



INSTITUTIONAL CAPACITY ASSESSMENT TOOL 1.5 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 complementary report to the Institutional Capacity Assessment *Results Summary*.

Quinebaug Valley Community College

Spring 2020

All

| | | | | LEVELS KEY |
|----------------------------|---|--|--|---|
| LEADERSHIP & VISION | 2 | | | 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. |
| DATA & TECHNOLOGY | 2 | | | |
| EQUITY | 2 | | | |
| ENGAGEMENT & COMMUNICATION | 2 | | | |
| TEACHING & LEARNING | 3 | | | |
| STRATEGY & PLANNING | 2 | | | |
| POLICIES & PRACTICES | 2 | | | |

Total Number of Respondents: 71

| LEADERSHIP & VISION | DATA & TECHNOLOGY | EQUITY | ENGAGEMENT & COMMUNICATION | TEACHING & LEARNING | STRATEGY & PLANNING | POLICIES & PRACTICES |
|---------------------|-------------------|----------------|----------------------------|---------------------|---------------------|----------------------|
| LEVEL | LEVEL | LEVEL | LEVEL | LEVEL | LEVEL | LEVEL |
| 2 | 2 | 2 | 2 | 3 | 2 | 2 |
| AVERAGE RATING | AVERAGE RATING | AVERAGE RATING | AVERAGE RATING | AVERAGE RATING | AVERAGE RATING | AVERAGE RATING |
| 2.3 | 2.1 | 2.3 | 2.3 | 2.5 | 2.3 | 2.1 |

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.

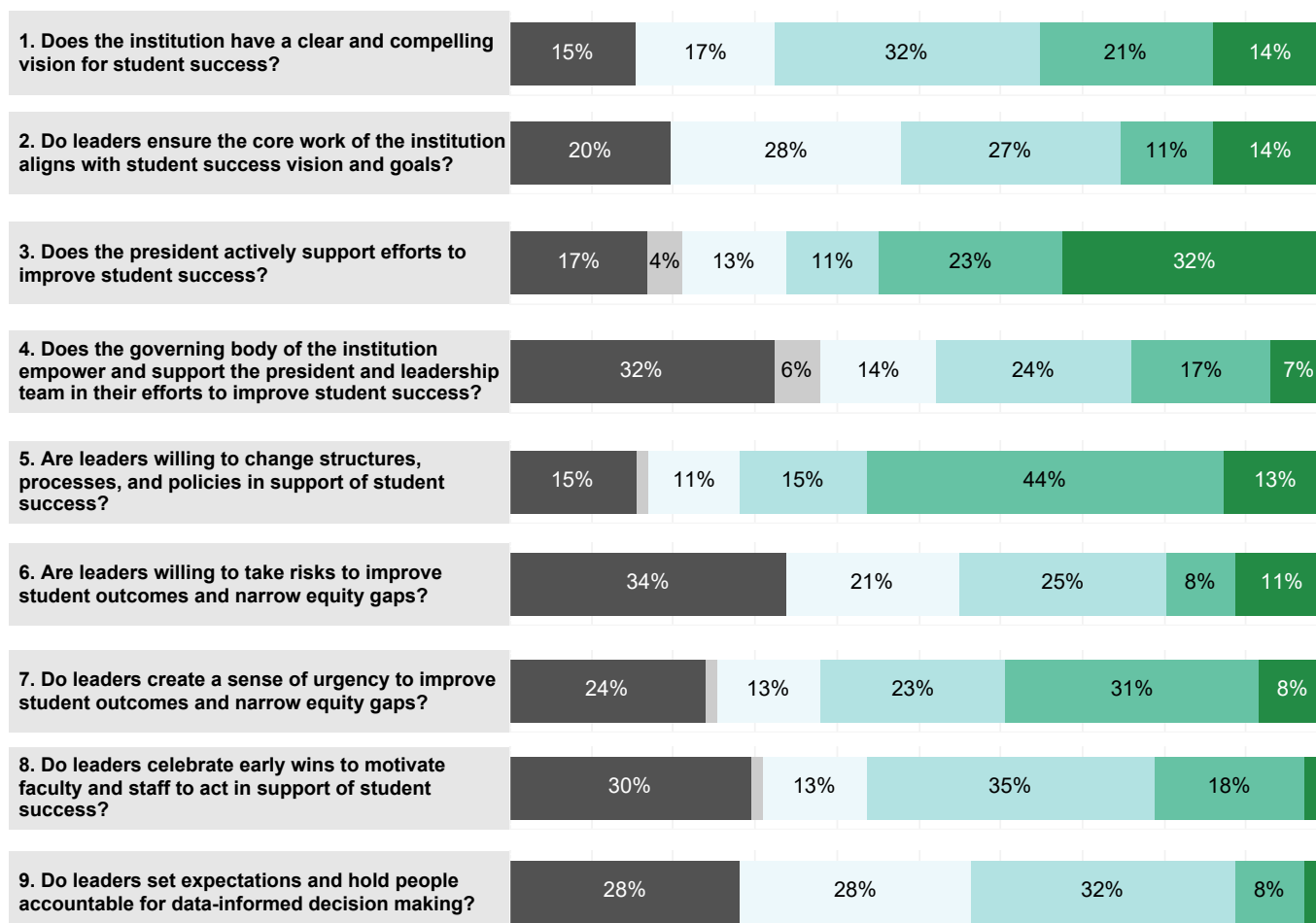
LEVEL
2

AVERAGE
RATING
2.3

Response Distribution by Question

Total Number of Respondents: 71

Don't Know (N/%) N/A (N/%) Level 1 (N/%) Level 2 (N/%) Level 3 (N/%) Level 4 (N/%)



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

2

AVERAGE
RATING

2.3

Response Distribution by Question

Total Number of Respondents: 71

| | Level 1 (N/%) | Level 2 (N/%) | Level 3 (N/%) | Level 4 (N/%) | Don't Know (N/%) | N/A (N/%) |
|--|------------------|------------------|------------------|------------------|---------------------|-----------|
| 1. Does the institution have a clear and compelling vision for student success? | 12 17% | 23 32% | 15 21% | 10 14% | 11 15% | |
| 2. Do leaders ensure the core work of the institution aligns with student success vision and goals? | 20 28% | 19 27% | 8 11% | 10 14% | 14 20% | |
| 3. Does the president actively support efforts to improve student success? | 9 13% | 8 11% | 16 23% | 23 32% | 12 17% | 3 4% |
| 4. Does the governing body of the institution empower and support the president and leadership team in their efforts to improve student success? | 10 14% | 17 24% | 12 17% | 5 7% | 23 32% | 4 6% |
| 5. Are leaders willing to change structures, processes, and policies in support of student success? | 8 11% | 11 15% | 31 44% | 9 13% | 11 15% | 1 1% |
| 6. Are leaders willing to take risks to improve student outcomes and narrow equity gaps? | 15 21% | 18 25% | 6 8% | 8 11% | 24 34% | |
| 7. Do leaders create a sense of urgency to improve student outcomes and narrow equity gaps? | 9 13% | 16 23% | 22 31% | 6 8% | 17 24% | 1 1% |
| 8. Do leaders celebrate early wins to motivate faculty and staff to act in support of student success? | 9 13% | 25 35% | 13 18% | 2 3% | 21 30% | 1 1% |
| 9. Do leaders set expectations and hold people accountable for data-informed decision making? | 20 28% | 23 32% | 6 8% | 2 3% | 20 28% | |

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 Role

| | Admin (N) | Full-time Faculty (N) | Adjunct Faculty (N) | Staff Member (N) | Other (N) | Grand Total |
|--|-----------|-----------------------|---------------------|------------------|-----------|-------------|
| 1. Does the institution have a clear and compelling vision for student success? | 1 | 2 | 5 | 3 | | 11 |
| 2. Do leaders ensure the core work of the institution aligns with student success vision and goals? | | 3 | 8 | 3 | | 14 |
| 3. Does the president actively support efforts to improve student success? | | 4 | 4 | 4 | | 12 |
| 4. Does the governing body of the institution empower and support the president and leadership team in their efforts to improve student success? | | 9 | 7 | 7 | | 23 |
| 5. Are leaders willing to change structures, processes, and policies in support of student success? | | 4 | 4 | 3 | | 11 |
| 6. Are leaders willing to take risks to improve student outcomes and narrow equity gaps? | 1 | 6 | 8 | 9 | | 24 |
| 7. Do leaders create a sense of urgency to improve student outcomes and narrow equity gaps? | | 6 | 4 | 7 | | 17 |
| 8. Do leaders celebrate early wins to motivate faculty and staff to act in support of student success? | 2 | 5 | 5 | 9 | | 21 |
| 9. Do leaders set expectations and hold people accountable for data-informed decision making? | 1 | 4 | 8 | 7 | | 20 |

