps** in communication and perception
- **Common language** to spark dialogue and engagement in capacity conversations
- **Action steps** to build strength across the seven capacity areas

DISCUSS: HOST LARGE GROUP DIALOGUE



COLLEGES ARE USING ICAT RESULTS FOR...

- **Strategic planning**
- **Accreditation**
- **Identification of QEP topic**
- Building guided pathways
- Identifying areas for professional development
- Capacity building
- Framework for alignment
- Triangulating raw data with CCSSE and other data sources
- Implementing high impact practices
- Educational master planning
- Integration in a comprehensive data and technology assessment
- Campus-wide discussions
- Implementing continuous improvements

THE ICAT: Video story

PIERCE COLLEGE VIDEO STORY

*ADVANCING STUDENT SUCCESS THROUGH ACHIEVING THE DREAM'S
ICAT*

<https://youtu.be/BRooWqAZ-n0>

TESTIMONIALS

“The ICAT provides a structure for stakeholders from all areas of the college to collectively examine critical elements necessary to support student success and determine how we are doing in relation to these elements. With a broad focus that extends beyond individual initiatives, we were able to use the tool to identify college strengths within capacity areas and develop a foundation on which to build future efforts. The capacity areas within the ICAT provide a framework for **strategic planning**, with mechanisms in place to ensure **widespread engagement** in identifying **strategic priorities** for improvement and advancement related to building and sustaining a **thriving culture** of student success.” –

*Margaret Annunziata, Vice President Academic Program & Services,
Davidson County Community College (NC)*

TESTIMONIALS

- ***“Overall, I think the ICAT has many great uses. For us it has served as a great tool for assessing organizational mindsets as they relate to the capacities. Also, having our coaches facilitate the Café helped with **transparency** and **open discussion**. For our institution this was the best method, an external viewpoint often encourages more depth in the conversation.” – Greenville Technical College***
- ***“It provides the tools through the ICAT to have **crucial conversations** that should move an institution forward towards and evidence based decision making process and **broader engagement** from the college.” – South Central College***



Use for Accreditation

ALIGNING AND INTEGRATING PRIORITIES

- All colleges have important work going on at the colleges. Preparing for an accreditation visit is one of the most important and time-consuming of all.
- Colleges are always looking for ways to streamline their processes and get the most “bang for their buck” when it comes to initiatives and interventions to avoid initiative fatigue.
- The ICAT furthers your student success work AND addresses components of your accreditation requirements.

- How do we begin to recognize and address our institutional culture and the impact it has on our:
 - student success work;
 - changes in our institutional quality;
 - our ability to move quickly.
- Cultural issues become obvious through the self-study process for reaffirmation.
- The ICAT addresses capacity areas that create culture – our institutional leadership, communication styles, and broad engagement of the appropriate staff across the institution, etc.
- It is a great launching pad for the self-study process.



ACCREDITATION: A MAJOR PRIORITY

The standard accreditation cycle (all seven regionals):

- identifying goals or outcomes in each area of the college;
- establishing “acceptable” levels of performance or expected outcomes or benchmarks;
- using some form of assessment of performance;
- analyzing and discussing the results of the assessment among relevant stakeholders;
- using the analysis of results to inform action, improve instructional programs and support services, make changes to policy, and establish appropriate interventions;
- demonstrating improvements in student performance, completion, stated outcomes, and institutional quality.

USES FOR ACCREDITATION

As an **externally developed assessment tool** that is used **nationally** and can be used as a **pre-test/post-test** measure.

- Facilitate forums with key groups and committees across the college to discuss the findings, develop strategies to move the institution forward in specific areas and monitor progress.
- Faculty, staff, and administrators who take the pre and post assessments will provide results that can be used as “data” to inform practice and make decisions.

USES FOR ACCREDITATION

As an **environmental scanning tool** to produce broad areas of focus for strategic planning.

- Colleges often conduct some form of external environmental scan in the first few steps of their strategic planning process but do not always have an effective tool to conduct internal scanning.
- Because the ICAT assesses strengths and needs for improvement across seven capacity areas, the results of the assessment can provide direction for the development of a strategic plan, and suggestions for the implementation of the plan.

USES FOR ACCREDITATION

As a **facilitator of broad engagement** and critical discussions about institutional issues.

