ANTELOPE VALLEY COLLEGE

STRATEGIC PLANNING AND BUDGET COMMITTEES JOINT MEETING AGENDA	WEDNESDAY, OCTOBER 16, 2024 2:30 PM – 4:00 PM SSV 236

TYPE OF MEETING: SPC & BC Joint Meeting
NOTE TAKERS: Amanda Azevedo / Jerene Kelly
PLEASE REVIEW/ BRING: Agenda, Minutes, and Supporting Documents

Strategic Planning Committee Members:
1. Meeta Goel, Co-Chair (Dean, IERP/Library)
2. Hal Huntsman, Co-Chair (AS: President)
3. Jim Landreth (Classified Union: CTE)
4. James Nasipak (Director, Business Services)
5. Jenell Paul (Classified: Student Services)
6. Rodney Schilling (Academic Senate: Counseling Faculty)
7. Kim Sennett (AS: CTE/Vocational Faculty)
8. Veronica Sirotzki (Classified Union)
9. Jill Zimmerman (Dean, Student Health & Wellness)
10. Ethan Andrada (ASO: Student Rep.)
11. Steve Benitez (ASO: Student Rep.)
12. Michael Carey (Academic Senate: Adjunct Faculty)
13. Linda Parker (Academic Senate: Library Faculty)
14. Jessica Eaton (Co-Chair Enrollment Mgmt)
15. Marissa Latuno (Health & Safety Sciences)

Vacant:
Executive Director or Designee (ITS)
Equity and Student Achievement
Academic Affairs (CMSA)
Director, IR (CMSA)
Faculty Union
Academic Senate: CTE/Vocational Faculty
Classified: Academic Affairs
Classified: ITS

Budget Committee Members:
1. Shami Brar, Co-Chair (VP, Administrative Services/CBO)
2. Hal Huntsman, Co-Chair (AS: President)
3. Dang Huynh (Adjunct Faculty, Proxy, Noah Stepro)
4. Gem DeJesus (ASO: Student Rep.)
5. Suzanne Olson (Classified Staff)
6. Angela Musial (CMS Staff)
7. Ben Partee (Interim Dean, Athletics & Kinesiology)
8. LaDonna Trimble (Dean, Student Services)
9. Marvin Guzman (Facilities)
10. Karen Heinzman (Faculty)
11. James Firth (Human Resources)
12. Daniel Conner (ITS)
13. Stacey Adams (Program Review Committee)
14. Pamela Ford (Classified Union)
15. Kent Moser (Faculty Union)
16. Andrea Brown (FY/SY Experience)
17. Kevin North (Outcomes Committee)

Vacant:
Adjunct Faculty Staff
Outcomes Committee
Enrollment Management

Ex-Officio's:
Jennifer Zellet (Superintendent/President)
Kathy Bakhit (VP of Academic Affairs)
Lauren Elan Helsper (VP of People, Culture & Talent)
Rebecca Farley (VP of Equity and Student Achievement)

Shami Brar (VP of Administrative Services)
Idania Padron (VP of Student Services)
Alejandro Guzman (Exec. Director of Marketing)

AGENDA ITEMS	PERSON(S) RESPONSIBLE	ISSUES DISCUSSED / ACTION ITEMS
INFORMATION/DISCUSSION ITEMS:		
I. Approval of Minutes for SPBC June 26th, August 28th, and September 18th Meetings	All	
II. Opening Comments from Co-Chairs	Hal, Shami, Meeta	
III. ATD: Institutional Capacity Assessment Tool (ICAT) Tool 2.0 (attachment)	Meeta, All	
IV. Program Review and Area Goals	Meeta, Shami, Hal	
V. Review Budget Request Scoring Results	Shami	

SPBC Meeting Dates September 18, 2024 – August 27, 2025 2:30 pm – 4:00 pm 3rd Wednesday/Monthly (Dates are subject to change)		
~~September 18, 2024~~	January 15, 2025	April 16, 2025
October 16, 2024	February 19, 2025	May 28, 2025 (on 4th Wednesday) (no meetings in June or July)
November 20, 2024 (no meetings in December)	March 19, 2025	August 27, 2025 (on 4th Wednesday)

STRATEGIC PLANNING COMMITTEE / BUDGET COMMITTEE MINUTES	WEDNESDAY, SEPTEMBER 18, 2024 2:30 PM – 4:00 PM SSV 236

TYPE OF MEETING: *SPC & BC Joint Meeting*
NOTE TAKERS: *Jerene Kelly / Amanda Azevedo*
PLEASE REVIEW/BRING: *Agenda, Minutes, and Supporting Documents*

Strategic Planning Committee Members:
1. Meeta Goel, Co-Chair (Dean, IERP/Library) *
2. Hal Huntsman, Co-Chair (AS: President) *
3. Jim Landreth (Classified Union: CTE)
4. James Nasipak (Director, Business Services)
5. Jenell Paul (Classified: Student Services)
6. Rodney Schilling (AS: Counseling Faculty)
7. Kim Sennett (AS: CTE/Vocational Faculty)
8. Veronica Sirotzki (Classified Union)
9. Jill Zimmerman (Dean, Student Services)
10. Ethan Andrada (ASO Rep.)
11. Steve Benitez (ASO Rep.) *
12. Michael Carey (AS: Adjunct Faculty)
13. Linda Parker (AS: Library Faculty) *
14. Tamira Palmetto (Co-Chair Enrollment Mgmt)

Vacant
Faculty Union
Executive Director or Designee (ITS)
Director, IR (CMS)
AS: CTE/Vocational Faculty
Classified: Academic Affairs
Director, Nursing (CMS)

Budget Committee Members:
1. Shami Brar, Co-Chair (VP, Administrative Services/CBO) *
2. Hal Huntsman, Co-Chair (AS: President) *
3. Dang Huynh (Adjunct Faculty, Proxy, Noah Stepro)
4. Gem DeJesus (ASO: Student Rep.)
5. Suzanne Olson (Classified Staff)
6. Angela Musial (CMS Staff) *
7. Ben Partee (Interim Dean, Athletics & Kinesiology)
8. LaDonna Trimble (Dean, Student Services)
9. Marvin Guzman (Facilities)
10. Karen Heinzman (Faculty)
11. James Firth (Human Resources)
12. Daniel Conner (ITS) *
13. Stacey Adams (Program Review Committee)
14. Pamela Ford (Classified Union)
15. Kent Moser (Faculty Union)
16. Andrea Brown (FY/SY Experience)
17. Kevin North (Outcomes Committee) *