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 Functional Area

| | Acad Affairs (N) | Student Services (N) | Admin Services (N) | Cont Ed/ Workforce (N) | Other (N) | Grand Total |
|--|---------------------|----------------------------|--------------------------|------------------------------|-----------|----------------|
| 1. Does the institution have a clear and compelling vision for student success? | 6 | 4 | | | 1 | 11 |
| 2. Do leaders ensure the core work of the institution aligns with student success vision and goals? | 9 | 2 | | 1 | 2 | 14 |
| 3. Does the president actively support efforts to improve student success? | 7 | 3 | | | 2 | 12 |
| 4. Does the governing body of the institution empower and support the president and leadership team in their efforts to improve student success? | 15 | 2 | | 1 | 5 | 23 |
| 5. Are leaders willing to change structures, processes, and policies in support of student success? | 6 | 2 | | 1 | 2 | 11 |
| 6. Are leaders willing to take risks to improve student outcomes and narrow equity gaps? | 11 | 5 | | 2 | 6 | 24 |
| 7. Do leaders create a sense of urgency to improve student outcomes and narrow equity gaps? | 10 | 2 | | 2 | 3 | 17 |
| 8. Do leaders celebrate early wins to motivate faculty and staff to act in support of student success? | 11 | 5 | 1 | 2 | 2 | 21 |
| 9. Do leaders set expectations and hold people accountable for data-informed decision making? | 10 | 3 | 1 | 2 | 4 | 20 |

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.

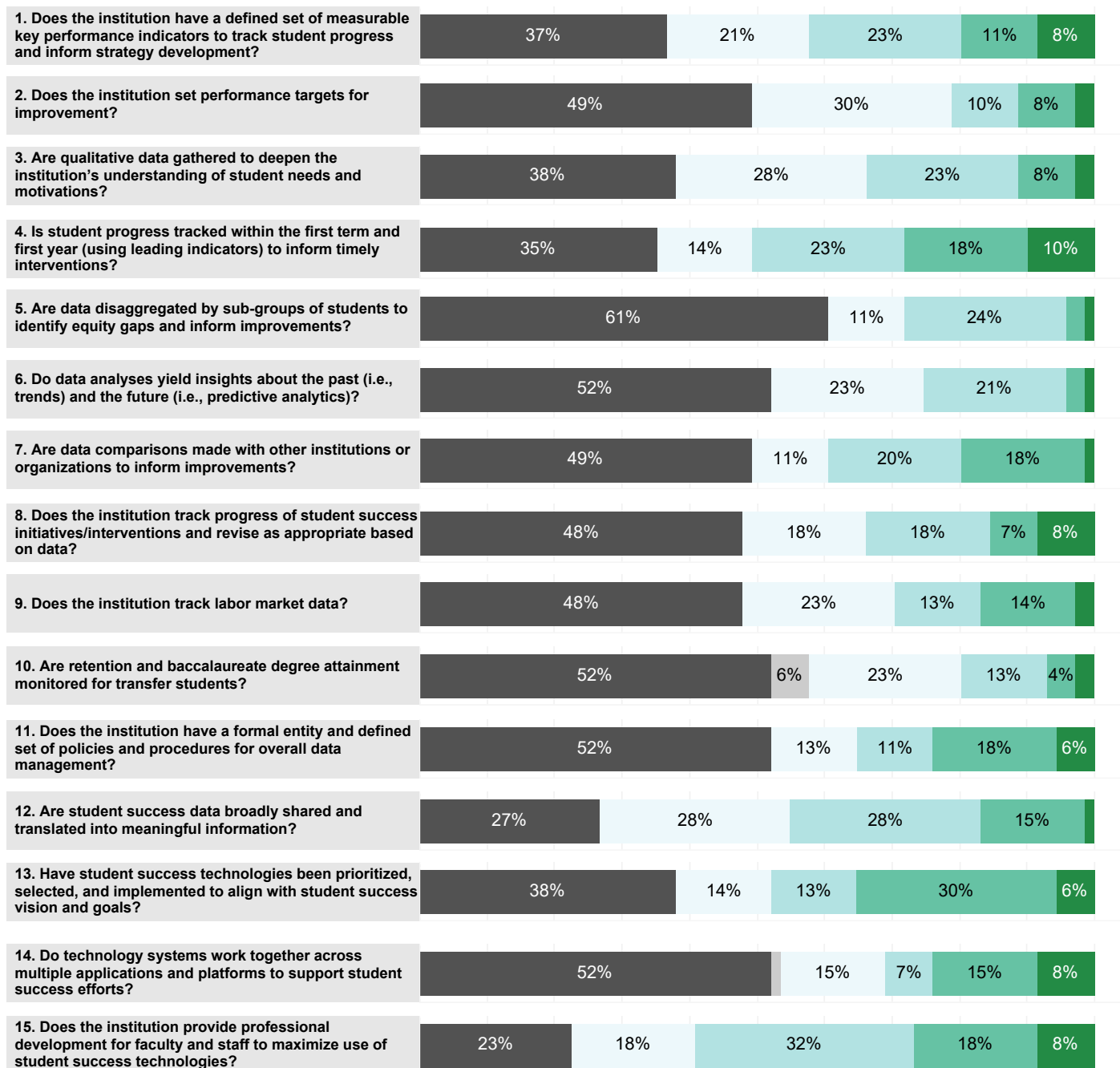
LEVEL
2

AVERAGE
RATING
2.1

Response Distribution by Question

Total Number of Respondents: 71

Don't Know (N/A) Level 1 (N/A) Level 2 (N/A) Level 3 (N/A) Level 4 (N/A)



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
2

AVERAGE
RATING
2.1

Response Distribution by Question

Total Number of Respondents: 71

| | Level 1 (N/%) | Level 2 (N/%) | Level 3 (N/%) | Level 4 (N/%) | Don't Know (N/%) | N/A (N/%) |
|--|------------------|------------------|------------------|------------------|---------------------|-----------|
| 1. Does the institution have a defined set of measurable key performance indicators to track student progress and inform strategy development? | 15 21% | 16 23% | 8 11% | 6 8% | 26 37% | |
| 2. Does the institution set performance targets for improvement? | 21 30% | 7 10% | 6 8% | 2 3% | 35 49% | |
| 3. Are qualitative data gathered to deepen the institution's understanding of student needs and motivations? | 20 28% | 16 23% | 6 8% | 2 3% | 27 38% | |
| 4. Is student progress tracked within the first term and first year (using leading indicators) to inform timely interventions? | 10 14% | 16 23% | 13 18% | 7 10% | 25 35% | |
| 5. Are data disaggregated by sub-groups of students to identify equity gaps and inform improvements? | 8 11% | 17 24% | 2 3% | 1 1% | 43 61% | |
| 6. Do data analyses yield insights about the past (i.e., trends) and the future (i.e., predictive analytics)? | 16 23% | 15 21% | 2 3% | 1 1% | 37 52% | |
| 7. Are data comparisons made with other institutions or organizations to inform improvements? | 8 11% | 14 20% | 13 18% | 1 1% | 35 49% | |
| 8. Does the institution track progress of student success initiatives/interventions and revise as appropriate based on data? | 13 18% | 13 18% | 5 7% | 6 8% | 34 48% | |
| 9. Does the institution track labor market data? | 16 23% | 9 13% | 10 14% | 2 3% | 34 48% | |
| 10. Are retention and baccalaureate degree attainment monitored for transfer students? | 16 23% | 9 13% | 3 4% | 2 3% | 37 52% | 4 6% |
| 11. Does the institution have a formal entity and defined set of policies and procedures for overall data management? | 9 13% | 8 11% | 13 18% | 4 6% | 37 52% | |
| 12. Are student success data broadly shared and translated into meaningful information? | 20 28% | 20 28% | 11 15% | 1 1% | 19 27% | |
| 13. Have student success technologies been prioritized, selected, and implemented to align with student success vision and goals? | 10 14% | 9 13% | 21 30% | 4 6% | 27 38% | |
| 14. Do technology systems work together across multiple applications and platforms to support student success efforts? | 11 15% | 5 7% | 11 15% | 6 8% | 37 52% | 1 1% |
| 15. Does the institution provide professional development for faculty and staff to maximize use of student success technologies? | 13 18% | 23 32% | 13 18% | 6 8% | 16 23% | |

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.