- Colleges often find it difficult to engage large numbers of faculty and staff in the accreditation process
- Sometimes employees are not aware of the critical issues facing the institution or the strategies developed to improve institutional quality.
- The process of completing the ICAT and discussing the results can stir broad-based involvement and discussion that stimulate changes in policy, practices, classroom strategies, student services, and budget allocation.

USES FOR ACCREDITATION

As a venue for discussion, analysis, and strategy to determine the quality issues the college faces.

- Multiple accrediting agencies now require colleges to address improvements in institutional quality through some form of a quality process such as ongoing quality action plans, a detailed plan to address one quality issue over several years, or some form of written document identifying the quality issues the institution faces.
- The ICAT encourages broad engagement in the assessment and analysis of the college's capacity in multiple areas and the scores can be used as documentation of needs for improvement in institutional quality.

USES FOR ACCREDITATION

As a tool to address the recent change in focus toward **student success.**

- The national focus on completion has taken on a new level of importance.
- Over the last few years, all of the higher education commissions within the regional accrediting agencies have added new standards relating to student success.
- They are now requiring colleges to address issues such as retention, course and program completion, and other measures of student success.

STUDENT SUCCESS FOCUS

- The regionals are interested in disaggregated data, equity, subgroups of the population, and success through all delivery methods.
- While there is some variation in these new standards among agencies, they are more alike than different.
- The document identifies by accrediting agency/commission their requirements for student success benchmarks, analysis and action.

FOCUS AREAS OF ALL ACCREDITING AGENCIES

Core Area	ICAT Capacity
Mission, Vision, Values, Leadership and Administration	Leadership and Vision – the commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for desired change.
Quality Enhancement and Student Success Benchmarks and Standards	Data and Technology – the institution's capacity to collect, access, analyze and use data to inform decisions, and to use powerful technology to support student success.
Integrity and Public Trust	Equity – the commitment, capabilities, and experiences of an institution to equitably serve low income students, students of color and other at-risk student populations with respect to access, success, and campus climate.
Teaching and Learning The Faculty Academic Support Services	Teaching and Learning (includes student support services) – 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.

FOCUS AREAS OF ALL ACCREDITING AGENCIES

Core Area	ICAT Capacity
Broad Engagement in the Accreditation Process	Engagement and 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.
Institutional Effectiveness	Strategy and 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.
Organizational Structure	Policies and Practices – the institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

QUALITY ENHANCEMENT PLAN (QEP)

The Quality Enhancement Plan (QEP) is a document developed by the institution that (1) includes a process identifying **key issues** emerging from institutional assessment, (2) focuses on **learning outcomes** and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates **institutional capability** for the initiation, implementation, and completion of the QEP, (4) includes **broad-based involvement** of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a **plan** to assess their achievement.

QEP INDICATORS

- An institutional process to assess and build on strengths
- Key issues that emerge from institutional assessment
- Focus on learning outcomes and accomplishing mission
- Focus on the environment supporting student learning
- Capability to initiate plan
- Broad based involvement of constituencies in topic selection, development and implementation of plan
- Identified goals for the QEP aligned with objectives, plans, priorities
- A plan to assess the achievement of goals
- Overall evaluation of acceptability

TO USE THE ICAT FOR ACCREDITATION

- Document the steps in the process of planning, administering, and analyzing the results of the ICAT;
- Identify the strategies used in selecting key individuals or groups to take the assessment or be involved in the discussion of results;
- Take detailed meeting notes during each ICAT event;
- Identify action items adopted as a result of the assessment in as much detail as possible;
- Delineate how the college moved from assessment to strategy to action;
- Identify a follow-up process or evaluation for each strategy or action item (close the loop);
- Include the college's accreditation liaison in the ICAT assessment process.

Data & Technology Capacity

DATA AND TECHNOLOGY CAPACITY DEFINED

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

STRENGTHS

Does the college **evaluate** student success initiatives to inform decision-making?