Vacant
Adjunct Faculty Staff, Outcomes Committee, Enrollment Management

Ex-Officio's

Jennifer Zellet (Superintendent/President)
Kathy Bakhit (VP, Academic Affairs) *
Lauren Elan Helsper (VP, Human Resources) *
Rebecca Farley (VP of Equity and Student Achievement) *

Shami Brar (VP, Administrative Services) *
Idania Padron (VP, Student Services) *
Alejandro Guzman (Exec. Director, Marketing) *

AGENDA ITEMS	PERSON(S) RESPONSIBLE	ISSUES DISCUSSED / ACTION ITEMS
INFORMATION/DISCUSSION ITEMS:		
I. Approval of Minutes SPBC June 26th and 28th Meetings	All	The minutes were not approved as a quorum was not met.
II. Opening Comments from Co-Chairs	Hal, Shami, Meeta	There were no welcoming comments, but introductions were held for everyone in the room.

III. Membership (SPC attached)	Hal, Shami	**Issues Discussed:** Representation from various departments, programs, etc., was discussed. **Action Item**: SPC – It was agreed upon that additional representation from the following areas: 1 ESA, 1 CMSA, 1 Classified (Facilities), and Academic Affairs (CMS) should be added. Tamira Palmetto is not the Co-Chair for Enrollment Management. The Academic Senate will get with the Faculty Union to fill the vacancy. ITS to appoint the Interim Exec. Director or Designee. The note taker will send out a call to Classified Union to fill the Academic Affairs vacancy. The nursing vacancy is to be left alone and revisited later. BC—Dang Huynh is no longer an Adjunct; this is a vacancy. Kevin North is filling the Outcomes Rep position, and it should not say vacancy. Janet De Leon is the ASO rep. FY/SY Experience is vacant. The Dean of Student Services is also vacant. Each division is responsible for reviewing the membership list and providing SPC/BC with new member names to fill vacancies.
IV. Planning/Program Review Update	Hal, Shami, Meeta,	**Issues Discussed:** Program Reviews are due November 15th every year. On October 1, there will be a think tank with two separate sessions to assist with ideas on aligning your program area goals to AVC SERVES. We encourage all programs to attend.
V. ATD/ICAT Update	Meeta	**Issues Discussed:** The assessment has received little participation, but we need feedback. ATD Coaches are coming on the 23rd to do a capacity café, look at our institution's capacity, and identify improvement areas. The ICAT 2.0 framework displays student and community-centeredness in the middle, surrounded by equity, and the outer shell consists of seven capacities: leadership commitment, data empowerment, educational excellence, organizational agility, digital transformation, disciplined implementation, and community connectedness.
VI. Community College Survey of Student Engagement (CCSSE)	Meeta	**Issues Discussed:** AVC has participated in the CCSSE since 2008. It is conducted every two years with a random sampling of all different course sections/subjects to examine our benchmark report and the questions associated with each of the five benchmarks and bring some ideas for the Think Tank to focus on for improvement.
VII. Budget Resource Requests	Shami	**Issues Discussed:** The budget resource request process was explained from program review to the budget system. Budget Requests should be thought through and included in your upcoming program review. We should be planning for FY 25-26.
VIII. Budget Scoring Instructions	Wendy	A demonstration of accessing the Budget System and scoring resource requests was given. A handout was provided and emailed to Budget Committee members. **Action Item:** The Budget Committee needs to score resource requests. The scoring window is open from 9/18 to 10/1.

STRATEGIC PLANNING AND BUDGET COMMITTEES MINUTES	WEDNESDAY, AUGUST 28, 2024 2:30 PM – 3:30 PM Via Zoom

TYPE OF MEETING: SPC & BC Joint Meeting
NOTE TAKERS: Amanda Azevedo / Jerene Kelly
PLEASE REVIEW/ BRING: Agenda, Minutes, and Supporting Documents

Strategic Planning Committee Members:
1. Meeta Goel, Co-Chair (Dean, IERP/Library)
2. Hal Huntsman, Co-Chair (AS: President)
3. Jim Landreth (Classified Union: CTE)
4. James Nasipak (Director, Business Services)
5. Jenell Paul (Classified: Student Services)
6. Rodney Schilling (AS: Counseling Faculty)
7. Kim Sennett (AS: CTE/Vocational Faculty)
8. Veronica Sirotzki (Classified Union)
9. Jill Zimmerman (Dean, Student Health & Wellness)
10. Ethan Andrada (ASO Rep.)
11. Steve Benitez (ASO Rep.)
12. Michael Carey (AS: Adjunct Faculty)
13. Linda Parker (AS: Library Faculty)
14. Vanessa Escobar (Research Analyst)
15. Tamira Palmetto (Co-Chair Enrollment Mgmt)

Vacant
Faculty Union

Budget Committee Members:
1. Shami Brar, Co-Chair (VP, Administrative Services)
2. Hal Huntsman, Co-Chair (AS: President)
3. Dang Huynh (Adjunct Faculty, Proxy, Noah Stepro)
4. Gem DeJesus (ASO: Student Rep.)
5. Suzanne Olson (Classified Staff)
6. Angela Musial (CMS Staff)
7. Ben Partee (Interim Dean, Athletics & Kinesiology)
8. LaDonna Trimble (Dean, Student Services)
9. Marvin Guzman (Facilities)
10. Karen Heinzman (Faculty)
11. James Firth (Human Resources)
12. Daniel Conner (ITS)
13. Stacey Adams (Program Review Committee)
14. Pamela Ford (Classified Union)
15. Kent Moser (Faculty Union)
16. Andrea Brown (FY/SY Experience)
17. Kevin North (Outcomes Committee)

Vacant
Adjunct Faculty Staff Outcomes Committee Enrollment Management

Ex-Officio's
Jennifer Zellet (Superintendent/President)
Bakhit (VP, Academic Affairs)
Lauren Elan Helsper (VP, People, Culture & Talent)