Number of Respondents Who Answered "I Don't Know" by Question and Role

| | Admin (N) | Full-time Faculty (N) | Adjunct Faculty (N) | Staff Member (N) | Other (N) | Grand Total |
|--|-----------|-----------------------|---------------------|------------------|-----------|-------------|
| 1. Does the institution have a defined set of measurable key performance indicators to track student progress and inform strategy development? | | 5 | 9 | 12 | | 26 |
| 2. Does the institution set performance targets for improvement? | 2 | 11 | 10 | 12 | | 35 |
| 3. Are qualitative data gathered to deepen the institution's understanding of student needs and motivations? | 3 | 4 | 10 | 10 | | 27 |
| 4. Is student progress tracked within the first term and first year (using leading indicators) to inform timely interventions? | 1 | 6 | 7 | 11 | | 25 |
| 5. Are data disaggregated by sub-groups of students to identify equity gaps and inform improvements? | 3 | 13 | 10 | 17 | | 43 |
| 6. Do data analyses yield insights about the past (i.e., trends) and the future (i.e., predictive analytics)? | 2 | 11 | 10 | 14 | | 37 |
| 7. Are data comparisons made with other institutions or organizations to inform improvements? | 1 | 8 | 10 | 16 | | 35 |
| 8. Does the institution track progress of student success initiatives/interventions and revise as appropriate based on data? | 2 | 8 | 9 | 15 | | 34 |
| 9. Does the institution track labor market data? | | 8 | 10 | 16 | | 34 |
| 10. Are retention and baccalaureate degree attainment monitored for transfer students? | 1 | 11 | 10 | 15 | | 37 |
| 11. Does the institution have a formal entity and defined set of policies and procedures for overall data management? | 3 | 11 | 10 | 13 | | 37 |
| 12. Are student success data broadly shared and translated into meaningful information? | 1 | 4 | 6 | 8 | | 19 |
| 13. Have student success technologies been prioritized, selected, and implemented to align with student success vision and goals? | 2 | 6 | 8 | 11 | | 27 |
| 14. Do technology systems work together across multiple applications and platforms to support student success efforts? | 2 | 14 | 8 | 13 | | 37 |
| 15. Does the institution provide professional development for faculty and staff to maximize use of student success technologies? | 2 | 4 | 2 | 8 | | 16 |

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.

Number of Respondents Who Answered "I Don't Know" by Question and Functional Area

| | Acad Affairs (N) | Student Services (N) | Admin Services (N) | Cont Ed/ Workforce (N) | Other (N) | Grand Total |
|--|---------------------|----------------------------|--------------------------|------------------------------|-----------|----------------|
| 1. Does the institution have a defined set of measurable key performance indicators to track student progress and inform strategy development? | 12 | 6 | 1 | 2 | 5 | 26 |
| 2. Does the institution set performance targets for improvement? | 19 | 5 | 2 | 2 | 7 | 35 |
| 3. Are qualitative data gathered to deepen the institution's understanding of student needs and motivations? | 10 | 5 | 2 | 2 | 8 | 27 |
| 4. Is student progress tracked within the first term and first year (using leading indicators) to inform timely interventions? | 14 | 4 | 1 | 1 | 5 | 25 |
| 5. Are data disaggregated by sub-groups of students to identify equity gaps and inform improvements? | 20 | 9 | 2 | 2 | 10 | 43 |
| 6. Do data analyses yield insights about the past (i.e., trends) and the future (i.e., predictive analytics)? | 19 | 7 | 2 | 2 | 7 | 37 |
| 7. Are data comparisons made with other institutions or organizations to inform improvements? | 17 | 7 | 2 | 2 | 7 | 35 |
| 8. Does the institution track progress of student success initiatives/interventions and revise as appropriate based on data? | 16 | 7 | 3 | 2 | 6 | 34 |
| 9. Does the institution track labor market data? | 17 | 8 | 2 | 2 | 5 | 34 |
| 10. Are retention and baccalaureate degree attainment monitored for transfer students? | 19 | 8 | 2 | 2 | 6 | 37 |
| 11. Does the institution have a formal entity and defined set of policies and procedures for overall data management? | 21 | 8 | 2 | 1 | 5 | 37 |
| 12. Are student success data broadly shared and translated into meaningful information? | 8 | 2 | 1 | 2 | 6 | 19 |
| 13. Have student success technologies been prioritized, selected, and implemented to align with student success vision and goals? | 15 | 5 | 2 | 2 | 3 | 27 |
| 14. Do technology systems work together across multiple applications and platforms to support student success efforts? | 21 | 9 | 1 | 2 | 4 | 37 |
| 15. Does the institution provide professional development for faculty and staff to maximize use of student success technologies? | 4 | 5 | 1 | 2 | 4 | 16 |

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.

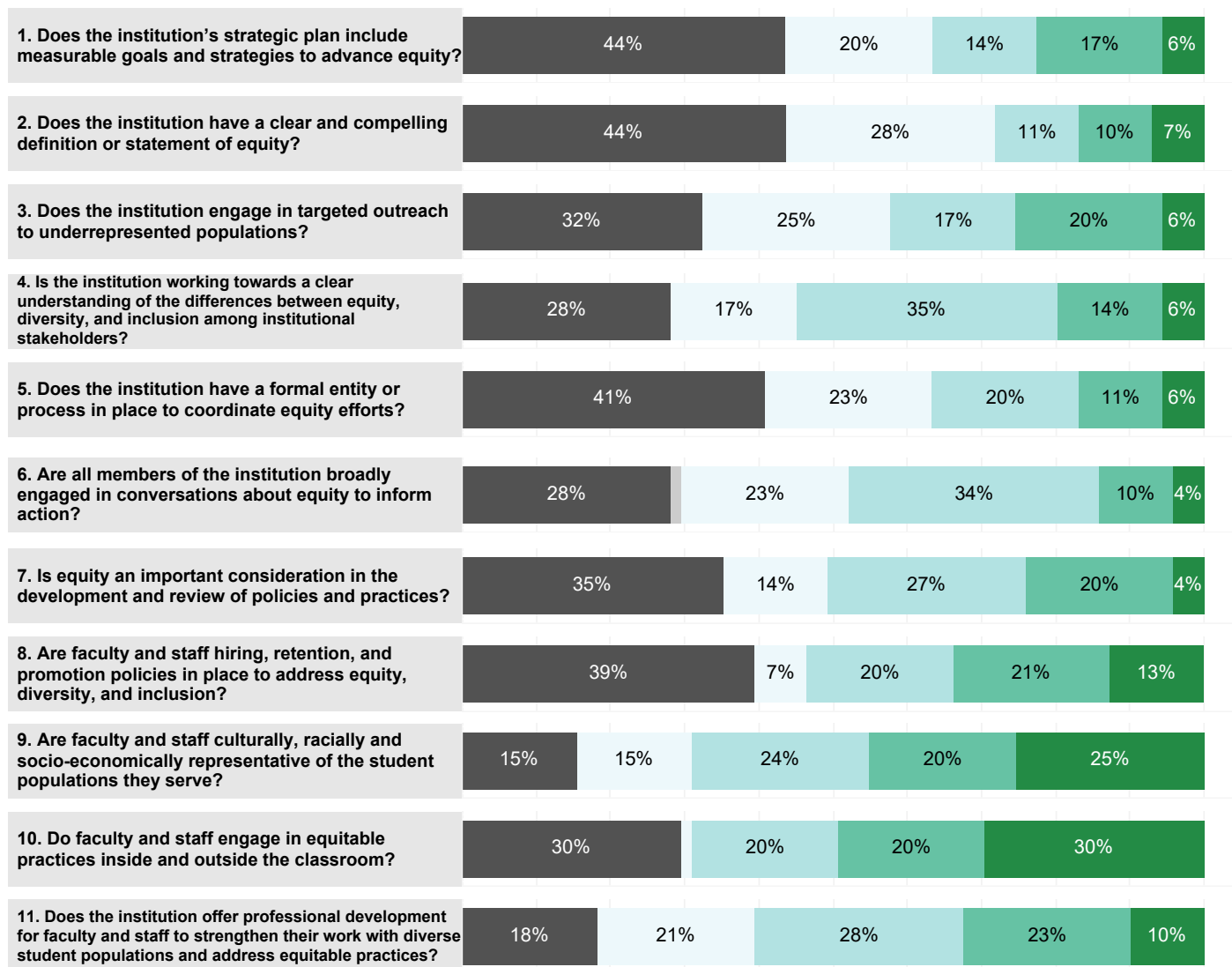
LEVEL
2

AVERAGE
RATING
2.3

Response Distribution by Question

Total Number of Respondents: 71

Don't Know (N/A) Level 1 (N/A) Level 2 (N/A) Level 3 (N/A) Level 4 (N/A)