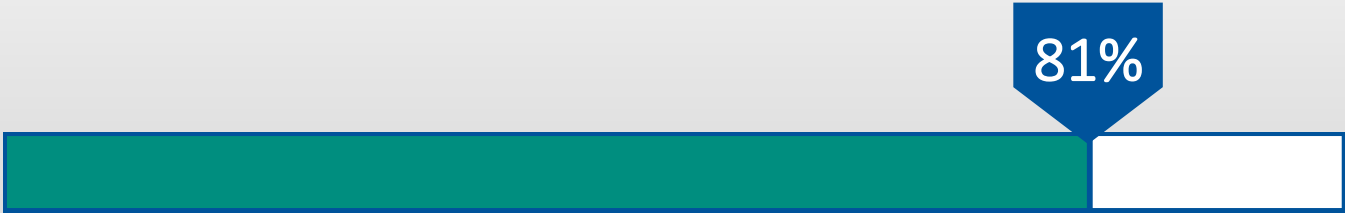
Does **relevant** data exist to inform decision-making?



Does the college use **benchmarking** to identify strategies for improvement and innovation?



Does **reliable** data exist to inform decisions?

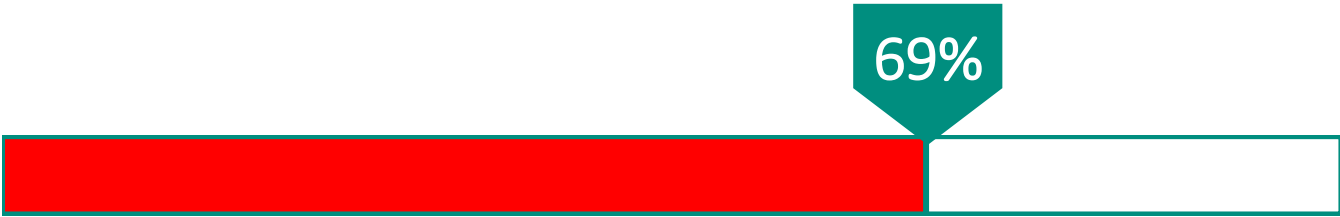


SMALL GROUP EXERCISE

1. WHERE DO WE HAVE THE GREATEST **STRENGTHS** TO BUILD UPON IN DATA AND TECHNOLOGY?
2. WHAT **ACTIONS** CAN WE TAKE TO CELEBRATE, SUSTAIN AND BUILD ON STRENGTHS IN DATA AND TECHNOLOGY?

AREAS FOR IMPROVEMENT

Do data analyses yield insights about the past and future?



Are data collected at various points along the student experience continuum (connection to completion and beyond)?



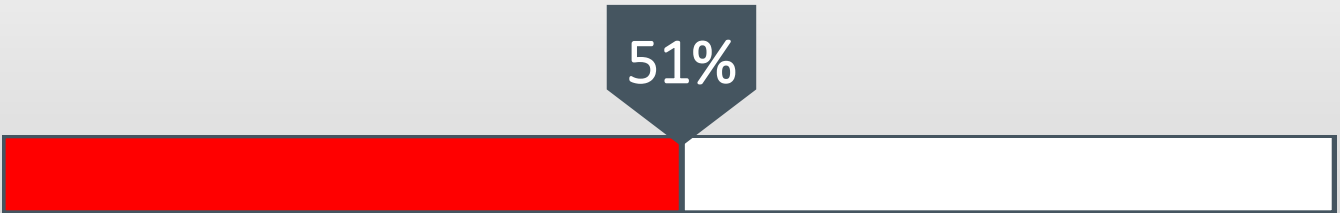
Are student success data translated into meaningful information?



Do the IT and IR staff collaborate to optimize processes for data use?



Are data readily accessible to those who need it?



SMALL GROUP EXERCISE

1. WHERE DO WE HAVE THE GREATEST **NEEDS** FOR BOLSTERING CAPACITY IN DATA AND TECHNOLOGY?
2. WHAT **ACTIONS** CAN WE TAKE TO BUILD STRENGTH IN DATA AND TECHNOLOGY?

LEARN MORE

- ✓ Visit www.achievingthedream.org
- ✓ Review the ICAT Brochure
- ✓ Watch the introductory [video](#)
- ✓ Read the white paper: Institutional Capacity Assessment Tool Alignment to Accreditation
- ✓ Review the SACS or Middle States crosswalk
- ✓ Schedule a demo by contacting me at lheacock@achievingthedream.org or by contacting ICAT@achievingthedream.org

SAVE THE DATE

ACHIEVING THE DREAM

DATA

and Analytics
Summit **2018**

September 5-7, 2018 | College Park, MD

Register now at www.AchievingtheDream.org/DataSummit

Hosted by:



Achieving the Dream™

Community Colleges Count

Q & A

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