Shami Brar (VP, Administrative Services) Kathy
Idania Padron (VP, Student Services)
Alejandro Guzman (Exec. Director, Marketing)

AGENDA ITEMS	PERSON(S) RESPONSIBLE	ISSUES DISCUSSED / ACTION ITEMS
INFORMATION/DISCUSSION ITEMS:		
I. Approval of Minutes for SPBC June 26, 2024	All	Approval of minutes for SPBC June 26, 2024, deferred to next meeting.
II. Opening Comments from Co-Chairs	Meeta, Hal, Shami	Kathy and her team deserve a shout-out for diligently implementing software applications for scheduling and working on fraudulent enrollments so that fraudulent students do not take up valuable classroom space. Academic Affairs, ITS, and Marketing were also thanked for their hard work.
III. Adopted Budget Presentation	Shami	A presentation was given on the 2024-2025 Adopted/State Budget. It includes no significant core reductions to Community College programs or services. Looking forward, deferrals are here, increasing operational costs continue, inflation continues, and the ending fund balance provides short-term stability. At a local level, AVC is in a good place; we did what we were supposed to do and maintained a healthy reserve. The risk is at the state level.
IV. Next SPBC Meeting	Meeta, Hal, Shami	Shami's interpretation of the last meeting that was discussed will be held jointly, and the Budget Committee will not be a stand-alone meeting.

STRATEGIC PLANNING AND BUDGET COMMITTEES **Minutes**		WEDNESDAY, JUNE 26, 2024 2:30 PM – 3:30 PM Via Zoom

TYPE OF MEETING: *SPBC Joint Meeting*
NOTE TAKERS: *Amanda Azevedo and Jerene Kelly*
PLEASE REVIEW/BRING: *Agenda, Minutes, and Supporting Documents*

Strategic Planning Committee Members:
1. Meeta Goel, Co-Chair (Dean, IERP/Library)
2. Hal Huntsman, Co-Chair (AS: President)
3. Michael Dioquino (Exec. Director: IT)
4. Jim Landreth (Classified Union: CTE)
5. James Nasipak (Director, Business Services)
6. Jenell Paul (Classified: Student Services)
7. Rodney Schilling (AS: Counseling Faculty)
8. Kim Sennett (AS: CTE/Vocational Faculty)
9. Veronica Sirotzki (Classified Union)
10. Jill Zimmerman (Dean, Student Services)
11. Leslie Saldivar (ASO Rep.)
12. Emmanuella Agyeman (ASO Rep.)
13. Michael Carey (AS: Adjunct Faculty)
14. Linda Parker (AS: Library Faculty)
15. Vanessa Escobar (Research Analyst)
16. Tamira Palmetto (Co-Chair Enrollment Mgmt)

Vacant
Faculty Union

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4. Gem DeJesus (ASO: Student Rep.)
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Vacant
Adjunct Faculty Staff Outcomes Committee
Enrollment Management

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Lauren Elan Helsper (VP of People, Culture & Talent)

Shami Brar (VP, Administrative Services)
Idania Padron (VP of Student Services)
Alejandro Guzman (Exec. Director, Marketing)

AGENDA ITEMS	PERSON(S) RESPONSIBLE	ISSUES DISCUSSED / ACTION ITEMS
INFORMATION/DISCUSSION ITEMS:		
I. Approval of Minutes for SPBC May 1, 2024	All	The minutes were approved as presented. Institutional Set Standards (ISS) was added to the June 26, 2024, agenda.
II. Opening Comments from Co-Chairs	Meeta, Hal, Shami	The co-chairs welcomed and thanked everyone for attending. Shami shared that they are planning a workshop to get ideas and input on budgetary issues before the adoptive budget.
III. Institutional Set Standards (ISS)	Meeta	At the April planning retreat, it was proposed that a QR code be sent out for people to take a survey (only 17 people took it). The results of that survey were discussed and shared with the committee. The survey aimed to determine whether everyone thought the current ISS standards were too high, too low, or set just right. The responses reflected that they were low. The committee reviewed the April minutes to discuss the proposed ISS and the stretch goals for the standards.

IV.	Input for August Planning Session	Meeta	The committee reviewed the follow-up from the April 26th college-wide planning retreat and discussed the suggestions from that brainstorming meeting. The objective is for areas to connect what they are doing over the next couple of years to help move AVC SERVE goals forward and what will be most helpful. This is the outcome that we want for the planning session. Tentatively, August 14th is the Planning Session. She asked everyone for their input on the August Planning Session, and suggestions were given on how to get more college-wide participation.
V.	Tentative Budget and May Revise Presentation.	Shami	A presentation was given on the 2024-2025 Tentative Budget. The topics presented were the following: • Governor's May Revision Highlights • Timeline • Student Centered Funding Formula • 2023-2024 Estimated Actuals • Funding by Program • Budget Assumptions • 2024-2025 Tentative Budget
VI.	Next SPBC Meeting	Meeta, Hal Shami	To be determined.

STRATEGIC PLANNING AND BUDGET COMMITTEES **JOINT MEETING MINUTES (DRAFT)**	**WEDNESDAY, OCTOBER 16, 2024** **2:30 PM – 4:00 PM** **SSV 236**

TYPE OF MEETING: SPC & BC Joint Meeting
NOTE TAKERS: Amanda Azevedo / Jerene Kelly
PLEASE REVIEW/ BRING: Agenda, Minutes, and Supporting Documents
*Present

Strategic Planning Committee Members:
1. Meeta Goel, Co-Chair (Dean, IERP/Library) *
2. Hal Huntsman, Co-Chair (AS: President) *
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12. Michael Carey (Academic Senate: Adjunct Faculty)
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14. Jessica Eaton (Co-Chair Enrollment Mgmt)
15. Marissa Latuno (Health & Safety Sciences) *

Vacant:
Executive Director or Designee (ITS)
Equity and Student Achievement
Academic Affairs (CMSA)
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Classified: ITS

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Adjunct Faculty Staff
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Enrollment Management

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Alejandro Guzman (Exec. Director of Marketing) *