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
2

AVERAGE
RATING
2.3

Response Distribution by Question

Total Number of Respondents: 71

| | Level 1 (N/%) | Level 2 (N/%) | Level 3 (N/%) | Level 4 (N/%) | Don't Know (N/%) | N/A (N/%) |
|--|------------------|------------------|------------------|------------------|---------------------|-----------|
| 1. Does the institution's strategic plan include measurable goals and strategies to advance equity? | 14 20% | 10 14% | 12 17% | 4 6% | 31 44% | |
| 2. Does the institution have a clear and compelling definition or statement of equity? | 20 28% | 8 11% | 7 10% | 5 7% | 31 44% | |
| 3. Does the institution engage in targeted outreach to underrepresented populations? | 18 25% | 12 17% | 14 20% | 4 6% | 23 32% | |
| 4. Is the institution working towards a clear understanding of the differences between equity, diversity, and inclusion among institutional stakeholders? | 12 17% | 25 35% | 10 14% | 4 6% | 20 28% | |
| 5. Does the institution have a formal entity or process in place to coordinate equity efforts? | 16 23% | 14 20% | 8 11% | 4 6% | 29 41% | |
| 6. Are all members of the institution broadly engaged in conversations about equity to inform action? | 16 23% | 24 34% | 7 10% | 3 4% | 20 28% | 1 1% |
| 7. Is equity an important consideration in the development and review of policies and practices? | 10 14% | 19 27% | 14 20% | 3 4% | 25 35% | |
| 8. Are faculty and staff hiring, retention, and promotion policies in place to address equity, diversity, and inclusion? | 5 7% | 14 20% | 15 21% | 9 13% | 28 39% | |
| 9. Are faculty and staff culturally, racially and socio-economically representative of the student populations they serve? | 11 15% | 17 24% | 14 20% | 18 25% | 11 15% | |
| 10. Do faculty and staff engage in equitable practices inside and outside the classroom? | 1 1% | 14 20% | 14 20% | 21 30% | 21 30% | |
| 11. Does the institution offer professional development for faculty and staff to strengthen their work with diverse student populations and address equitable practices? | 15 21% | 20 28% | 16 23% | 7 10% | 13 18% | |

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.

Number of Respondents Who Answered "I Don't Know" by Question and Role

| | Admin (N) | Full-time Faculty (N) | Adjunct Faculty (N) | Staff Member (N) | Other (N) | Grand Total |
|--|-----------|-----------------------|---------------------|------------------|-----------|-------------|
| 1. Does the institution's strategic plan include measurable goals and strategies to advance equity? | 3 | 9 | 8 | 11 | | 31 |
| 2. Does the institution have a clear and compelling definition or statement of equity? | 3 | 11 | 8 | 9 | | 31 |
| 3. Does the institution engage in targeted outreach to underrepresented populations? | | 10 | 7 | 6 | | 23 |
| 4. Is the institution working towards a clear understanding of the differences between equity, diversity, and inclusion among institutional stakeholders? | 2 | 4 | 6 | 8 | | 20 |
| 5. Does the institution have a formal entity or process in place to coordinate equity efforts? | 2 | 10 | 9 | 8 | | 29 |
| 6. Are all members of the institution broadly engaged in conversations about equity to inform action? | 1 | 4 | 9 | 6 | | 20 |
| 7. Is equity an important consideration in the development and review of policies and practices? | 3 | 7 | 7 | 8 | | 25 |
| 8. Are faculty and staff hiring, retention, and promotion policies in place to address equity, diversity, and inclusion? | 3 | 7 | 9 | 9 | | 28 |
| 9. Are faculty and staff culturally, racially and socio-economically representative of the student populations they serve? | 1 | 2 | 3 | 5 | | 11 |
| 10. Do faculty and staff engage in equitable practices inside and outside the classroom? | 4 | 3 | 4 | 10 | | 21 |
| 11. Does the institution offer professional development for faculty and staff to strengthen their work with diverse student populations and address equitable practices? | 1 | 2 | 3 | 7 | | 13 |

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.

Number of Respondents Who Answered "I Don't Know" by Question and Functional Area

| | Acad Affairs (N) | Student Services (N) | Admin Services (N) | Cont Ed/ Workforce (N) | Other (N) | Grand Total |
|--|---------------------|----------------------------|--------------------------|------------------------------|-----------|----------------|
| 1. Does the institution's strategic plan include measurable goals and strategies to advance equity? | 14 | 8 | 2 | 2 | 5 | 31 |
| 2. Does the institution have a clear and compelling definition or statement of equity? | 14 | 7 | 1 | 2 | 7 | 31 |
| 3. Does the institution engage in targeted outreach to underrepresented populations? | 16 | 4 | 1 | 1 | 1 | 23 |
| 4. Is the institution working towards a clear understanding of the differences between equity, diversity, and inclusion among institutional stakeholders? | 8 | 7 | 1 | 1 | 3 | 20 |
| 5. Does the institution have a formal entity or process in place to coordinate equity efforts? | 15 | 5 | 2 | 2 | 5 | 29 |
| 6. Are all members of the institution broadly engaged in conversations about equity to inform action? | 10 | 3 | 1 | 1 | 5 | 20 |
| 7. Is equity an important consideration in the development and review of policies and practices? | 12 | 7 | 2 | 2 | 2 | 25 |
| 8. Are faculty and staff hiring, retention, and promotion policies in place to address equity, diversity, and inclusion? | 11 | 7 | 2 | 2 | 6 | 28 |
| 9. Are faculty and staff culturally, racially and socio-economically representative of the student populations they serve? | 3 | 4 | 1 | 1 | 2 | 11 |
| 10. Do faculty and staff engage in equitable practices inside and outside the classroom? | 6 | 9 | 2 | 1 | 3 | 21 |
| 11. Does the institution offer professional development for faculty and staff to strengthen their work with diverse student populations and address equitable practices? | 4 | 4 | 1 | 1 | 3 | 13 |

ENGAGEMENT & COMMUNICATION

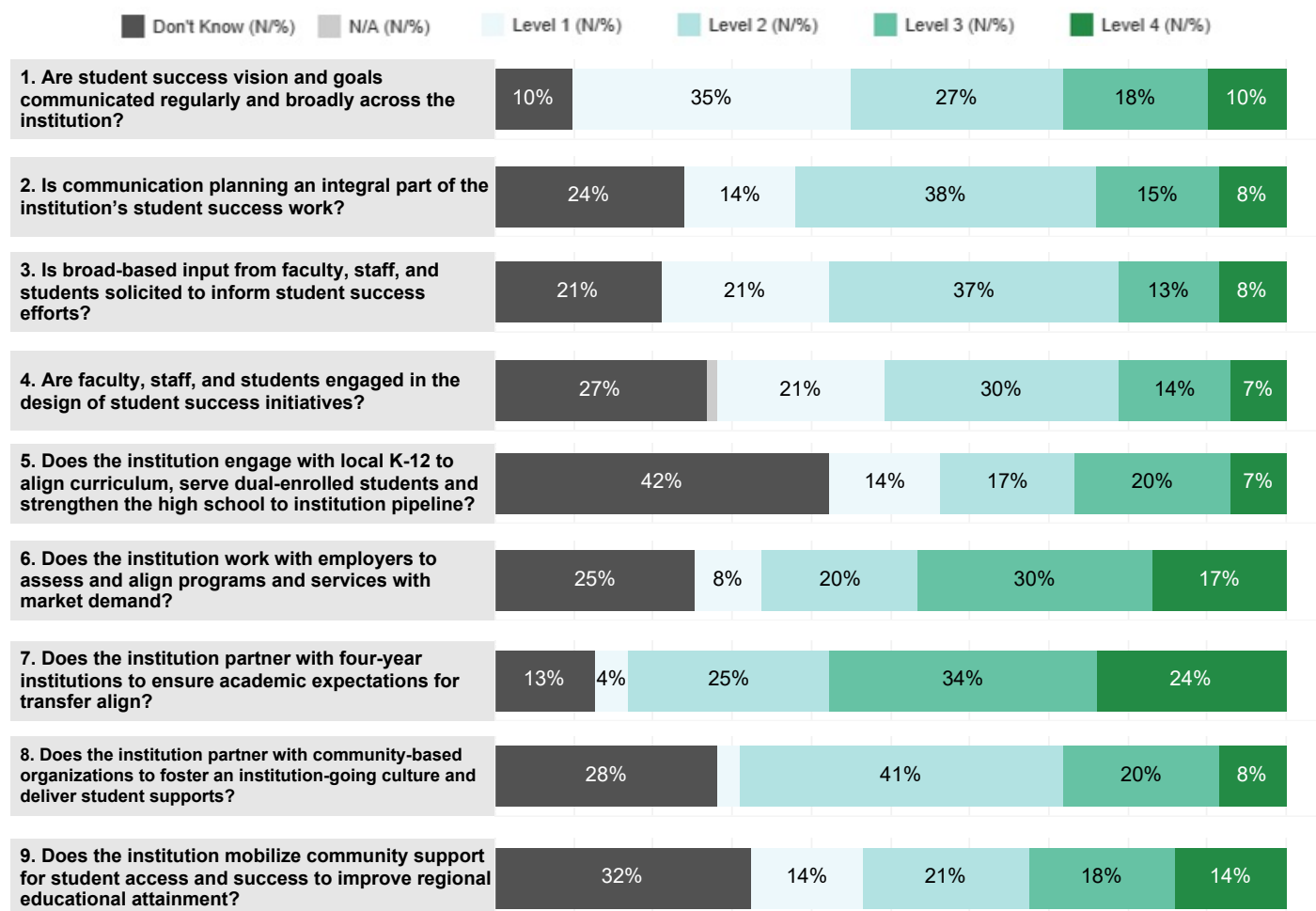
The creation of strategic partnerships with key external stakeholders, such as K-12, universities, employers and community-based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.

