

# ICAT Results

Fall 2017

## Institutional Capacity Assessment Tool (ICAT)

BBCC participates in Achieving the Dream (ATD)—the most comprehensive non-governmental reform movement for student success in higher education history. ATD has introduced a self-assessment instrument known as the ICAT, which is based upon the seven capacities that ATD has determined a college needs to be successful in meeting its goals to improve student success and build a student-focused culture: Leadership & Vision, Data & Technology, Equity, Engagement & Communication, Teaching & Learning, Strategy & Planning, and Policies & Practices.

In October, 2017, all BBCC employees were invited to complete the ICAT and over 150 employees took the self-assessment. Achieving the Dream compiled and provided results which were discussed at the World Café Event on November 30<sup>th</sup> and December 1<sup>st</sup> where faculty and staff reviewed ICAT results and brainstormed possible next steps for the college.

## 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.

### Summary

The college has a clear vision statement focused on student success but it is not understood at all levels of the college. The president actively supports efforts to improve student success. Leadership for student success is encouraged beyond the administrative level, but is not widespread across the college. Collaboration, courageous conversations, and action around student success is encouraged at college-wide meetings on student success, but follow-up action may be lacking. Interventions to help students succeed have not been fully scaled or integrated as part of the student experience or widespread across the college.

The Board of Trustees role in proving leadership for student success is not understood by all.

### Themes from World Café

- Educate employees about the Board of Trustees' role at the college
- Communicate Board actions/decisions to various levels of employees
- Educate all employees on the decision-making process (including how data plays a role) and share progress over time (including data)
- Help employees understand how they fit or play a role in the vision and direction of the college
- Develop clear definitions and goals related to student-ready practices and communicate them to all employees

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## Data and Technology

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

### Summary

The college often has relevant data to inform decisions about some phases of the student experience but this could be expanded to better understand students' barriers. Data definitions and training would increase understanding of the data. The college could benefit from using predictive data so that unproductive behaviors could be prevented before students drop out or fail.

Although key indicators have been identified and benchmarking is being developed, most stakeholders do not understand the value of this and it is not shared at a departmental level. Evaluation of student success initiatives is often built into the planning phase, but is only occasionally used to inform future work.

A stronger partnership between Institutional Research and Big Bend Technology could be made to improve student success through a strategic approach that leverages both data and technology.

### Themes from World Café

- Make data more accessible for employees (e.g. dashboards with training, more infographics on website, "Did you know...?" snippets)
- Offer training and/or interactive discussions about data interpretation and application (including definitions, goals, etc.)

## 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.

### Summary

There is an operationalized definition of equity and the college applies an equity lens to improve policies that impact students, but the practice is inconsistently applied. Policies and practices have been designed to hire and train a diverse workforce, but have not been fully implemented.

Conversations on equity occur, but they are not intentional or structured in a way that leads to action. The campus equity committee (Committee on Equity Inclusion and Diversity, CEID), serves as the primary structure to support equity goals; however, not all areas consider equity in their operational practices.

Opinion varied greatly on how faculty take into consideration the ways students learn based on their different cultural values, whether or not concepts such as inclusion and social justice are embedded into curriculum, and how equity concepts are embedded in academic support activities.

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There were two very distinct perceptions on employee diversity training; the first perception is that yes, limited training is available, but it is optional; the second perception is that equity training is encouraged and supported.

The college has not identified useful equity measures.

## Themes from World Café

- Create clear priorities, goals, and a vision of equity at BBCC
- Improve communication about equity and diversity
- Provide opportunities for intentional training for employees at all levels
- Broaden engagement and support of all employees to support buy-in
- Expand services to all students and increase advertising of services

## Teaching and 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.

### Summary

The majority of faculty are actively engaged in the curriculum and apply research-based instructional practices. Course learning outcomes are often used to improve the curriculum and instruction. Data is sometimes used to improve instructional practice in teaching and learning environments.

There are some professional development opportunities for full-time faculty; however, adjunct faculty participation is not expected and remains low.

The college offers a comprehensive selection of learning supports for students to receive focused support.

## Themes from World Café

- Increase professional development for all employees, especially adjunct faculty
- Increase internal communication about work being done in different areas/departments (staff do not know what faculty are doing and visa versa)
- Dig deeper into effectiveness of services to expand to more students and develop a clearer understanding of what it means to be "student-ready"

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## 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 to improve student success.

### Summary

The college communicates the urgency of improving student success and staff generally feel empowered to become involved and act to improve student success; however, the urgency does not reach all stakeholders and empowerment is not uniform across campus.

The college engages some local partners, but there is little involvement in economic development or community decisions.

### Themes from World Café

- Increase BBCC's presence in the community
- Establish a culture of internal information-sharing following training and professional development activities
- Improve access to information for employees (e.g. share documents, monthly/quarterly newsletter, acronym "cheat sheet", help desk or desk aid for employees when helping students)
- Improve communication with and services to students (e.g. improve advising, more advisors, increase hours/access, simplify navigation on website, inform students about "what creates student success", student user-friendly orientation)

## Strategy and Planning

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

### Summary

Student success is one of the top priorities in the college's current strategic plan. Most of the student success agenda is integrated with core college work, but some initiatives seem to be more grant specific, operating in silos.

Almost half of the people who responded did not know if revenue and resource allocation supported student success. Although the college is seen as intentionally pursuing grants to support student success, there is not a process in place to ensure all funding requests map to student success and include sustainability beyond the grant. There are some student success professional development topics but follow-up action from participants is not an explicit expectation.

The college has a set of student success goals and has moved from planning to execution on some, but not all, goals. Although responsibility for student success initiatives is clear, it is not well-monitored for alignment with student success goals. The college often uses continuous improvement strategies to support student success, but this is primarily in committees.

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## Themes from World Café

- Improve campus-wide communication (e.g. clear definitions, simple messaging, create a culture of information-sharing after training/professional development and meetings, tidbits of information on portal and Canvas with links to more detail)
- Broaden engagement and transparency with stakeholders in regards to decisions related to student success
- Maintain focus on campus-wide initiatives

## Policies and Practices

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

### Summary

The college has policies that support student from pre-enrollment to transfer through a four-year college or to the workforce, but they are not consistently applied or enforced.

The college creates or modifies policies and practices that impact student success with input from internal stakeholders, but there is not a systematic process in place to gather that input. External stakeholders' involvement in implementing and improving student success policies is not widely known.

## Themes from World Café

- Implement a clear process for developing, reviewing, revising, approving, and enforcing policy and measuring policy effectiveness
- Educate employees about policies (e.g. onboarding of new employees, policy training, spotlight a "Policy of the Month")
- Expand communication about policies (e.g. why decisions were made) and access to policies (e.g. access at any time from any location)