AGENDA ITEMS	PERSON(S) RESPONSIBLE	ISSUES DISCUSSED / ACTION ITEMS
INFORMATION/DISCUSSION ITEMS:		
I. Approval of Minutes for SPBC June 26th, August 28th, and September 18th Meetings	All	All meeting minutes were approved as presented.
II. Opening Comments from Co-Chairs	Hal, Shami, Meeta	None
III. ATD: Institutional Capacity Assessment Tool (ICAT) Tool 2.0 (attachment)	Meeta, All	The ICAT survey results were discussed, noting that 98 out of 800 employees completed it (suitable for an extended survey) with a 2.7 average capacity rating rounded to 3, indicating emerging status. Key areas for improvement include disciplined implementation. The discussion also covered the need for better data utilization and

		communication, particularly around student progress and educational costs. Everyone was asked to attend the Capacity Café meeting with the ICAT coaches on October 23rd and share the information with their team. It was also suggested to ask the coaches about the survey completion rates and why some people started but did not finish the survey.
IV. Program Review and Area Goals	Meeta, Shami, Hal	The program review process was discussed, emphasizing the need to connect individual and Ed Service Plan goals. It was suggested that cross-references be captured for goals that fit multiple categories. The importance of aligning goals with the three prioritized goals for resource allocation was emphasized. The need for measurable goals to ensure follow-through and improvement based on data was also noted.
V. Review Budget Request Scoring Results	Wendy	There were 11 one-time and three ongoing requests in total. The scoring process and the impact of priority on funding, with some requests already funded, were also discussed. Others discussed the relationship between scoring and priority, noting the importance of justification in the budget request system. It was clarified that fund managers typically set priorities, and the scoring rubric aims to align with institutional goals. The upcoming budget request timeline focuses on earlier submissions to align with the planning calendar.

SPBC MEETING DATES SEPTEMBER 18, 2024 – AUGUST 27, 2025 2:30 PM – 4:00 PM 3RD WEDNESDAY/MONTHLY (DATES ARE SUBJECT TO CHANGE)		
September 18, 2024	(December 2024- No meeting Scheduled) January 15, 2025	April 16, 2025
October 16, 2024	February 19, 2025	May 28, 2025 (on 4th Wednesday) (no meetings in June or July)
November 20, 2024 CANCELLED	March 19, 2025	August 27, 2025 (on 4th Wednesday)

Achieving the Dream

Institutional Capacity Assessment Tool
Results Summary

The Institutional Capacity Assessment Tool (ICAT) is core to ATD's existence and foundational to our institutional improvement model. The ICAT helps colleges understand key capacity areas essential for cultivating a student and community-centered culture. Through the self-administered survey, colleges can assess and identify capacity-building strengths and opportunities in support of whole-college transformation. Institutions that complete the assessment will benefit from insights on key capacities for success and engagement of constituents from all areas of the college in a capacity café, typically facilitated by an ATD coach, to discuss findings and develop strategies for improvement. The purpose of this **Results Summary** report is to display overall capacity area scores (i.e., average ratings using a 1–4 scale) and to provide detailed results by question item within each capacity area. The data is also disaggregated by functional area (e.g., academic affairs, student services, etc.) and role (e.g., administrator, full-time faculty, part-time faculty, staff member, etc.).

Antelope Valley College

Fall 2024

All Campuses

Average Ratings by Capacity and Equity

Capacity	Rating
EQUITY	2.8
EDUCATIONAL EXCELLENCE	2.8
DATA EMPOWERMENT	2.8
COMMUNITY CONNECTEDNESS	2.7
DIGITAL TRANSFORMATIION	2.7
LEADERSHIP COMMITMENT	2.7
ORGANIZATOINAL AGILITY	2.5
DISCIPLINED IMPLEMENTATON	2.4

LEVELS KEY

LEVEL 1 Limited

LEVEL 2 Developing

LEVEL 3 Emerging

LEVEL 4 Accomplished/ Exemplary
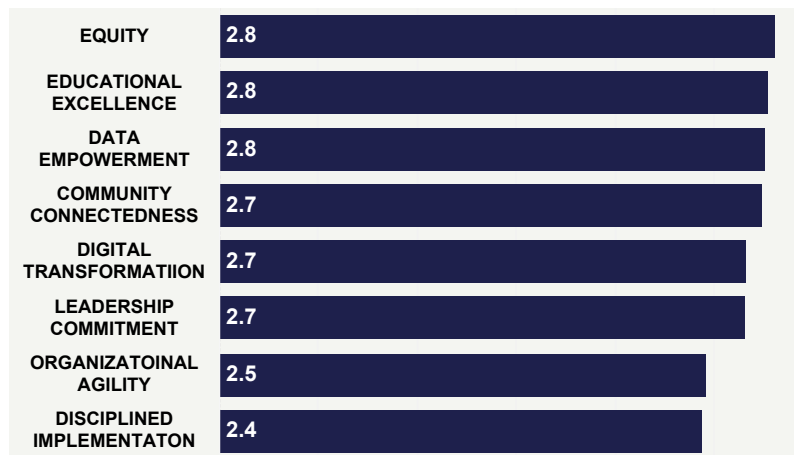
Number of Responses: 98

Summary of Average Ratings and Results by Capacity & Equity

LEADERSHIP COMMITMENT	DATA EMPOWERMENT	EQUITY	EDUCATIONAL EXCELLENCE	DISCIPLINED IMPLEMENTATION	DIGITAL TRANSFORMATION	ORGANIZATIONAL AGILITY	COMMUNITY CONNECTEDNESS
Emerging	Emerging	Emerging	Emerging	Developing	Emerging	Emerging	Emerging
3	3	3	3	2	3	3	3
Average	Average	Average	Average	Average	Average	Average	Average
2.7	2.8	2.8	2.8	2.4	2.7	2.5	2.7

Leadership Commitment

Committing to develop a shared vision, align resources, expand leadership, motivate people, and hold stakeholders accountable for equitable educational, workforce, and community outcomes

Emerging

3

Average

2.7

Results by Category

Number of Responses: 98

	Limited	Developing	Emerging	Exemplary

Vision & Goals

1. Does the institution have an aspirational vision for student success that is current and relevant?

2. Do all members of the institution understand and embrace the student success vision?'

3. Do leaders help faculty and staff understand the connection between their work and the student success vision and goals?