LEVEL
2

AVERAGE
RATING
2.3

Response Distribution by Question

Total Number of Respondents: 71



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
2

AVERAGE
RATING
2.3

Response Distribution by Question

Total Number of Respondents: 71

| | Level 1 (N/%) | Level 2 (N/%) | Level 3 (N/%) | Level 4 (N/%) | Don't Know (N/%) | N/A (N/%) |
|--|------------------|------------------|------------------|------------------|---------------------|-----------|
| 1. Are student success vision and goals communicated regularly and broadly across the institution? | 25 35% | 19 27% | 13 18% | 7 10% | 7 10% | |
| 2. Is communication planning an integral part of the institution's student success work? | 10 14% | 27 38% | 11 15% | 6 8% | 17 24% | |
| 3. Is broad-based input from faculty, staff, and students solicited to inform student success efforts? | 15 21% | 26 37% | 9 13% | 6 8% | 15 21% | |
| 4. Are faculty, staff, and students engaged in the design of student success initiatives? | 15 21% | 21 30% | 10 14% | 5 7% | 19 27% | 1 1% |
| 5. Does the institution engage with local K-12 to align curriculum, serve dual-enrolled students and strengthen the high school to institution pipeline? | 10 14% | 12 17% | 14 20% | 5 7% | 30 42% | |
| 6. Does the institution work with employers to assess and align programs and services with market demand? | 6 8% | 14 20% | 21 30% | 12 17% | 18 25% | |
| 7. Does the institution partner with four-year institutions to ensure academic expectations for transfer align? | 3 4% | 18 25% | 24 34% | 17 24% | 9 13% | |
| 8. Does the institution partner with community-based organizations to foster an institution-going culture and deliver student supports? | 2 3% | 29 41% | 14 20% | 6 8% | 20 28% | |
| 9. Does the institution mobilize community support for student access and success to improve regional educational attainment? | 10 14% | 15 21% | 13 18% | 10 14% | 23 32% | |

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 Role

| | Admin (N) | Full-time Faculty (N) | Adjunct Faculty (N) | Staff Member (N) | Other (N) | Grand Total |
|--|-----------|-----------------------|---------------------|------------------|-----------|-------------|
| 1. Are student success vision and goals communicated regularly and broadly across the institution? | | 3 | 1 | 3 | | 7 |
| 2. Is communication planning an integral part of the institution's student success work? | 1 | 4 | 5 | 7 | | 17 |
| 3. Is broad-based input from faculty, staff, and students solicited to inform student success efforts? | 2 | 3 | 4 | 6 | | 15 |
| 4. Are faculty, staff, and students engaged in the design of student success initiatives? | 2 | 6 | 4 | 7 | | 19 |
| 5. Does the institution engage with local K-12 to align curriculum, serve dual-enrolled students and strengthen the high school to institution pipeline? | 1 | 8 | 7 | 14 | | 30 |
| 6. Does the institution work with employers to assess and align programs and services with market demand? | 1 | 3 | 5 | 9 | | 18 |
| 7. Does the institution partner with four-year institutions to ensure academic expectations for transfer align? | | 1 | 4 | 4 | | 9 |
| 8. Does the institution partner with community-based organizations to foster an institution-going culture and deliver student supports? | 1 | 8 | 5 | 6 | | 20 |
| 9. Does the institution mobilize community support for student access and success to improve regional educational attainment? | 1 | 7 | 6 | 9 | | 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 Functional Area

| | Acad Affairs (N) | Student Services (N) | Admin Services (N) | Cont Ed/ Workforce (N) | Other (N) | Grand Total |
|--|---------------------|----------------------------|--------------------------|------------------------------|-----------|----------------|
| 1. Are student success vision and goals communicated regularly and broadly across the institution? | 2 | 1 | 1 | | 3 | 7 |
| 2. Is communication planning an integral part of the institution's student success work? | 7 | 2 | 2 | 2 | 4 | 17 |
| 3. Is broad-based input from faculty, staff, and students solicited to inform student success efforts? | 5 | 4 | 2 | | 4 | 15 |
| 4. Are faculty, staff, and students engaged in the design of student success initiatives? | 8 | 2 | 2 | 1 | 6 | 19 |
| 5. Does the institution engage with local K-12 to align curriculum, serve dual-enrolled students and strengthen the high school to institution pipeline? | 16 | 5 | 3 | 2 | 4 | 30 |
| 6. Does the institution work with employers to assess and align programs and services with market demand? | 8 | 5 | 3 | | 2 | 18 |
| 7. Does the institution partner with four-year institutions to ensure academic expectations for transfer align? | 5 | 2 | 1 | 1 | | 9 |
| 8. Does the institution partner with community-based organizations to foster an institution-going culture and deliver student supports? | 12 | 2 | 2 | 1 | 3 | 20 |
| 9. Does the institution mobilize community support for student access and success to improve regional educational attainment? | 10 | 7 | 2 | 2 | 2 | 23 |

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.