2.7

Governance

4. Does the work of the institutional governing body align with the student success vision and goals?

2.8
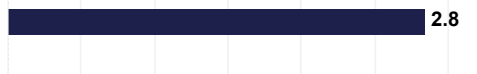
Senior Leadership

5. Does the president actively support efforts to improve equitable student outcomes?

6. Do senior leaders support a common set of student success priorities through collaboration and a unified voice?

7. Do senior leaders celebrate early student success accomplishments to keep faculty and staff motivated in support of sustained change?

8. Do senior leaders hold people accountable for equitable student success outcomes?

2.7

Expanded Leadership

9. Does the institution support a network of mid-level leaders (e.g., department directors) to implement student success improvements?

2.6

Leadership Commitment

Emerging   **Average**

3   **2.7**

Committing to develop a shared vision, align resources, expand leadership, motivate people, and hold stakeholders accountable for equitable educational, workforce, and community outcomes

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Results by Category

Number of Responses: **98**

	Limited	Developing	Emerging	Exemplary

Strategic Finance

2.6

10. Are student success initiatives adequately resourced by the institution?

11. Does the institution set aside funds to encourage development of innovative student success strategies?

Policy Alignment

2.6

12. Do leaders assess and change policies that create barriers for students?

13. Are faculty and staff held accountable for consistent adherence to student success policies?

Equity-Minded Leadership

2.6

14. Is there a clear understanding of the differences between equity, diversity, and inclusion at the institution?

15. Do leaders actively challenge institutional norms that perpetuate inequities in student success outcomes?

16. Do leaders approach their student success work through a growth mindset and asset-based practices?

Data Empowerment

Establishing a culture of evidence and inquiry through data access, data literacy, and data informed planning, decision-making, continuous improvement, and equity-minded sense-making

Emerging

3

Average

2.8

Results by Category

Number of Responses: 98

	Limited	Developing	Emerging	Exemplary

Defined Student Success Metrics

1. Does the institution have a set of measurable key performance indicators to track student success and inform strategy development?

2. Does the institution set student success performance targets for improvement?

> 2.8

Data Collection & Analytics

3. Is student progress tracked within the first term and first year (using early momentum metrics) to inform timely improvements?

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

5. Are data comparisons made with other institutions or organizations to benchmark and inform improvements?

6. Is enrollment tracked by academic program to identify equity gaps and inform improvements?

7. Does the institution track workforce outcomes for all students to inform programmatic improvements?

8. Is baccalaureate degree attainment monitored by academic program to inform improvements?

9. Does the institution track student educational cost relative to potential workforce earnings?

10. Are student success strategies evaluated for effectiveness and revised appropriately based on data?

> 2.7

Data Empowerment

Establishing a culture of evidence and inquiry through data access, data literacy, and data informed planning, decision-making, continuous improvement, and equity-minded sense-making

Emerging

3

Average

2.8

Results by Category

Number of Responses: 98

	Limited	Developing	Emerging	Exemplary

Data Management

11. Is a formal entity in place to coordinate overall data governance?

3.1

Data Literacy & Applications

12. Are student success data broadly shared with faculty and staff to inform decision making?

13. Is professional learning in place (often described as a data literacy program) to teach faculty and staff how to use data effectively?

14. Does the institution set clear policies to protect data privacy?

15. Is professional learning on ethical data practice provided for all faculty and staff?

2.7

Equity-Minded Data Practices

16. Are data disaggregated by subgroups of students to identify equity gaps and inform improvements?

17. Are qualitative data gathered to deepen understanding about student barriers to success?

18. Is equity awareness applied in data visualizations and narratives?

2.9

Equity

Intentionally identifying and dismantling unjust structures, policies, and practices that perpetuate systemic oppression based on, but not limited to, race, ethnicity, gender identity, language, (dis)ability, sexual orientation, economic status, and/or religion to establish corrective just actions to realize students' academic and social mobility goals

Emerging

3

Average

2.8

Results by Category

Number of Responses: 98

	Limited	Developing	Emerging	Exemplary

Leadership Commitment

2.6

1. Is there a clear understanding of the differences between equity, diversity, and inclusion at the institution?

2. . Do leaders actively challenge institutional norms that perpetuate inequities in student success outcomes?

3. . Do leaders approach their student success work through a growth mindset and asset-based practices?

Data Empowerment

2.9

4. Are data disaggregated by subgroups of students to identify equity gaps and inform improvements?

5. Are qualitative data gathered to deepen understanding about student barriers to success?

6. Is equity awareness applied in data visualizations and narratives?

Educational Excellence

2.7

7. Does instruction consider the different ways students learn?

8. Do faculty relate their curriculum and pedagogy to student cultures and backgrounds?

9. Are proactive measures taken to engage students from diverse backgrounds and experiences in college life and activities?

Equity

Intentionally identifying and dismantling unjust structures, policies, and practices that perpetuate systemic oppression based on, but not limited to, race, ethnicity, gender identity, language, (dis)ability, sexual orientation, economic status, and/or religion to establish corrective just actions to realize students' academic and social mobility goals

Emerging

3

Average

2.8

Results by Category

Number of Responses: 98

	Limited	Developing	Emerging	Exemplary

Disciplined implementation   2.7

10. Are all members of the institution broadly engaged in conversations about equity to inform action around student success vision and goals?

11. Is dialogue facilitated to purposefully surface divergent thinking to inform student success reform efforts?

Digital Transformation   2.8

12. Does the institution provide professional learning for faculty and staff on use of student success technologies to narrow equity gaps?

13. Are all students provided access to technology resources to ensure equitable participation in higher education?

Organizational Agility   2.8

14. Does the institution maintain progress to support students in an equitable manner in all situations?

Community Connectedness   3.1

15. Does the institution educate constituents about how institutional action can impact community transformation?

16. Are administrators, faculty, and staff racially and ethnically representative of the community served?

17. Are students racially and ethnically representative of the community served?

18. Are high school dual enrollment students racially and ethnically representative of the community served?

Educational Excellence

Fostering teaching innovation and excellence inside and outside the classroom and offering personalized student support through equity-minded design and practice

Emerging   **Average**

3   **2.8**

Results by Category

Number of Responses: **98**

	Limited	Developing	Emerging	Exemplary

Faculty Support — 2.8

12. Do faculty demonstrate evidence-based, innovative, and reflective teaching practices because of professional learning?