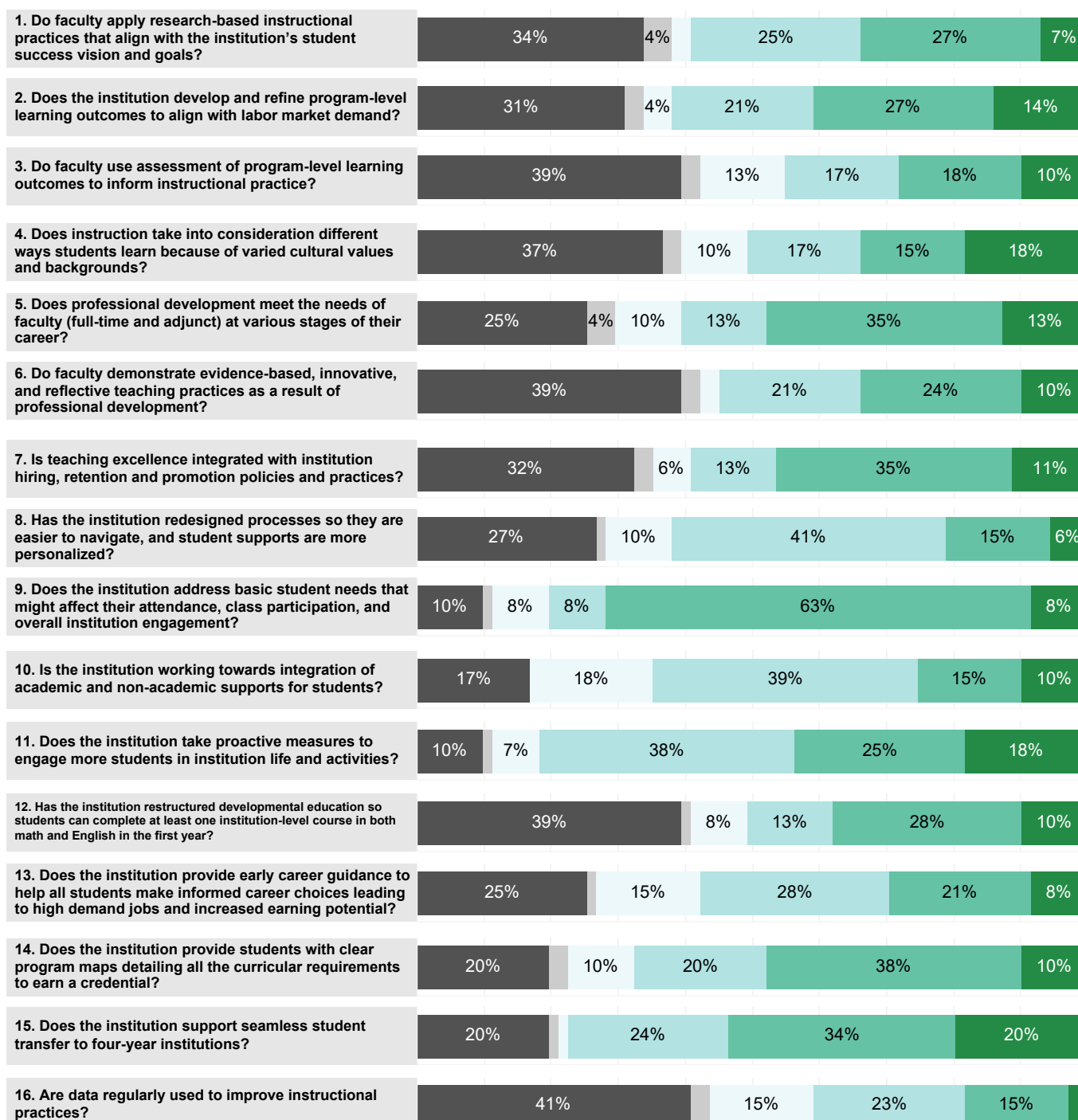
LEVEL
3

AVERAGE
RATING
2.5

Response Distribution by Question

Total Number of Respondents: 71

Don't Know (N/%) N/A (N/%) Level 1 (N/%) Level 2 (N/%) Level 3 (N/%) Level 4 (N/%)



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

3

AVERAGE
RATING

2.5

Response Distribution by Question

Total Number of Respondents: 71

| | Level 1 (N/%) | Level 2 (N/%) | Level 3 (N/%) | Level 4 (N/%) | Don't Know (N/%) | N/A (N/%) |
|---|------------------|------------------|------------------|------------------|---------------------|-----------|
| 1. Do faculty apply research-based instructional practices that align with the institution's student success vision and goals? | 2 3% | 18 25% | 19 27% | 5 7% | 24 34% | 3 4% |
| 2. Does the institution develop and refine program-level learning outcomes to align with labor market demand? | 3 4% | 15 21% | 19 27% | 10 14% | 22 31% | 2 3% |
| 3. Do faculty use assessment of program-level learning outcomes to inform instructional practice? | 9 13% | 12 17% | 13 18% | 7 10% | 28 39% | 2 3% |
| 4. Does instruction take into consideration different ways students learn because of varied cultural values and backgrounds? | 7 10% | 12 17% | 11 15% | 13 18% | 26 37% | 2 3% |
| 5. Does professional development meet the needs of faculty (full-time and adjunct) at various stages of their career? | 7 10% | 9 13% | 25 35% | 9 13% | 18 25% | 3 4% |
| 6. Do faculty demonstrate evidence-based, innovative, and reflective teaching practices as a result of professional development? | 2 3% | 15 21% | 17 24% | 7 10% | 28 39% | 2 3% |
| 7. Is teaching excellence integrated with institution hiring, retention and promotion policies and practices? | 4 6% | 9 13% | 25 35% | 8 11% | 23 32% | 2 3% |
| 8. Has the institution redesigned processes so they are easier to navigate, and student supports are more personalized? | 7 10% | 29 41% | 11 15% | 4 6% | 19 27% | 1 1% |
| 9. Does the institution address basic student needs that might affect their attendance, class participation, and overall institution engagement? | 6 8% | 6 8% | 45 63% | 6 8% | 7 10% | 1 1% |
| 10. Is the institution working towards integration of academic and non-academic supports for students? | 13 18% | 28 39% | 11 15% | 7 10% | 12 17% | |
| 11. Does the institution take proactive measures to engage more students in institution life and activities? | 5 7% | 27 38% | 18 25% | 13 18% | 7 10% | 1 1% |
| 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? | 6 8% | 9 13% | 20 28% | 7 10% | 28 39% | 1 1% |
| 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? | 11 15% | 20 28% | 15 21% | 6 8% | 18 25% | 1 1% |
| 14. Does the institution provide students with clear program maps detailing all the curricular requirements to earn a credential? | 7 10% | 14 20% | 27 38% | 7 10% | 14 20% | 2 3% |
| 15. Does the institution support seamless student transfer to four-year institutions? | 1 1% | 17 24% | 24 34% | 14 20% | 14 20% | 1 1% |
| 16. Are data regularly used to improve instructional practices? | 11 15% | 16 23% | 11 15% | 2 3% | 29 41% | 2 3% |

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.

Number of Respondents Who Answered "I Don't Know" by Question and Role

| | Admin (N) | Full-time Faculty (N) | Adjunct Faculty (N) | Staff Member (N) | Other (N) | Grand Total |
|---|-----------|-----------------------|---------------------|------------------|-----------|-------------|
| 1. Do faculty apply research-based instructional practices that align with the institution's student success vision and goals? | 2 | 5 | 3 | 14 | | 24 |
| 2. Does the institution develop and refine program-level learning outcomes to align with labor market demand? | | 6 | 5 | 11 | | 22 |
| 3. Do faculty use assessment of program-level learning outcomes to inform instructional practice? | 3 | 3 | 4 | 18 | | 28 |
| 4. Does instruction take into consideration different ways students learn because of varied cultural values and backgrounds? | 3 | 8 | 3 | 12 | | 26 |
| 5. Does professional development meet the needs of faculty (full-time and adjunct) at various stages of their career? | 1 | 1 | 2 | 14 | | 18 |
| 6. Do faculty demonstrate evidence-based, innovative, and reflective teaching practices as a result of professional development? | 4 | 2 | 5 | 17 | | 28 |
| 7. Is teaching excellence integrated with institution hiring, retention and promotion policies and practices? | 1 | 2 | 5 | 15 | | 23 |
| 8. Has the institution redesigned processes so they are easier to navigate, and student supports are more personalized? | 1 | 5 | 7 | 6 | | 19 |
| 9. Does the institution address basic student needs that might affect their attendance, class participation, and overall institution engagement? | | 2 | 1 | 4 | | 7 |
| 10. Is the institution working towards integration of academic and non-academic supports for students? | | 3 | 3 | 6 | | 12 |
| 11. Does the institution take proactive measures to engage more students in institution life and activities? | | 2 | 2 | 3 | | 7 |
| 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 | 7 | 6 | 12 | | 28 |
| 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? | 2 | 4 | 5 | 7 | | 18 |
| 14. Does the institution provide students with clear program maps detailing all the curricular requirements to earn a credential? | 1 | 2 | 7 | 4 | | 14 |
| 15. Does the institution support seamless student transfer to four-year institutions? | 1 | 3 | 5 | 5 | | 14 |
| 16. Are data regularly used to improve instructional practices? | | 5 | 9 | 15 | | 29 |

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.

Number of Respondents Who Answered "I Don't Know" by Question and Functional Area

| | Acad Affairs (N) | Student Services (N) | Admin Services (N) | Cont Ed/ Workforce (N) | Other (N) | Grand Total |
|---|------------------|----------------------|--------------------|------------------------|-----------|-------------|
| 1. Do faculty apply research-based instructional practices that align with the institution's student success vision and goals? | 9 | 6 | 1 | 3 | 5 | 24 |
| 2. Does the institution develop and refine program-level learning outcomes to align with labor market demand? | 9 | 6 | 1 | 2 | 4 | 22 |
| 3. Do faculty use assessment of program-level learning outcomes to inform instructional practice? | 7 | 10 | 2 | 3 | 6 | 28 |
| 4. Does instruction take into consideration different ways students learn because of varied cultural values and backgrounds? | 10 | 6 | 2 | 2 | 6 | 26 |
| 5. Does professional development meet the needs of faculty (full-time and adjunct) at various stages of their career? | 5 | 7 | 2 | 2 | 2 | 18 |
| 6. Do faculty demonstrate evidence-based, innovative, and reflective teaching practices as a result of professional development? | 6 | 13 | 2 | 3 | 4 | 28 |
| 7. Is teaching excellence integrated with institution hiring, retention and promotion policies and practices? | 8 | 9 | 1 | 2 | 3 | 23 |
| 8. Has the institution redesigned processes so they are easier to navigate, and student supports are more personalized? | 9 | 3 | 2 | 2 | 3 | 19 |
| 9. Does the institution address basic student needs that might affect their attendance, class participation, and overall institution engagement? | 3 | 1 | 1 | 1 | 1 | 7 |
| 10. Is the institution working towards integration of academic and non-academic supports for students? | 4 | 3 | 1 | | 4 | 12 |
| 11. Does the institution take proactive measures to engage more students in institution life and activities? | 3 | 1 | 1 | | 2 | 7 |
| 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? | 12 | 7 | 1 | 3 | 5 | 28 |
| 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? | 10 | 4 | 2 | | 2 | 18 |
| 14. Does the institution provide students with clear program maps detailing all the curricular requirements to earn a credential? | 7 | 3 | 1 | 1 | 2 | 14 |
| 15. Does the institution support seamless student transfer to four-year institutions? | 6 | 4 | 1 | 2 | 1 | 14 |
| 16. Are data regularly used to improve instructional practices? | 10 | 9 | 1 | 3 | 6 | 29 |