13. Is teaching excellence integrated with college hiring, retention, and promotion policies and practices?

14. Is professional learning encouraged for faculty and staff to strengthen their work with diverse student populations? ..

Student Support — 2.9

15. Are student journeys into and through the institution mapped and reviewed to inform a more simplified experience?

16. Does the institution foster a sense of belonging for students of all backgrounds and experiences?

17. Does the institution address basic needs that might affect student progress and success?

18. Are all student supports (academic and nonacademic) integrated, so they are not stand-alone functions?

Equity-Minded Practice — 2.7

19. Does instruction consider the different ways students learn?

20. Do faculty relate their curriculum and pedagogy to student cultures and backgrounds?

21. Are proactive measures taken to engage students from diverse backgrounds and experiences in college life and activities?

Educational Excellence

Fostering teaching innovation and excellence inside and outside the classroom and offering personalized student support through equity-minded design and practice

Emerging

3

Average

2.8

Results by Category

Number of Responses: 98

	Limited	Developing	Emerging	Exemplary

Faculty Support — 2.8

12. Do faculty demonstrate evidence-based, innovative, and reflective teaching practices because of professional learning?

13. Is teaching excellence integrated with college hiring, retention, and promotion policies and practices?

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Student Support — 2.9

15. Are student journeys into and through the institution mapped and reviewed to inform a more simplified experience?

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17. Does the institution address basic needs that might affect student progress and success?

18. Are all student supports (academic and nonacademic) integrated, so they are not stand-alone functions?

Equity-Minded Practice — 2.7

19. Does instruction consider the different ways students learn?

20. Do faculty relate their curriculum and pedagogy to student cultures and backgrounds?

21. Are proactive measures taken to engage students from diverse backgrounds and experiences in college life and activities?

Disciplined Implementation

Aligning and empowering people to plan, navigate, execute, monitor, and improve equity-minded change effectively and within a shared learning environment

Developing **Average**

2 **2.4**

Results by Category

Number of Responses: 98

	Limited	Developing	Emerging	Exemplary

Systems-Level Thinking

1. Is a systems thinking approach used to diagnose complex institutional challenges related to student success?

2. Does the institution review all student success initiatives and strategically integrate the work to avoid duplication of effort?

2.2

Design Thinking

3. Does the institution start with the end in mind when developing solutions to student success challenges?

2.4

Engagement

4. Is broad-based input from faculty and staff solicited to inform student success reform efforts?

5. Are faculty and staff that will be affected most by reform efforts actively engaged in the design of student success solutions?

6. Are students actively engaged in the diagnosis of institutional challenges related to student success?

7. Do students serve on project management teams to inform student success solutions?

2.3

Disciplined Implementation

Developing **Average**

2 **2.4**

Aligning and empowering people to plan, navigate, execute, monitor, and improve equity-minded change effectively and within a shared learning environment

---

Results by Category

Number of Responses: 98

	Limited	Developing	Emerging	Exemplary

Implementation — 2.6

8. Does the institution encourage development of project management or action plans for new student success initiatives?

9. Are barriers that could derail student success implementation addressed on an ongoing basis?

10. Are priority student success initiatives transitioned to full implementation?

Effective Teams — 2.3

11. Does a climate of shared responsibility for equitable student outcomes exist throughout the institution?

12. Are student success project management teams supported to navigate institutional systems and structures effectively?

Equity-Minded Practice — 2.7

13. Are all members of the institution broadly engaged in conversations about equity to inform action around student success vision and goals?

14. Is dialogue facilitated to purposefully surface divergent thinking to inform student success reform efforts?

Digital Transformation

Leveraging digital technologies to enhance learning and student support, promote digital equity, and strategically advance operational integration, productivity, and efficiency

Emerging

3

Average

2.7

Results by Category

Number of Responses: 98

| Limited | Developing | Emerging | Exemplary |

Operational Strategies

1. Does the institution have a multi-year technology plan that aligns with student success vision and goals?

2. Does a cross-functional entity exist to coordinate technology planning and development related to student success?

3. Are end user needs strategically assessed to inform technology improvements?

4. Do systems work together across multiple technology applications and platforms to support student success efforts?

5. Is cybersecurity a priority for the institution?

6. Has the institution adopted a formal artificial intelligence (AI) strategy?

2.4

Student Success Technologies

7. Does the institution leverage technology to enhance student services and support?

8. Are personalized learning courseware and other technologies used to help personalize learning for all students?

9. Are educational materials delivered in electronic or other formats in addition to print formats?

10. Are digital learning tools used to support learner engagement and interaction?

11. Is the Learning Management System (LMS) used by all faculty in all types of classes in consistent ways?

2.7

Digital Transformation

Leveraging digital technologies to enhance learning and student support, promote digital equity, and strategically advance operational integration, productivity, and efficiency

Emerging

3

Average

2.7

Results by Category

Number of Responses: 98

	Limited	Developing	Emerging	Exemplary

Digital Ethics

3.1

12. Do policies related to ethical standards of technology utilization exist at the institution?

Digital Equity

2.8

13. Does the institution provide professional learning for faculty and staff on use of student success technologies to narrow equity gaps?

14. Are all students provided access to technology resources to ensure equitable participation in higher education?

Organizational Agility

Developing a culture of learning and curiosity, creating organizational flexibility, and ensuring horizontal decision-making and fluid communications to support innovation and proactive, rapid response to community needs and overall change

Emerging **Average**

3 **2.5**

Results by Category

Number of Responses: 98

	Limited	Developing	Emerging	Exemplary

Inquistive Culture — 2.6

1. Does a learning-centered culture exist at the institution?

2. Is time set aside for faculty and staff to share new knowledge across the institution related to student success?

Organizational Adaptability — 2.5

3. Does the institution proactively gather information to prepare for future opportunities and challenges?

4. Are programs and services continuously adapted to remain competitive within rapidly changing environments?

5. Does the institution learn from their initial responses to unforeseen change?

6. Are faculty and staff recognized for innovative responses to change?

Agile Decision Making — 2.3

7. Are decision-making structures designed to support rapid response to change?

8. Are faculty and staff encouraged to use their knowledge, experience, or expertise to positively influence student success outcomes?

Organizational Agility

Developing a culture of learning and curiosity, creating organizational flexibility, and ensuring horizontal decision-making and fluid communications to support innovation and proactive, rapid response to community needs and overall change

Emerging

3

Average

2.5

Results by Category

Number of Responses: 98

	Limited	Developing	Emerging	Exemplary

Fluid Communications

2.3

9. Do communications flow intentionally and in real time across different units and levels of the institution?

10. Does the institution clearly communicate why change is needed?

11. Do communication strategies consider the different ways people receive information?

Equity-Minded Practice

2.8

12. Does the institution maintain progress to support students in an equitable manner in all situations?

Community Connectedness

Emerging **3**

Average **2.7**

Nurturing strategic partnerships, developing shared goals, leveraging community resources, and engaging in collective effort to support equitable access, student success, workforce outcomes, and thriving communities

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Results by Category

Number of Responses: 98

Limited	Developing	Emerging	Exemplary

Community Vibrancy

1. Does the institution engage in proactive, targeted outreach to groups of people who have tended not to pursue postsecondary education?

2. Does the institution embrace upward mobility as the end goal of student success reform efforts?

3. Does the institution support local workforce development to enhance regional economic competitiveness?

2.6

Strategic Partnerships

4. Does the institution partner with civic leaders/grassroots organizations that have strong relationships with underrepresented populations?

5. Are partnerships in place with community-based organizations to support basic student needs?

6. Does the institution work with employers to co-develop programs and services?

7. Do employers actively support educational pathways to success?

8. Does the institution help employers see all people and communities as talent prospects?

9. Is the value of community partnerships strategically assessed to inform improvements?

2.7

Community Connectedness

Emerging — 3

Average — 2.7

Nurturing strategic partnerships, developing shared goals, leveraging community resources, and engaging in collective effort to support equitable access, student success, workforce outcomes, and thriving communities

---

Results by Category

Number of Responses: 98

	Limited	Developing	Emerging	Exemplary

Resource Alignment

2.5

10. Does the institution dedicate resources to mobilize the community in support of increased educational attainment?

11. Are financial resources leveraged locally to keep the cost of college down, especially for low-income populations?

Equity-Minded Practice

3.1

12. Does the institution educate constituents about how institutional action can impact community transformation?

13. Are administrators, faculty, and staff racially and ethnically representative of the community served?

14. Are students racially and ethnically representative of the community served?

15. Are high school dual enrollment students racially and ethnically representative of the community served?

AVERAGE CAPACITY RATING BY ROLE

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

Leadership Commitment

Role	Rating
Administrator	2.3 (n=13)
Full-time Faculty	2.6 (n=25)
Adjunct Faculty	3.0 (n=17)
Staff Member	2.6 (n=35)
Other	2.8 (n=8)

Disciplined Implementation

Role	Rating
Administrator	2.1 (n=13)
Full-time Faculty	2.6 (n=25)
Adjunct Faculty	2.8 (n=17)
Staff Member	2.3 (n=35)
Other	2.3 (n=8)

Data Empowerment

Role	Rating
Administrator	2.4 (n=13)
Full-time Faculty	2.8 (n=25)
Adjunct Faculty	3.0 (n=17)
Staff Member	2.8 (n=35)
Other	2.6 (n=8)

Digital Transformation

Role	Rating
Administrator	2.2 (n=13)
Full-time Faculty	2.7 (n=25)
Adjunct Faculty	3.2 (n=17)
Staff Member	2.5 (n=35)
Other	2.8 (n=8)

Equity

Role	Rating
Administrator	2.5 (n=13)
Full-time Faculty	2.8 (n=25)
Adjunct Faculty	3.1 (n=17)
Staff Member	2.8 (n=35)
Other	2.8 (n=8)

Organizational Agility

Role	Rating
Administrator	2.3 (n=13)
Full-time Faculty	2.6 (n=25)
Adjunct Faculty	2.8 (n=17)
Staff Member	2.4 (n=35)
Other	2.1 (n=8)

Educational Excellence

Role	Rating
Administrator	2.5 (n=13)
Full-time Faculty	2.8 (n=25)
Adjunct Faculty	3.0 (n=17)
Staff Member	2.7 (n=35)
Other	2.5 (n=8)

Community Connectedness

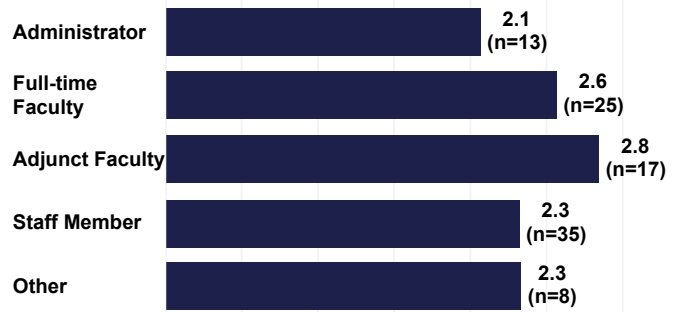| Role	Rating
Administrator	2.6 (n=13)
Full-time Faculty	2.8 (n=25)
Adjunct Faculty	2.7 (n=17)
Staff Member	2.8 (n=35)
Other	2.9 (n=8)