STRATEGY & PLANNING

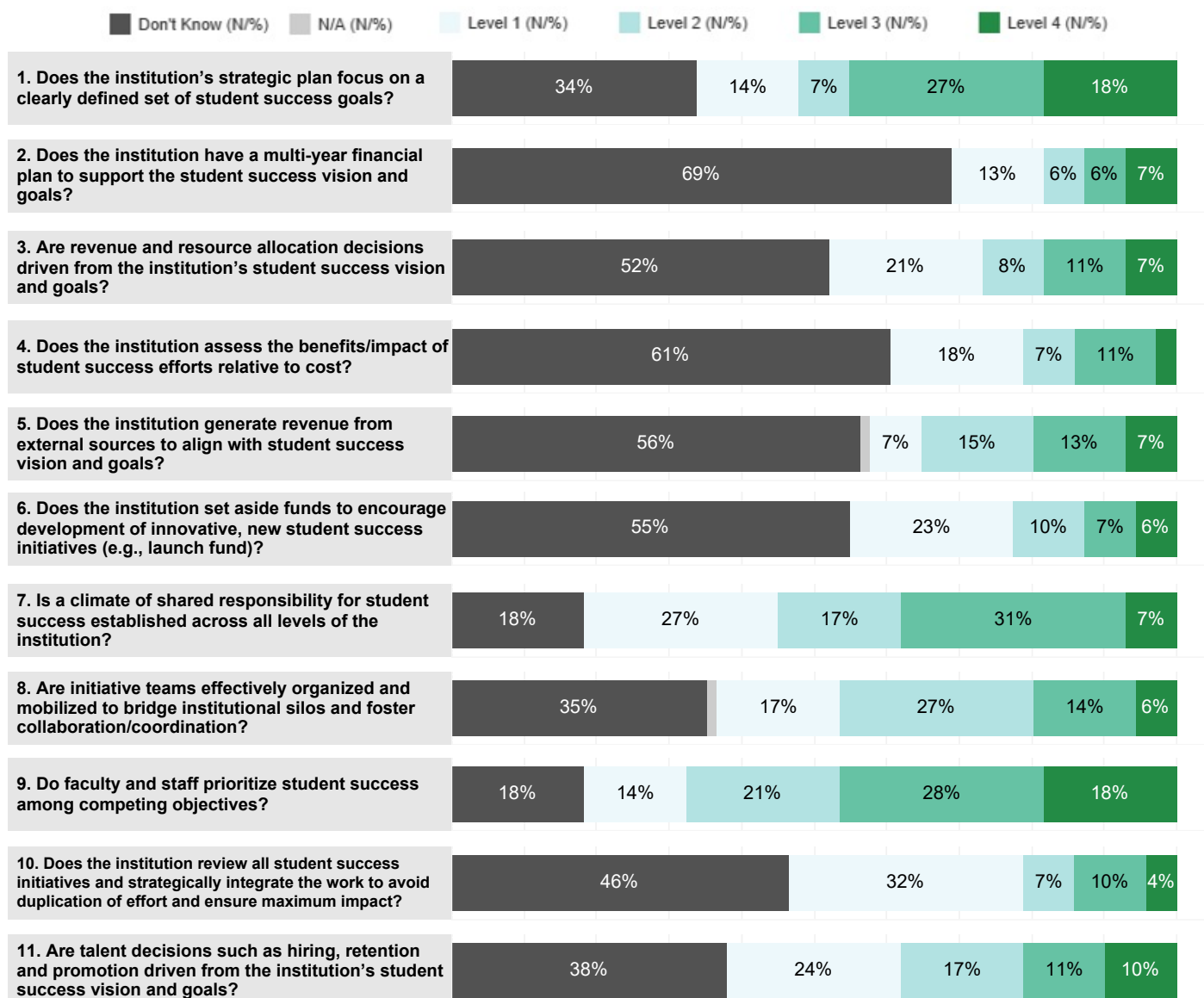
The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.

LEVEL
2

AVERAGE
RATING
2.3

Response Distribution by Question

Total Number of Respondents: 71



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

2

AVERAGE
RATING

2.3

Response Distribution by Question

Total Number of Respondents: 71

| | Level 1 (N/%) | Level 2 (N/%) | Level 3 (N/%) | Level 4 (N/%) | Don't Know (N/%) | N/A (N/%) |
|--|------------------|------------------|------------------|------------------|---------------------|-----------|
| 1. Does the institution's strategic plan focus on a clearly defined set of student success goals? | 10 14% | 5 7% | 19 27% | 13 18% | 24 34% | |
| 2. Does the institution have a multi-year financial plan to support the student success vision and goals? | 9 13% | 4 6% | 4 6% | 5 7% | 49 69% | |
| 3. Are revenue and resource allocation decisions driven from the institution's student success vision and goals? | 15 21% | 6 8% | 8 11% | 5 7% | 37 52% | |
| 4. Does the institution assess the benefits/impact of student success efforts relative to cost? | 13 18% | 5 7% | 8 11% | 2 3% | 43 61% | |
| 5. Does the institution generate revenue from external sources to align with student success vision and goals? | 5 7% | 11 15% | 9 13% | 5 7% | 40 56% | 1 1% |
| 6. Does the institution set aside funds to encourage development of innovative, new student success initiatives (e.g., launch fund)? | 16 23% | 7 10% | 5 7% | 4 6% | 39 55% | |
| 7. Is a climate of shared responsibility for student success established across all levels of the institution? | 19 27% | 12 17% | 22 31% | 5 7% | 13 18% | |
| 8. Are initiative teams effectively organized and mobilized to bridge institutional silos and foster collaboration/coordination? | 12 17% | 19 27% | 10 14% | 4 6% | 25 35% | 1 1% |
| 9. Do faculty and staff prioritize student success among competing objectives? | 10 14% | 15 21% | 20 28% | 13 18% | 13 18% | |
| 10. Does the institution review all student success initiatives and strategically integrate the work to avoid duplication of effort and ensure maximum impact? | 23 32% | 5 7% | 7 10% | 3 4% | 33 46% | |
| 11. Are talent decisions such as hiring, retention and promotion driven from the institution's student succ.. | 17 24% | 12 17% | 8 11% | 7 10% | 27 38% | |

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.

Number of Respondents Who Answered "I Don't Know" by Question and Role

| | Admin (N) | Full-time Faculty (N) | Adjunct Faculty (N) | Staff Member (N) | Other (N) | Grand Total |
|--|-----------|-----------------------|---------------------|------------------|-----------|-------------|
| 1. Does the institution's strategic plan focus on a clearly defined set of student success goals? | | 6 | 7 | 11 | | 24 |
| 2. Does the institution have a multi-year financial plan to support the student success vision and goals? | 3 | 17 | 10 | 19 | | 49 |
| 3. Are revenue and resource allocation decisions driven from the institution's student success vision and goals? | 2 | 10 | 8 | 17 | | 37 |
| 4. Does the institution assess the benefits/impact of student success efforts relative to cost? | 3 | 10 | 10 | 20 | | 43 |
| 5. Does the institution generate revenue from external sources to align with student success vision and goals? | 2 | 13 | 8 | 17 | | 40 |
| 6. Does the institution set aside funds to encourage development of innovative, new student success initiatives (e.g., launch fund)? | 1 | 13 | 10 | 15 | | 39 |
| 7. Is a climate of shared responsibility for student success established across all levels of the institution? | | 4 | 5 | 4 | | 13 |
| 8. Are initiative teams effectively organized and mobilized to bridge institutional silos and foster collaboration/coordination? | | 8 | 10 | 7 | | 25 |
| 9. Do faculty and staff prioritize student success among competing objectives? | 2 | 3 | 4 | 4 | | 13 |
| 10. Does the institution review all student success initiatives and strategically integrate the work to avoid duplication of effort and ensure maximum impact? | 1 | 11 | 9 | 12 | | 33 |
| 11. Are talent decisions such as hiring, retention and promotion driven from the institution's student success vision and goals? | 3 | 6 | 8 | 10 | | 27 |

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.