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.
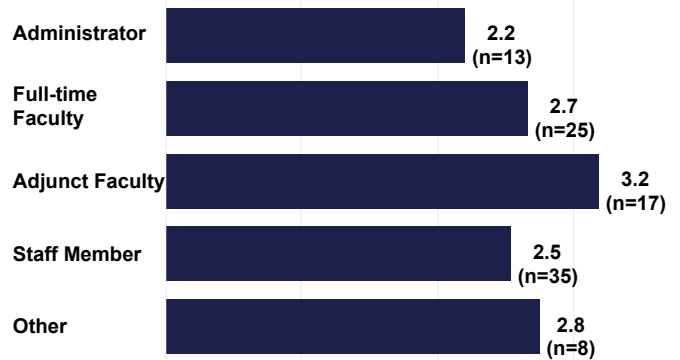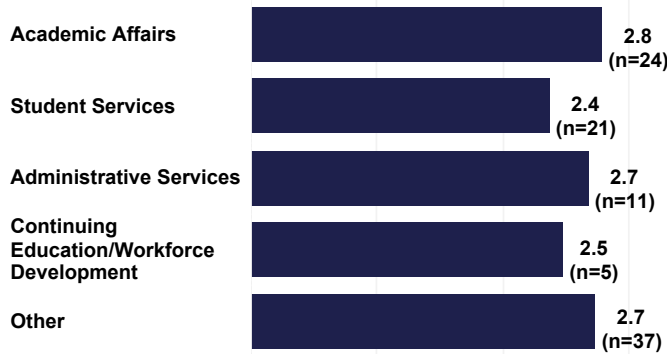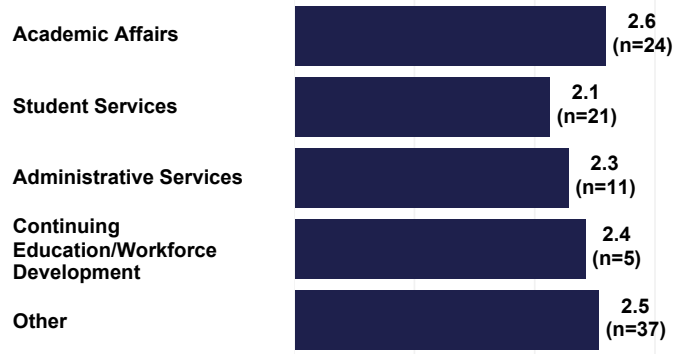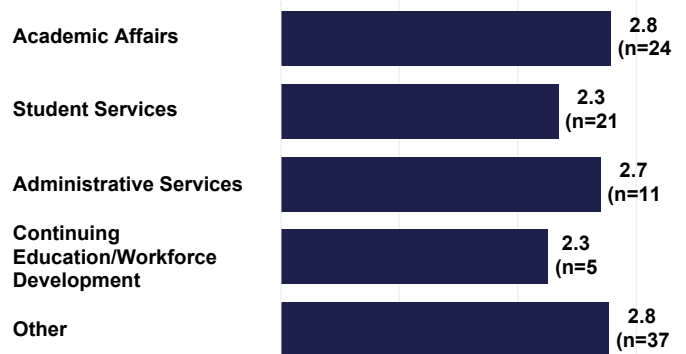
Leadership Commitment

Functional Area	Rating
Academic Affairs	2.8 (n=24)
Student Services	2.4 (n=21)
Administrative Services	2.7 (n=11)
Continuing Education/Workforce Development	2.5 (n=5)
Other	2.7 (n=37)

Disciplined Implementation

Functional Area	Rating
Academic Affairs	2.6 (n=24)
Student Services	2.1 (n=21)
Administrative Services	2.3 (n=11)
Continuing Education/Workforce Development	2.4 (n=5)
Other	2.5 (n=37)

Data Empowerment

Functional Area	Rating
Academic Affairs	2.8 (n=24)
Student Services	2.5 (n=21)
Administrative Services	2.9 (n=11)
Continuing Education/Workforce Development	2.6 (n=5)
Other	2.8 (n=37)

Digital Transformation

Functional Area	Rating
Academic Affairs	2.8 (n=24
Student Services	2.3 (n=21)
Administrative Services	2.7 (n=11
Continuing Education/Workforce Development	2.3 (n=5)
Other	2.8 (n=37

Equity

Functional Area	Rating
Academic Affairs	2.9 (n=24)
Student Services	2.5 (n=21)
Administrative Services	2.8 (n=11)
Continuing Education/Workforce Development	2.6 (n=5)
Other	2.9 (n=37)

Organizational Agility

Functional Area	Rating
Academic Affairs	2.6 (n=24)
Student Services	2.1 (n=21)
Administrative Services	2.3 (n=11)
Continuing Education/Workforce Development	2.1 (n=5)
Other	2.6 (n=37)

Educational Excellence

Functional Area	Rating
Academic Affairs	3.0 (n=24)
Student Services	2.5 (n=21)
Administrative Services	2.7 (n=11)
Continuing Education/Workforce ..	2.5 (n=5)
Other	2.8 (n=37)

Community Connectedness

Functional Area	Rating
Academic Affairs	3.0 (n=24)
Student Services	2.5 (n=21)
Administrative Services	2.9 (n=11)
Continuing Education/Workforce Dev..	2.4 (n=5)
Other	2.7 (n=37)

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 capacities and Equity encompassed in the Institutional Capacity Framework. The assessment asks a broad range of college constituents to assess their institution's capacity across four levels, from a low of Level 1 (limited) to a high of Level 4 (exemplary). The *Results Summary* report summarizes the assessment results for the institution by aggregating respondent ratings by capacity area and by respondent roles and functional areas.

How Are the Average Ratings Calculated?

For each question in the assessment, there are four answer choices representing four levels of capacity. Additionally, there is an "I don't know" option if the respondent is unfamiliar with the topic or has no basis to judge. After a respondent makes their selection, the following points are assigned:

• Limited: One point
• Developing: Two points
• Emerging: Three points
• Exemplary: Four points
• "I don't know" & "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 excluded in this calculation.

How Are Capacity Levels Designated?

The level of each capacity area is designated by rounding the average rating of that capacity area to the nearest level in order to give colleges a high-level overview of their institutional capacities. For example, if the average rating for the Educational Excellence section was 2.4, the capacity level would be rounded to Level 2.

Is a Response Summary Available By Question?

Yes, the *Response Distribution* provides detailed information for each of the 110 questions in the Institutional Capacity Assessment Tool. A summary of "I don't know" choices is also included in this report.

How Do I Interpret the Ratings?

Collectively, the *Results Summary* and *Response Distribution* reports highlight the average and distribution of responses by capacity area, dimension 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.