Number of Respondents Who Answered "I Don't Know" by Question and Functional Area

| | Acad Affairs (N) | Student Services (N) | Admin Services (N) | Cont Ed/ Workforce (N) | Other (N) | Grand Total |
|--|---------------------|----------------------------|--------------------------|------------------------------|-----------|----------------|
| 1. Does the institution's strategic plan focus on a clearly defined set of student success goals? | 13 | 5 | 1 | 1 | 4 | 24 |
| 2. Does the institution have a multi-year financial plan to support the student success vision and goals? | 27 | 12 | 1 | 1 | 8 | 49 |
| 3. Are revenue and resource allocation decisions driven from the institution's student success vision and goals? | 19 | 10 | 1 | 1 | 6 | 37 |
| 4. Does the institution assess the benefits/impact of student success efforts relative to cost? | 20 | 12 | 2 | 1 | 8 | 43 |
| 5. Does the institution generate revenue from external sources to align with student success vision and goals? | 21 | 10 | 1 | 3 | 5 | 40 |
| 6. Does the institution set aside funds to encourage development of innovative, new student success initiatives (e.g., launch fund)? | 22 | 8 | 1 | 3 | 5 | 39 |
| 7. Is a climate of shared responsibility for student success established across all levels of the institution? | 7 | 2 | 1 | | 3 | 13 |
| 8. Are initiative teams effectively organized and mobilized to bridge institutional silos and foster collaboration/coordination? | 13 | 4 | 1 | 2 | 5 | 25 |
| 9. Do faculty and staff prioritize student success among competing objectives? | 5 | 3 | 2 | | 3 | 13 |
| 10. Does the institution review all student success initiatives and strategically integrate the work to avoid duplication of effort and ensure maximum impact? | 14 | 6 | 2 | 3 | 8 | 33 |
| 11. Are talent decisions such as hiring, retention and promotion driven from the institution's student success vision and goals? | 13 | 9 | 2 | 1 | 2 | 27 |

POLICIES & PRACTICES

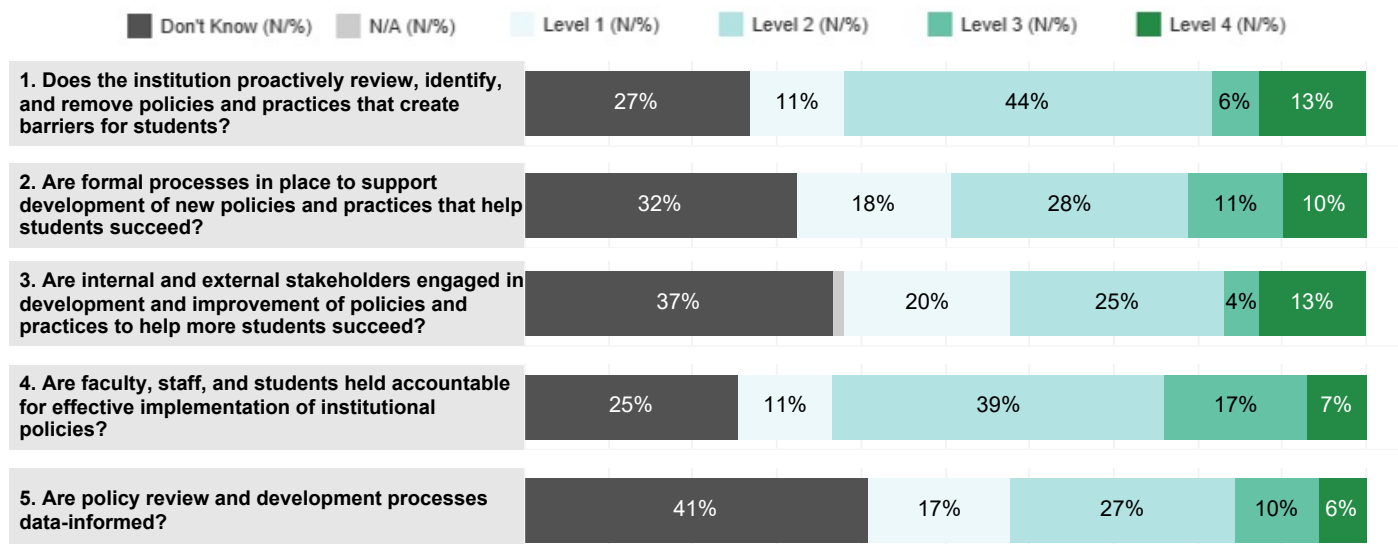
The institutional policies and practices that impact student success and the processes for examining and aligning processes and practices to remove barriers and foster student completion.

LEVEL
2

AVERAGE
RATING
2.1

Response Distribution by Question

Total Number of Respondents: 71



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
2

AVERAGE
RATING
2.1

Response Distribution by Question

Total Number of Respondents: 71

| | Level 1 (N/%) | Level 2 (N/%) | Level 3 (N/%) | Level 4 (N/%) | Don't Know (N/%) | N/A (N/%) |
|---|------------------|------------------|------------------|------------------|---------------------|-----------|
| 1. Does the institution proactively review, identify, and remove policies and practices that create barriers for students? | 8 11% | 31 44% | 4 6% | 9 13% | 19 27% | |
| 2. Are formal processes in place to support development of new policies and practices that help students succeed? | 13 18% | 20 28% | 8 11% | 7 10% | 23 32% | |
| 3. Are internal and external stakeholders engaged in development and improvement of policies and practices to help more students succeed? | 14 20% | 18 25% | 3 4% | 9 13% | 26 37% | 1 1% |
| 4. Are faculty, staff, and students held accountable for effective implementation of institutional policies? | 8 11% | 28 39% | 12 17% | 5 7% | 18 25% | |
| 5. Are policy review and development processes data-informed? | 12 17% | 19 27% | 7 10% | 4 6% | 29 41% | |

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.

Number of Respondents Who Answered "I Don't Know" by Question and Role

| | Admin (N) | Full-time Faculty (N) | Adjunct Faculty (N) | Staff Member (N) | Other (N) | Grand Total |
|---|-----------|-----------------------|---------------------|------------------|-----------|-------------|
| 1. Does the institution proactively review, identify, and remove policies and practices that create barriers for students? | 1 | 7 | 4 | 7 | | 19 |
| 2. Are formal processes in place to support development of new policies and practices that help students succeed? | 2 | 5 | 7 | 9 | | 23 |
| 3. Are internal and external stakeholders engaged in development and improvement of policies and practices to help more students succeed? | 3 | 8 | 5 | 10 | | 26 |
| 4. Are faculty, staff, and students held accountable for effective implementation of institutional policies? | 2 | 2 | 5 | 9 | | 18 |
| 5. Are policy review and development processes data-informed? | 2 | 7 | 7 | 13 | | 29 |

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.

Number of Respondents Who Answered "I Don't Know" by Question and Functional Area

| | Acad Affairs (N) | Student Services (N) | Admin Services (N) | Cont Ed/ Workforce (N) | Other (N) | Grand Total |
|---|---------------------|----------------------------|--------------------------|------------------------------|-----------|----------------|
| 1. Does the institution proactively review, identify, and remove policies and practices that create barriers for students? | 8 | 5 | 1 | 2 | 3 | 19 |
| 2. Are formal processes in place to support development of new policies and practices that help students succeed? | 9 | 6 | 2 | 1 | 5 | 23 |
| 3. Are internal and external stakeholders engaged in development and improvement of policies and practices to help more students succeed? | 10 | 9 | 2 | 1 | 4 | 26 |
| 4. Are faculty, staff, and students held accountable for effective implementation of institutional policies? | 6 | 5 | 2 | 1 | 4 | 18 |
| 5. Are policy review and development processes data-informed? | 12 | 6 | 3 | 3 | 5 | 29 |

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 companion *Results Summary* report summarizes the assessment results for the institution by aggregating respondent ratings by capacity area and by respondent roles and functional areas. This *Response Distribution* report provides a response distribution for each of the 76 questions in the Institutional Capacity Assessment Tool.

What Information Is Presented in the *Response Distribution* Report?

The *Response Distribution* report starts with a summary page of the college's assessment results of all seven capacity areas. Following the summary page, three pages of response distribution information are presented for each capacity area:

- The response distribution across Level 1 to Level 4, in addition to "I don't know" and "Not Applicable", for each question;
- The number of respondents who answered "I don't know" by role for each question;
- The number of respondents who answered "I don't know" by respondent functional area for each question.

The *Response Distribution* report provides more detail to the college at the question level. It helps colleges to understand the dispersion pattern of respondent opinions as well as the familiarity of respondents from particular roles or functional areas with a specific capacity area.

How Are the Average Ratings on the Summary Page 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 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.